

# COURSE OUTLINE

## CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

Topic, key teaching points and assessment may change due to scheduling.

| Term | Week | Topic and key teaching points  | Syllabus content   | WALT & WILF  | Assessment |
|------|------|--|--|--|------------|
| 1    | 1    | <b>Learning to learn</b> <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> </ul> | <b>Learning to learn</b> <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> </ul> | <b>WALT</b><br>Identify and explain the learn to learn concepts.<br><br><b>WILF</b><br>List your skills attributes, values and interests in regards to education and work. |            |
| 1    | 2    | <b>Learning to Learn</b> <ul style="list-style-type: none"> <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> </ul>   | <b>Learning to Learn</b> <ul style="list-style-type: none"> <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> </ul>   | <b>WALT</b><br>Interpret strategies for dealing with unexpected circumstances.<br><br><b>WILF</b><br>Students will complete classwork                                      |            |



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### UNIT 1 AND UNIT 2



|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   |   | changes to personal networks that occur after leaving school  | <ul style="list-style-type: none"> <li>changes to personal networks that occur after leaving school</li> </ul>  | relating to syllabus content.  |  |
| 1 | 3 | <b>Learning to Learn</b> <ul style="list-style-type: none"> <li>decision-making steps: <ul style="list-style-type: none"> <li>- identifying the problem</li> <li>- investigate alternatives</li> <li>- making a decision</li> <li>- evaluate the solution</li> </ul> </li> <li>models for decision making, including: <ul style="list-style-type: none"> <li>- SWOT (strength, weaknesses, opportunities, threats)</li> <li>- PMI (plus, minus, interesting)</li> </ul> </li> </ul> | <b>Learning to Learn</b> <ul style="list-style-type: none"> <li>decision-making steps: <ul style="list-style-type: none"> <li>- identifying the problem</li> <li>- investigate alternatives</li> <li>- making a decision</li> <li>- evaluate the solution</li> </ul> </li> <li>models for decision making, including: <ul style="list-style-type: none"> <li>- SWOT (strength, weaknesses, opportunities, threats)</li> <li>- PMI (plus, minus, interesting)</li> </ul> </li> </ul> | <b>WALT</b><br>Utilise decision making tools for workplace and life problems.<br><br><b>WILF</b><br>Complete decision making response. | <b>Task 1:</b><br><b>Decision Making Response</b><br><b>20%</b>                          |
| 1 | 4 | <b>Work Life</b> <ul style="list-style-type: none"> <li>how to interact positively and effectively with others through: <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</li> </ul>                          | <b>Work Life</b> <ul style="list-style-type: none"> <li>how to interact positively and effectively with others through: <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</li> </ul>                          | <b>WALT</b><br>Identify and explain different methods of work.<br><br><b>WILF</b><br>Start and work on Different jobs investigation.   | <b>Task 2:</b><br><b>Different Jobs Investigation</b><br><b>15%</b><br><b>Week 4 - 5</b> |

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### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |   |  |  |   |  |
|---|---|--|--|---|--|
|   |   | <ul style="list-style-type: none"> <li>- personal (family/friends)</li> <li>- social (sporting/community organisations)</li> <li>- professional (such as work experience)</li> </ul>   | <ul style="list-style-type: none"> <li>- personal (family/friends)</li> <li>- social (sporting/community organisations)</li> <li>- professional (such as work experience)</li> </ul>   |   |  |
| 1 | 5 | <p><b>Work Life</b></p> <ul style="list-style-type: none"> <li>• Strategies to enable appropriate and effective communication in a specific work environment, including:</li> <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 specific job</li> <li>• Being assertive</li> <li>• Negotiating responsively</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> </ul> | <p><b>Work Life</b></p> <ul style="list-style-type: none"> <li>• Strategies to enable appropriate and effective communication in a specific work environment, including:</li> <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 specific job</li> <li>• Being assertive</li> <li>• Negotiating responsively</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> </ul> | <p><b>WALT</b><br/>Recognise and implement appropriate methods of communication in different work spaces.</p> <p><b>WILF</b><br/>Finalise Different jobs investigation, complete any in class work.</p> |  |

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### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |   |  |  |   |  |
|---|---|--|--|---|--|
| 1 | 6 | <b>The nature of work</b> <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)</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> </ul> </li> <li>- outsourcing of specialised skills</li> </ul> | <b>The nature of work</b> <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)</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> </ul> </li> <li>- outsourcing of specialised skills</li> </ul> | <b>WALT</b><br>Interpret and implement strategies for managing work.<br><br><b>WILF</b><br>Start and work on Identifying work environment production task.            | <b>Task 3:</b><br><b>Identifying Work Environment</b><br><b>30%</b><br><b>Week 6 - 7</b> |
| 1 | 7 | <b>Entrepreneurial Behaviours</b> <ul style="list-style-type: none"> <li>the concept of initiative</li> <li>the 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> </ul> the concept of innovation   | <b>Entrepreneurial Behaviours</b> <ul style="list-style-type: none"> <li>the concept of initiative</li> <li>the 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> </ul>  | <b>WALT</b><br>Identify and describe the entrepreneurial behaviour concepts.<br><br><b>WILF</b><br>Finalise and hand in Identifying work environment production task. |  |

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### UNIT 1 AND UNIT 2

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| 1 | 8 | <b>Entrepreneurial Behaviours</b> <ul style="list-style-type: none"> <li>identify examples of innovation in business, including establishing</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>   | <b>Entrepreneurial Behaviours</b> <ul style="list-style-type: none"> <li>identify examples of innovation in business, including establishing</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>   | <b>WALT</b><br>Identify and explain the concepts covered in class.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content.      |  |
| 1 | 9 | <b>Career development and management</b> <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 other</li> </ul> </li> <li>the value of risk-taking in career development</li> </ul> <p>the value of positive thinking on career development</p> | <b>Career development and management</b> <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 other</li> </ul> </li> <li>the value of risk-taking in career development</li> <li>the value of positive thinking on career development</li> </ul> | <b>WALT</b><br>Utilise reflection tools to identify career development.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |  |

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### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |    |  |  |   |  |
|---|----|--|--|---|--|
| 1 | 10 | <b>Career development and management</b> <ul style="list-style-type: none"> <li>tools, resources and organisation used to gain work, such as: <ul style="list-style-type: none"> <li>- an individual pathway plan</li> <li>- a career portfolio</li> <li>- Jobs and Skills WA</li> <li>- Job Jumpstart</li> <li>- Seek.com</li> <li>- Indeed career guide</li> <li>- MyFuture</li> <li>- Job Outlook</li> </ul> </li> <li>- Australian Jobs</li> </ul>   | <b>Career development and management</b> <ul style="list-style-type: none"> <li>tools, resources and organisation used to gain work, such as: <ul style="list-style-type: none"> <li>- an individual pathway plan</li> <li>- a career portfolio</li> <li>- Jobs and Skills WA</li> <li>- Job Jumpstart</li> <li>- Seek.com</li> <li>- Indeed career guide</li> <li>- MyFuture</li> <li>- Job Outlook</li> <li>- Australian Jobs</li> </ul> </li> </ul>   | <b>WALT</b><br>Explore and identify tools used for gaining work.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |  |
| 2 | 1  | <b>Career development and management</b> <ul style="list-style-type: none"> <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>investigating career choices</li> <li>create/ review own IPP</li> <li>create/ review own resume</li> </ul> | <b>Career development and management</b> <ul style="list-style-type: none"> <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>investigating career choices</li> <li>create/ review own IPP</li> <li>create/ review own resume</li> </ul> | <b>WALT</b><br>Investigate resources used for finding work.<br><br><b>WILF</b><br>Start and work on investigating resources for finding work task.    | <b>Task 4:</b><br><b>Investigating resources for finding work</b><br><b>15%</b><br><b>Week 1 - 2</b> |

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### UNIT 1 AND UNIT 2

|   |   |   |   |  |   |
|---|---|---|---|--|---|
| 2 | 2 | <b>Career development and management</b> <ul style="list-style-type: none"> <li>understanding the changing nature of life and work roles</li> <li>the effects of 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> | <b>Career development and management</b> <ul style="list-style-type: none"> <li>understanding the changing nature of life and work roles</li> <li>the effects of 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> | <b>WALT</b><br>Identify and describe work roles and the effect of a global marketplace.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |   |
| 2 | 3 | <b>The nature of work</b> <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> <li>advantages and disadvantages of different work patterns</li> </ul> <p>concept of globalisation</p>  | <b>The nature of work</b> <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> <li>advantages and disadvantages of different work patterns</li> <li>concept of globalisation</li> </ul>  | <b>WALT</b><br>Create an Individual Pathway Plan in regards to your chosen career choice.<br><br><b>WILF</b><br>Start and work on IPP task.                                  | <b>Task 5:</b><br><b>Create/Review IPP</b><br><b>20%</b><br><b>Week 3 - 4</b> |
| 2 | 4 | <b>Work Life</b> <ul style="list-style-type: none"> <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>  | <b>Work Life</b> <ul style="list-style-type: none"> <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>  | <b>WALT</b><br>Identify and describe strategies to manage workload.<br><br><b>WILF</b><br>Complete and hand in IPP task.   |   |

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### UNIT 1 AND UNIT 2

|   |   |  |  |   |  |
|---|---|--|--|---|--|
|   |   | <ul style="list-style-type: none"> <li>The advantage for career development of having basic ICT skills</li> </ul> <p>Use ICT to organise data used in a workplace</p>  | <ul style="list-style-type: none"> <li>The advantage for career development of having basic ICT skills</li> </ul> <p>Use ICT to organise data used in a workplace</p>  |   |  |
| 2 | 5 | <b>Gaining and keeping work</b> <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> </ul> </li> </ul> <p>- strength and weaknesses</p> | <b>Gaining and keeping work</b> <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> </ul> </li> </ul> <p>- strength and weaknesses</p> | <b>WALT</b><br>Identify SAVI and utilise self reflection tools for gaining and keeping work.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |  |
| 2 | 6 | <b>Gaining and keeping work</b> <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> </ul> <p>how to embed your skills in your job application</p>   | <b>Gaining and keeping work</b> <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>how to embed your skills in your job application</li> </ul>   | <b>WALT</b><br>Outline methods of applying for jobs.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content.   |  |



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### UNIT 1 AND UNIT 2

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 2 | 7 | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <li>the need to connect and work with others in the workplace</li> <li>the 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> </ul> </li> <li>- feeling safe in the work environment</li> </ul> | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <li>the need to connect and work with others in the workplace</li> <li>the 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> </ul> </li> <li>- feeling safe in the work environment</li> </ul> | <b>WALT</b><br>Identify and explain factors affecting job satisfaction and the need to connect with others in the workplace.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |  |
| 2 | 8 | <b>Work skills</b> <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> </ul> </li> <li>- audience</li> </ul>  | <b>Work skills</b> <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> </ul> </li> <li>- audience</li> </ul>  | <b>WALT</b><br>Identify and practice appropriate communication within the workplace.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content.   |  |
| 2 | 9 | <b>Learning to learn</b> <ul style="list-style-type: none"> <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> </ul>  | <b>Learning to learn</b> <ul style="list-style-type: none"> <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> </ul>  | <b>WALT</b><br>Identify and describe your values, likes, dislikes, strength weaknesses in regards to your career choice.  |  |

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### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |    |  |  |   |   |
|---|----|--|--|---|---|
|   |    | concept that learning experiences can increase career development opportunities and success  | <ul style="list-style-type: none"> <li>concept that learning experiences can increase career development opportunities and success</li> </ul>  | <b>WILF</b><br>Students will complete classwork relating to syllabus content.   |   |
| 2 | 10 | <b>The nature of work</b> <ul style="list-style-type: none"> <li>the purpose and content of the National Employment Standards</li> <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> | <b>The nature of work</b> <ul style="list-style-type: none"> <li>the purpose and content of the National Employment Standards</li> <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> | <b>WALT</b><br>Justify the need for the National Employment Standard in the workplace.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content.             |   |
| 3 | 1  | <b>Learning to learn</b> <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> </ul> enhancing ability to learn using own learning style   | <b>Learning to learn</b> <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> </ul> enhancing ability to learn using own learning style   | <b>WALT</b><br>List and describe the different learning styles, while identifying your own preferred style.<br><br><b>WILF</b><br>Start and work on Investigating Learning Styles task. | <b>Task 6:</b><br><b>Investigating Learning Styles</b><br><b>30%</b><br><b>Week 1 - 3</b> |

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### UNIT 1 AND UNIT 2

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| 3 | 2 | <b>Entrepreneurial behaviours</b> <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 and from contexts</li> </ul> </li> <li>- recognising the potential of new idea proposed by someone else.</li> </ul> | <b>Entrepreneurial behaviours</b> <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 and from contexts</li> </ul> </li> <li>- recognising the potential of new idea proposed by someone else.</li> </ul> | <b>WALT</b><br>State the solutions to the problems commonly found in the workforce.<br><br><b>WILF</b><br>Work on Investigating Learning Style task.             |  |
| 3 | 3 | <b>Career development and management</b> <ul style="list-style-type: none"> <li>the concept of work/life balance</li> <li>the concepts or career progression and career development</li> </ul> <p>explore career progression within your preferred pathway</p>   | <b>Career development and management</b> <ul style="list-style-type: none"> <li>the concept of work/life balance</li> <li>the concepts or career progression and career development</li> <li>explore career progression within your preferred pathway</li> </ul>   | <b>WALT</b><br>Identify and explain the concepts for Career development and management.<br><br><b>WILF</b><br>Hand in Investigating Learning Styles task.        |  |
| 3 | 4 | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <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> </ul> </li> </ul>   | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <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> </ul> </li> </ul>   | <b>WALT</b><br>Identify and justify workplace changes for entry level jobs.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |  |

## COURSE OUTLINE

### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |   |   |   |   |  |
|---|---|---|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>- increased need for technological competence</li> <li>- reduced dependence on geographical location (more mobile work environments, FIFO)</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> </ul> </li> <li>- hours of work</li> </ul> | <ul style="list-style-type: none"> <li>- increased need for technological competence</li> <li>- reduced dependence on geographical location (more mobile work environments, FIFO)</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> </ul> </li> <li>- hours of work</li> </ul> |   |  |
| 3 | 5 | <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> </ul> <p>employers expectations of employees to work in a safe way, including completion of the WorkSafe SmartMove General module</p>   | <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 WorkSafe SmartMove General module</li> </ul>   | <p><b>WALT</b><br/>Explore the Smartmove website and attempt the modules.</p> <p><b>WILF</b><br/>Complete the Worksafe SmartMove General Module task.</p> | <p><b>Task 7:</b><br/><b>Worksafe SmartMove</b><br/><b>General Module</b><br/><b>10%</b><br/><b>Week 5</b></p> |

## COURSE OUTLINE

### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| 3 | 6 | <b>The nature of work</b> <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> </ul> </li> <li>- technological</li> </ul>   | <b>The nature of work</b> <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>   | <b>WALT</b><br>Define the concept of globalisation, outlining impacts it has on the workforce.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |  |
| 3 | 7 | <b>Gaining and keeping work</b> <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> </ul> </li> </ul> </li> <li>- online (blogs and tweets)</li> </ul> | <b>Gaining and keeping work</b> <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> </ul> </li> </ul> </li> <li>- online (blogs and tweets)</li> </ul> | <b>WALT</b><br>Express the importance of self-promotion in gaining and keeping work.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content.           |  |

## COURSE OUTLINE

### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |   |  |  |   |  |
|---|---|--|--|---|--|
| 3 | 8 | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <li>capabilities that are essential for an entry-level job, including: <ul style="list-style-type: none"> <li>- time management (punctuality)</li> <li>- interpersonal skills (positive attitude, empathy, tolerance)</li> <li>- personal attributes (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> </ul> </li> </ul> <p>- group</p>  | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <li>capabilities that are essential for an entry-level job, including: <ul style="list-style-type: none"> <li>- time management (punctuality)</li> <li>- interpersonal skills (positive attitude, empathy, tolerance)</li> <li>- personal attributes (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> </ul>  | <b>WALT</b><br>Examine capabilities of entry-level jobs.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content.   |  |
| 3 | 9 | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <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> <p>- engaging in formal and informal learning experiences</p> | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <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> <p>- engaging in formal and informal learning experiences</p> | <b>WALT</b><br>Question past experiences and utilise reflection techniques to prepare for interview.<br><br><b>WILF</b><br>Students will complete classwork relating to syllabus content. |  |

## COURSE OUTLINE

### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |    |  |  |   |  |
|---|----|--|--|---|--|
| 3 | 10 | <b>Career development and management</b> <ul style="list-style-type: none"> <li>the need for an individual's personal profile to align with their career direction</li> <li>review and update of own individual pathway plan and resume</li> <li>create/review own career portfolio</li> </ul>   | <b>Career development and management</b> <ul style="list-style-type: none"> <li>the need for an individual's personal profile to align with their career direction</li> <li>review and update of own individual pathway plan and resume</li> <li>create/review own career portfolio</li> </ul>   | <b>WALT</b><br><br><b>WILF</b>  | <b>Task 9:</b><br><b>Create Career Portfolio</b><br><b>20%</b><br><b>T3 W10 - T4 W 3</b> |
| 4 | 1  | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <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> <li>- engaging in formal and informal learning experiences</li> </ul> | <b>Gaining and keeping work</b> <ul style="list-style-type: none"> <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> <li>- engaging in formal and informal learning experiences</li> </ul> | <b>WALT</b><br>Question past experiences and utilise reflection techniques to prepare for interview.<br><br><b>WILF</b><br>Prepare and participate in Mock Interview Task | <b>Task 8:</b><br><b>Mock Interview</b><br><b>30%</b><br><b>Week 1</b>                   |
| 4 | 2  | Learning to Learn<br>Review career opportunities.<br>Look at SEEK etc to view personal values and aptitude.  | <b>Learning to learn</b> <ul style="list-style-type: none"> <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> </ul>   | <b>WALT</b><br>Identify and outline career related attributed for appropriate career.<br><br><b>WILF</b><br>Add to Career Portfolio Task.                                 | <b>Task 9:</b><br><b>Update Career Portfolio</b><br><b>20%</b><br><b>T3 W10 - T4 W3</b>  |

## COURSE OUTLINE

### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   |   |  | <ul style="list-style-type: none"> <li>concept that learning experiences can increase career development opportunities and success</li> </ul>  |  |  |
| 4 | 3 | <p>Learning to Learn<br/>Continue with aptitude tasks.</p> <p><b>Entrepreneurial behaviours</b></p> <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>How do your personal values or/and aptitude assist you to become an entrepreneur.</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></li> </ul> | <p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <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>concept that learning experiences can increase career development opportunities and success</li> </ul> | <p><b>WALT</b><br/>Identify and outline career related attributed for appropriate career.</p> <p><b>WILF</b><br/>Finalise and hand in Career Portfolio task.</p> |  |



## COURSE OUTLINE

### CAREER AND ENTERPRISE – GENERAL YEAR 11: 2022

### UNIT 1 AND UNIT 2

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| 4 | 4 | <ul style="list-style-type: none"> <li>the value of taking appropriate personal risks in the workplace, such as, being recognised for contributions by superiors</li> <li>Ensure you are addressing what Globalisation is and the impact it has on Entrepreneurs.</li> <li>How has globalisation affected Career opportunities?</li> <li>How is the workforce changing?</li> </ul> | <b>The nature of work</b> <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> | <b>WALT</b><br>Identify concepts under Nature of Work<br><br><b>WILF</b><br>Revise and Complete Global Trends Response Task.             | <b>Task 10:</b><br><b>Global Trends Response</b><br><b>10%</b><br><b>Week 4</b> |
| 4 | 5 | <b>Revision and Past assessment work time.</b>   | <b>Revision and Past assessment work time.</b>  | <b>WALT</b><br>Review past concepts and assessments, hand in any outstanding tasks.<br><br><b>WILF</b><br>Hand in any outstanding tasks. |   |