**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** |