**Sample Course Outline**

Career and Enterprise

Foundation Year 11

**Acknowledgement of Country**

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# Sample course outline

# Career and Enterprise – Foundation Year 11

## Semester 1 – Unit 1

| **Week** | **Key teaching points** |
| --- | --- |
|  | **Where appropriate, explicit teaching of the following literacy and numeracy skills in the context of the course should be incorporated.****Literacy skills*** acquiring words leading to an appropriately expanding vocabulary; for example, work setting, workplace hazard, and remuneration
* developing pronunciation and spelling of key words
* using Standard Australian English (SAE) grammar and punctuation to communicate effectively; for example, when creating an individual pathway plan (IPP)
* expressing increasingly complex ideas using a range of simple and complex sentence structures
* using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language
* organising ideas and information in different forms and for different purposes and audiences; for example, using a brainstorm to record all relevant ideas, using a structured overview to share ideas with a group
* achieving cohesion of ideas at sentence, paragraph and text level
* editing work for coherence, clarity and appropriateness
* using a range of speaking and listening skills; for example, using active listening skills in a workplace meeting
* comprehending and interpreting a range of texts; for example, different forms of job advertisements
* developing visual literacy skills; for example, interpreting safety warning signs, or using a mind map to represent the notes taken in a meeting

**Numeracy skills*** identifying and organising mathematical information; for example, locating employment statistics and identifying data on employment trends
* choosing the appropriate mathematics to complete a task; for example, multiplying an hourly rate by the number of hours worked in a week to calculate gross pay amount
* applying mathematical knowledge, tools and strategies to complete the task; for example, applying multiplication, percentages and subtraction to calculate net pay using a calculator
* representing and communicating mathematical conclusions; for example, creating a spreadsheet of pay rates and work hours to produce a graph which compares possible job choices from a remuneration perspective
* reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, writing a justification outlining the reasons for the job they have chosen from the pay calculations completed
 |
| 1–2 | Introduction to the course; distribution of syllabus, course outline and assessment outline**C11.1 Exploring work*** key words associated with working:
* TACKS (talents, attributes, capabilities, knowledge, skills)
* individual pathway plans (IPP)
* active listening
* greetings
* team work
* collaboration
* paid work
* unpaid work
* work setting
* remuneration
* wage salary
* the need to develop an increased vocabulary for a selected workplace
* identify own TACKS (talents, attributes, capabilities, knowledge, skills)
* use self-reflection to make decisions of own suitability for a particular job, including consideration of:
* TACKS
* personal values
* likes and dislikes
* strengths and weaknesses
* the concept of work

**Task 1: Response** |
| 3–5 | * ways to interact positively and effectively with others, including:
* active listening
* eye contact when speaking to someone
* speaking clearly and directly
* writing to the needs of the audience
* appropriate greetings in the workplace (both written and in person)
* the need for clear communication in the workplace, including:
* using email for routine workplace communication
* giving logical sequenced instructions, for example how to log on to a computer
* using note-taking strategies to record information, including:
* structured overview
* brainstorm
* mind map
* the concept of a digital footprint
* self-reflection on own digital footprint
* ways work has changed over time as a consequence of the following factors:
* social factors
* changing attitude to working parents
* age discrimination affecting younger and older workers
* technology
* development of new technologies requiring new skills
* increased reliance on technology in the workplace
* 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, fly-in/fly-out)
* the concept of an IPP
* create own IPP

**Task 2: Individual pathway plan/career portfolio** |
| 6–7 | * reasons people work, including:
* earn money to meet the needs and wants of self and family
* personal satisfaction
* meet new people
* learn new skills
* provide goods and services for others
* to contribute towards making the world a better place
* types of work, including:
* paid work
* full-time
* part-time
* casual
* seasonal
* contract
* apprenticeship
* traineeship
* unpaid work
* voluntary work
* training
* study
* parenting
* caring
* work settings, including:
* indoor/outdoor
* mobile/stationary
* fly-in/fly-out and drive-in/drive-out
* city/country/remote
* the concept of remuneration
* pay structures, including:
* wage
* salary

**Task 3: Production/performance** |
| 8–9 | **E11.1 Workplace communication*** forms of workplace communication, including:
* verbal/oral or non-verbal (written and visual)
* formal or informal
* considerations when communicating verbally in the workplace, including:
* tone
* volume
* type of language
* timing
 |
|  | * considerations when communicating non-verbally in the workplace, such as use of appropriate body language
* the need to vary the language used when communicating with different audiences, including:
* friends
* family
* professional co-workers
* customers
* considerations when listening actively, including:
* being focused on the speaker
* making eye contact
* asking clarifying questions
* using appropriate note-taking (when required)
* the ability to communicate information accurately to others, including:
* taking notes for a meeting
* taking a phone message
* providing instructions on how to use a piece of equipment
* key words associated with workplace communication:
* verbal communication (oral communication)
* non-verbal communication
* formal communication
* informal communication
* written communication
* visual communication
* tone
* volume
* body language
* active listening
* eye contact
* clarifying questions

**Task 4: Production/performance**  |
| 10–11 | **E11.4 Team work*** team member roles, including:
* leader
* recorder
* time-keeper
* encourager
* strategies for working collaboratively, including:
* identifying the responsibility of the individual
* listening attentively to requests or instructions
* demonstrating appropriate body language
* accepting others’ points of view
* demonstrating reliability
* listening actively
* sharing openly and willingly
* possible advantages of teamwork in the workplace, including:
* efficiency
* belonging
* learning from co-workers (for example, being mentored)
* possible disadvantages of teamwork in the workplace, including:
* different work rates of individuals
* potential to increase conflict between individuals
* potential to decrease individual creativity
 |
|  | * key words associated with team work:
* team work
* collaboration
* efficiency
* belonging
* flexibility
* reliability
* creativity
* conflict
 |
| 12 | **E11.2 Personal organisation*** the characteristics of an organised person, including:
* punctual
* well presented
* completes tasks on time
* keeps track of important dates and events
* plans ahead
* strategies to improve an individual’s personal organisation, including:
* be aware of time
* make plans
* use a diary
* conduct an audit of own personal organisation
* develop strategies to remedy identified personal weaknesses
* develop an action plan for improvement of personal organisation
* plan and document a daily routine and estimate the time needed for each task
* use a diary and calendar (digital or physical) to arrange daily activities, including:
* homework, revision and study schedule
* general appointments
* sporting commitments
* work commitments
* use travel planning tools to organise and plan short trips, including:
* street directories
* Google maps
* Transperth Journey Planner
* key words associated with personal organisation:
* punctuality
* presentation
* daily routine
* diary
* calendar

**Task 5: Investigation** |
| 13–14 | **C11.2 Work health and safety*** the concept of work health and safety (WHS)
* the importance of WHS in different work settings, including:
* shop
* office
* factory
* mine site
* the role of instructions/manuals in providing information on safe use of tools and equipment
 |
|  | * the ThinkSafe SAM steps
* spot the hazard
* assess the risk
* make the changes
* identify potential hazards in a selected workplace and possible solutions to the identified hazards
* recognise and interpret safety information in a selected workplace, including:
* hazardous material signage
* safety instructions for machinery operation
* specific workplace safety warnings, for example, a sharps box in a pathology laboratory
* the uses of common safety equipment in the workplace, including:
* safety glasses
* steel capped boots
* overalls
* laboratory coats
* protective gloves
 |
| 15 | * the WHS roles and responsibilities of:
* the employers
* the employees
* the designated safety officers
* employers’ expectations that employees will work in a safe way, including the completing of the WorkSafe SmartMove general module

**Task 6: Response** |
| 16 | * compare safety statistics of different work settings using the Safe Work Australia website (<https://www.safeworkaustralia.gov.au/>)
* key words associated with work health and safety (WHS):
* ThinkSafe SAM
* workplace hazard
* safety signs
* safety equipment
* safety officer
* revision and consolidation of all key words associated with Unit 1
 |

## Semester 2 – Unit 2

| **Week** | **Key teaching points** |
| --- | --- |
|  | **Where appropriate, explicit teaching of the following literacy and numeracy skills in the context of the course should be incorporated.****Literacy skills*** acquiring words leading to an appropriately expanding vocabulary; for example, work setting, workplace hazard, and remuneration
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* using a range of language features, including the use of tone, symbols, simple description, and factual as opposed to emotive language
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* applying mathematical knowledge, tools and strategies to complete the task; for example, applying multiplication, percentages and subtraction to calculate net pay using a calculator
* representing and communicating mathematical conclusions; for example, creating a spreadsheet of pay rates and work hours to produce a graph which compares possible job choices from a remuneration perspective
* reflecting on mathematical results in order to judge the reasonableness of the conclusions reached; for example, writing a justification outlining the reasons for the job they have chosen from the pay calculations completed
 |
| 1–2 | Introduction to the unit**C11.3 Work behaviours*** behaviours (capabilities) that are essential for an entry-level job, including:
* punctuality
* self-motivation
* willingness to learn about the workplace
* use common sense when completing tasks
* reliability
* enterprising behaviours, such as:
* showing initiative
* working autonomously
* self-confidence
* the concept of body language
* use of body language in the workplace, including:
* posture
* facial gestures
* eye movements
* the concept of workplace relationships
* workplace relationships, including with:
* co-workers
* line-manager
* customers
* the difference between workplace relationships and non-workplace relationships
* factors affecting productive workplace relationships, including:
* team work
* communication
* work schedules
* prioritising work
* time management
 |
| 3 | * the concept of a workplace code of conduct
* how a code of conduct (written and/or unwritten) contributes to a harmonious and productive work environment
* the importance of employees trying to meet an employer’s expectations
* work environments, including:
* small, medium and large organisations
* profit and non-profit organisations
* the nature of diversity within a workplace, including:
* ages
* cultures
* gender
 |
| 4–5 | * the possible impact of cultural diversity in the workplace, including:
* communication barriers
* cultural variations in dress-code
* work pattern variations (for example, unable to work at particular times for cultural or religious reasons)
* considerations when using ICT resources in the workplace, including:
* the use of appropriate language in electronic communication
* following appropriate use guidelines and policy
* key words associated with behaviour in the workplace:
* punctuality
* self-motivation
* common sense
* reliability
* workplace relationships
* team work
* prioritising
* line-manager
* work environment

**Task 7: Production/performance** |
| 6–9 | **C11.4 Designing your future*** use TACKS and/or VIPs (values, interests, personal traits) to assist in building own personal profile
* use VIPs to assist in selecting a future job
* the elements of an action plan, including:
* who
* what
* where
* when
* the concept of a career portfolio
* create own career portfolio
* the concepts of formal and informal career pathways
* factors that may impact on job opportunities, for example, availability only during school hours, previous criminal convictions
* sources of information and organisations used to gain career information, including:
* MyFuture
* Labour Market Insights
* Australian Jobs
* individual training providers
* universities
* Jobs and Skills WA
* Job Jumpstart
* Indeed career guide
* individual Industry Training Council websites
* career counsellors
* VET co-coordinators
* career expos
* skills expo
* family members
* the concept of career road blocks, including:
* required to relocate
* increased work hours required
* requirement for further training
* work search tools, resources and organisations used to gain work, such as:
* an IPP
* a career portfolio
* Jobs and Skills WA
* Job Jumpstart
* Seek.com
 |
|  | * the role of ongoing education and training in gaining and maintaining employment
* changes to personal networks that occur after leaving school
* locate and interpret information from Australian Jobs 2013 (or the most recent edition) [from](http://www.cdaa.org.au/ContentUpload/Docs/australianjobs2013) the Career Development Association of Australia for the following:
* occupational overviews
* occupational outlook
* employer expectations in the workplace
* key words associated with career development:
* talents
* attributes
* capabilities
* knowledge
* skills
* values
* interests
* personality traits
* action plan
* career portfolio
* career pathway
* career roadblocks

**Task 8: Investigation** |
| 10–11 | **E11.5 Workplace numeracy*** skill levels of workers, including:
* unskilled
* semi-skilled
* skilled
* identify pay awards for selected entry-level jobs
* calculate daily work hours, based on total required hours:
* per week
* per fortnight
* per month
* calculate gross pay amounts for selected entry-level jobs
* calculate net pay amounts for selected entry-level jobs
* compare pay amounts for selected entry-level jobs, using:
* mathematical calculation
* graphical representation
* construct a weekly work roster based on:
* 12 hour time
* 24 hour time
* key words associated with workplace numeracy:
* pay awards
* work hours
* gross pay
* net pay
* work roster

**Task 9: Response** |
| 12–14 | **E11.3 Rights and responsibilities*** appropriate and inappropriate behaviours in the workplace
* the responsibilities of an employee in the workplace, including:
* wearing all personal protective equipment provided
* following safe work procedures
* not interfering with or misusing anything provided by the employer (equipment, signs etc.)
* not behaving in a way that puts themselves or others at risk
* responding to a reasonable request to provide assistance
* the responsibilities of an employer in the workplace, including:
* properly orientating, training and supervising staff
* providing suitable personal protective equipment
* providing adequate facilities for employees
* the rights of employees
* the rights of employers
* the purpose of a code of conduct in the workplace
* investigate issues that can arise in the workplace, including:
* unfair pay
* sexual discrimination
* racial discrimination
* age discrimination
* strategies to resolve issues in the workplace, including:
* adequate training provisions
* peer mediation
* counselling
* the role of a trade union, including:
* participating in the issue resolution process
* requesting assistance of external agencies from industry-specific organisations
* key words associated with the rights and responsibilities of employers and employees:
* protective equipment
* work procedures
* orientation
* training
* supervision
* workplace code of conduct
* pay
* discrimination
* mediation
* counselling
* trade union

**Task 10: Individual pathway plan/career portfolio** |
| 15–16 | **E11.8 Volunteering/experiencing work*** explore workplaces, community service and voluntary organisations in the local community
* participate in a volunteering activity, such as volunteering in a reading program at an aged care facility
* participate in an experiencing work activity, such as work experience in a local workplace as a receptionist
 |
|  | * create a log book of experiences undertaken during a volunteering or experiencing work activity, including:
* a safety audit
* daily duties undertaken
* a list of communication strategies used
* establish contacts during the volunteering or experiencing work activity
* revision and consolidation of all key words associated with Unit 2
 |