**Sample Course Outline**

Career and Enterprise

General Year 11

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# Sample course outline

# Career and Enterprise – General Year 11

## Semester 1 – Unit 1

| **Week** | **Key teaching points** |
| --- | --- |
| 1–3 | Introduction to the unit; distribution of syllabus, course outline and assessment outline**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)

**Task 1: Response** |
| 4–5 | **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

**Task 2: Investigation** |
| 6–7 | **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

**Task 3: Production/performance** |
| 8–10 | **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
 |
|  | **Gaining and keeping work*** factors affecting job satisfaction, including:
* job security
* benefits/compensation/pay
* opportunities to use skills and abilities
* feeling safe in the work environment
 |
| 11–12 | **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
* tools, resources and organisations used to gain work, such as:
* an individual pathway plan
* a career portfolio
* Jobs and Skills WA
* Job Jumpstart
* Seek.com
* Indeed career guide
* MyFuture
* Labour Market Insights
* Australian Jobs
* 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

**Gaining and keeping work*** how to embed your skills in your job application

**Task 4: Investigation** |
| 13–14 | **Gaining and keeping work*** methods of responding to a job opportunity, including:
* online applications
* written applications
* verbal applications
* the need to connect and work with others in the workplace

**Career development and management*** understanding the changing nature of life and work roles
* the value of risk-taking in career development
* the value of positive thinking on career development
* the effects of the global marketplace on personal career development, including:
* wider access to local and international job opportunities
* increased reliance on technology

**Task 5: Individual pathway plan/career portfolio** |
| 15–16 | **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
 |

## Semester 2 – Unit 2

| **Week** | **Key teaching points** |
| --- | --- |
| 1–3 | Introduction to the unit**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

**Task 6: Investigation** |
| 4–5 | **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

**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 WorkSafe SmartMove General module

**Task 7: Response** |
| 6–7 | **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 or 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
 |
| 8–11 | **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)

**Task 8: Production/performance** |
| 12 | **Work skills*** considerations when communicating in the workplace, including variations in:
* content
* tone
* vocabulary
* audience
 |
| 13–14 | **Gaining and keeping work*** 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

**Career development and management*** review and update of own individual pathway plan and resume
* create/review own career portfolio

**Task 9: Individual pathway plan/career portfolio** |
| 15–16 | **The nature of work*** the concept of globalisation
* the impact of global trends on the workforce, including:
* social
* cultural
* technological

**Task 10: Response** |