**Sample Course Outline**

Career and Enterprise

Foundation Year 11

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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 * 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 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 |