

KSHS: Career and Enterprise - Year 12 General Course, 2016.

This outline is a guideline as numerous interruptions will occur.

Semester One: Unit Three

Week	Content and activities	Assessment/Tasks and resources.
1  2	<p>Welcome to class. Set out explicit guidelines re; expectations, organisation, Senior school Good Standing and Assessment policies. Use of Student Planner/Diary. For the majority who did the Year 11 course time for reflection. For all students time to set goals.</p> <p>Introduction to the course; distribution of syllabus, course outline and assessment outline, glossary of terms Focus on Enterprise, enterprising behaviours and attributes and link them to yourself -Getting to know yourself in the context of work preparation. <b>Learning to learn</b> - identify personal and professional skills and attributes, and understand their link to career development - self-management strategies to enhance personal change and growth, including: self-reflection - construction of SMART (specific, measurable, achievable, realistic, time based) goals -interacting with others through teamwork and networking Multiple career pathways, values, Lifelong learning, training requirements, Course entry levels and requirements, being SAVI, multiple intelligences, career matching...for you.</p>	<p>Carolyn, M - Section 1 and 2.</p> <p>Enterprising behaviours ,career competencies, work skills for jobs, personal and social competencies, transferable skills, planning and goal setting, SMART Goals.</p>
3	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>• skills used to connect with and work with others, such as recognising strengths and weaknesses of your interpersonal skills</li> <li>• the features of the personality types outlined in Holland's Theory of Career Choice (1985) and how they relate to career choice</li> <li>• determine own personality type and preferred work environment using the personality types and work environments outlined in Holland's Theory of Career Choice (1985)</li> </ul>	<p>Content linked to <b>Task 1</b></p>
4	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>- factors that create effective workplaces, including: management of human, physical, financial and technological resources</li> <li>-internal and external communication strategies and processes, including meetings,</li> <li>- telephone calls and text messages, emails, memos, letters, newsletters, intranet and internet health and safety workplace legislation</li> <li>-equal employment opportunity workplace legislation</li> <li>-quality assurance standards</li> <li>-the relationship between individual efficiency and work satisfaction</li> <li><u>the need for rights and protocols for the workplace, including: health and safety</u></li> <li><u>-equal opportunity</u></li> <li><u>-codes of conduct and standards</u></li> <li>- completion of a Work Safe Smart Move industry-specific module</li> <li>- reasons for, and requirements of, an employment contract with reference to the National Employment Standards from the Fair Work Act 2009.</li> </ul>	<p><b>In class part of Task 1</b></p> <p><b>Core content linked to external assessment task.</b></p>

5	<p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>• the need to recognise diversity within a workplace, including: <ul style="list-style-type: none"> <li>-ages</li> <li>- ethnicity</li> <li>- physical ability</li> </ul> </li> <li>• the need to adjust to diversity within a workplace</li> <li>• the steps in planning and organising work load and work/life balance, including: <ul style="list-style-type: none"> <li>- determining the amount of work to be completed in a set timeframe</li> <li>-identifying personal priorities related to work hours and work patterns</li> </ul> </li> <li>• ways to build networks that will enhance career opportunities, including: <ul style="list-style-type: none"> <li>-identifying people you feel comfortable talking to and whose advice you listen to</li> <li>- increasing the range of people you know in a work role</li> <li>- using of technology to help expand networks</li> </ul> </li> <li>• strategies to deal with unexpected events in a workplace</li> </ul>	
6-7	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• features of each of the following workplace organisational structures: <ul style="list-style-type: none"> <li>-hierarchical</li> <li>-flat</li> </ul> </li> <li>• the impact of global trends on the workforce, including: <ul style="list-style-type: none"> <li>-the ageing workforce</li> <li>-a more mobile population</li> <li>-changing work roles of family members</li> <li>- e-commerce (for example, online shopping)</li> <li>- overseas outsourcing</li> </ul> </li> </ul> <p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>• the influence of global trends on changing workplace requirements, including: <ul style="list-style-type: none"> <li>- possible increased travel requirements</li> <li>-increased need for technology for video or teleconferencing</li> <li>-more cultural diversity in work environments</li> </ul> </li> <li>• <u>the impact of global trends on individual career development, including: --</u> <ul style="list-style-type: none"> <li><u>-ageing workforce</u></li> <li><u>-a more mobile population</u></li> <li><u>- changing work roles of family members</u></li> </ul> </li> </ul>	<p>Content link for Task 2</p> <p>Core content linked to external assessment task.</p>
8	<p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>• the impact of social, cultural and technological change on current work patterns and work settings</li> <li>• the impact of economic, social and technological change on individual career development</li> <li>• the concept of e-networks</li> <li>• how social media can be used as a career development tool</li> </ul>	<p>8 Oral presentations for Task 2</p>
9-10	<p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>• strategies to build and maintain a positive self-concept for career development, including: <ul style="list-style-type: none"> <li>-promoting yourself to others</li> <li>-targeting job searching to match own personal profile</li> </ul> </li> <li>• identify personal and professional learning opportunities and understand their link to career development</li> <li>• the value of participating in lifelong learning designed to support career goals</li> </ul>	<p>Task 3 due in week 10.</p>
<p><b>End of Term One</b></p>		

	<b>Term Two begins</b>	
11	<p><b><u>Entrepreneurial behaviours</u></b></p> <ul style="list-style-type: none"> <li>• <u>taking personal risks when making career decisions, including:</u> <ul style="list-style-type: none"> <li>- relocating</li> <li>- accepting less pay</li> <li>- taking a gap year</li> <li>- undergoing re-training</li> </ul> </li> <li>• remaining employable in constantly changing workplaces, including: <ul style="list-style-type: none"> <li>- undertaking training and up-skilling</li> <li>- networking and e-networking</li> </ul> </li> <li>• considering labour market information to identify employment opportunities, including: <ul style="list-style-type: none"> <li>- self-employment opportunities</li> <li>- business and product development</li> </ul> </li> </ul>	Core content linked to external assessment task.
12 -13	<p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>• strategies that give an individual an advantage in the workplace, including: - <ul style="list-style-type: none"> <li>- taking advantage of work opportunities</li> <li>- undertaking training</li> <li>- seeking learning opportunities</li> </ul> </li> <li>• strategies to assist in making decisions in a work context, including: <ul style="list-style-type: none"> <li>- choosing from a set of pre-determined options</li> <li>- using a formal decision-making process</li> </ul> </li> <li>• examine personal progress in each of the following career competencies: <ul style="list-style-type: none"> <li>- make career-enhancing decision</li> <li>- o seeks advice, feedback and support as required maintain balanced life and work roles</li> <li>- o develops a personal, school and work timetable to manage all commitments understand the changing nature of life and work roles</li> <li>- o identifies changes in personal roles and commitments that will occur in the school to post-school transition understand, engage in and manage the career-building process</li> <li>- o sets personal learning challenges using formal and informal learning opportunities</li> </ul> </li> <li>• develop/refine own electronic individual pathway plan (IPP)</li> <li>• develop/refine own electronic career portfolio</li> </ul>	<p>Task 4 -due end of Week four</p> <p>Get this started for a formal assessment.</p>
14 -15	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>• location of job opportunities, including: <ul style="list-style-type: none"> <li>- newspapers</li> <li>- websites</li> <li>- social and professional networking</li> <li>- professional associations</li> </ul> </li> <li>• interpret requirements in a job advertisement, including: <ul style="list-style-type: none"> <li>- job description</li> <li>- job location</li> <li>- qualifications required</li> <li>- selection criteria</li> <li>- expression of interest requirements</li> <li>- application process and deadline</li> </ul> </li> <li>• strategies for successfully applying for a job, including: <ul style="list-style-type: none"> <li>- writing a job application letter</li> <li>- participating in an interview situation</li> </ul> </li> </ul>	<p>Task 5: Externally set task (EST): A task set by the SCSA based on content from Unit 3 - beginning of Week 5 (around 23-24th May)</p>
	<b>WACE exams = Work Placements from May30th - 10th June (Year 11 and 12)</b>	

Semester Two : Unit Four

Week	Content and activities	Assessment/Tasks
<p><b>Week 6-7 = work placements.</b></p> <p>Weeks 8-10</p> <p>[Weeks 1-3 of Semester 2]</p>	<p>Introduction to unit</p> <p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>• adapt communication skills to show respect for differences within the work place, including:               <ul style="list-style-type: none"> <li>- values</li> <li>- beliefs</li> <li>-cultural expectations</li> </ul> </li> <li>• strategies and processes for resolving conflict in the workplace, including:               <ul style="list-style-type: none"> <li>-informal strategies and processes, such as, communicating concerns through supportive</li> <li>-relationships, being tolerant of others, adopting a positive approach to resolving differences, and internal mediation</li> <li>formal processes, such as, arbitration processes, industrial tribunal hearings and trade union intervention</li> </ul> </li> <li>• work rights and protocols in the use of technology, including:               <ul style="list-style-type: none"> <li>- legal rights and responsibilities (for example, copyright implications) -</li> <li>-procedures and expectations in the workplace</li> </ul> </li> </ul>	<p>Content linked to task 6.</p> <p><b>Task 6 due Week 10.</b></p>
	<b>End of Term Two</b>	
	<b>Term Three begins</b>	
<p>4-5</p> <p>Term weeks 1-2</p>	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• the interrelationships between individual efficiency, workplace productivity and sustainability</li> <li>• the use of performance management as a tool to improve individual efficiency and workplace productivity</li> <li>• considerations for individuals in the workplace, including:               <ul style="list-style-type: none"> <li>- pay and conditions</li> <li>- ethical considerations, including following the code of conduct</li> </ul> </li> <li>• the concepts of organisational restructuring and workplace reform</li> <li>• the impact of organisational restructuring on individual career development</li> <li>• the concept of work/life balance</li> </ul>	
<p>6- 8</p> <p>Term weeks 3-4</p>	<p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>• being enterprising in a global economy, including:               <ul style="list-style-type: none"> <li>- making international business links</li> <li>- identifying consumer gaps</li> <li>-using technology (including online groups)</li> </ul> </li> <li>• steps in problem solving within the work place, including:               <ul style="list-style-type: none"> <li>- identifying the problem</li> <li>-applying a decision-making process, such as SWOT (strengths, weaknesses, opportunities, -threats) creating an action plan to execute the solution</li> </ul> </li> </ul>	<p><b>Task 7 due end of Week 4</b></p>
<p>9</p> <p>Term weeks 5</p>	<p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>• the need for ongoing self-assessment when responding to change, including:               <ul style="list-style-type: none"> <li>-personal life</li> <li>- professional life</li> </ul> </li> <li>• responding to change and how it may impact an individual's career, including:               <ul style="list-style-type: none"> <li>- retraining</li> <li>-updating skills</li> <li>-managing finances</li> <li>-coping with unemployment</li> </ul> </li> </ul>	<p><b>Task 8. IPP due in Week 5.</b></p>

	<ul style="list-style-type: none"> <li>• the need to undertake personal and professional development opportunities to maintain up-to date skills and knowledge</li> </ul>	
10-11 Term weeks 6-8	<b>Gaining and keeping work</b> <ul style="list-style-type: none"> <li>• methods of finding job opportunities, including cold canvassing</li> <li>• awareness of innovative contemporary strategies for gaining employment, such as: <ul style="list-style-type: none"> <li>-YouTube promotion</li> <li>- live performance</li> </ul> </li> </ul>	<b>Task 9 due.</b>
12-13 Term weeks 9-10	<b>Career development and management</b> <ul style="list-style-type: none"> <li>• refine own electronic career portfolio</li> <li>• formats for job applications</li> <li>• formats for cover letters</li> </ul>	<b>Task 10 due before holidays.</b>
	<b>End of Term Three</b>	
Term 4 begins. 14	Final year review and final opportunity for students to ensure all requirements have been met.	
15	Tuesday October 18th - Year 12 Final Day.	