AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Shape of the Australian Curriculum:

Work Studies Years 9–10

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Preface

1. This paper sets the context and directions for the development of a Work Studies Years 9–10 Curriculum aimed at all young Australians under the National Trade Cadetship (NTC) initiative. Drawing on the guiding principles in *The Shape of the Australian Curriculum*, it will guide the writing of a world-leading, future-oriented curriculum that will enhance the talents, general capabilities and non-technical work readiness skills and knowledge that young Australians require to live and work in the rapidly changing global environment.

2. This revised paper has been prepared after consultation with representatives from state and territory education authorities and a range of industry groups, and feedback from an online survey and a teacher workshop.

3. The paper should be read in conjunction with *The Shape of the Australian Curriculum v3.0*. It is informed by ACARA's *Curriculum Design* paper v4.0 and the *Curriculum Development Process v6.0* (http://www.acara.edu.au/curriculum/curriculum_design_and_development.html).

Background

4. The NTC initiative was announced as a Commonwealth Government election commitment in 2010, with the aim of providing 'clearly defined pathways into trade careers and other occupations requiring vocational qualifications, which are equal in quality, value and rigour to more traditional academic programs' (Bradley, 2012, p 2)

5. Recommendations provided to the Federal Minister of Education by the NTC Ministerial Advisory Panel have broadened the goals of the initial commitment. While vocational learning remains a focus, the Initiative is now designed to prepare young people for further study towards a skilled occupation. Work Studies Years 9–10 will use work-related contexts to enhance general capabilities and work readiness. Work exposure will be implemented through a range of hands-on learning experiences. (DEEWR, 2012: http://deewr.gov.au/how-national-trade-cadetship-being-developed).

6. This Work Studies Years 9-10 Curriculum will contribute to the educational goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA, 2008, pp8-9).

Rationale

7. Work is identified as a right of all people in Article 23 of *the Universal Declaration of Human Rights* (1948). Participation in work fosters human dignity, independence and a sense of personal worth.

8. Work has intrinsic value and is a fundamental part of everyday life. The wellbeing of individuals and communities depend on it.

9. With the increasingly globalised and connected world and the increasing economic, geographical and cultural significance of the Asian region, Australian industries and enterprises face unprecedented global competition and pressure for increased productivity and profits. This competitive global business environment impacts on work places, the needs of employers and on future employment opportunities. Australia needs a workforce that is flexible, innovative and creative in order to respond to the complex social, environmental and economic challenges of the 21st century.

10. Both the nature of work and the skills and capabilities required to prosper in this new, knowledge-focused world will differ from those of the past. There is a need to place greater emphasis on 'enabling individuals to become lifelong learners, and to manage complex ways of thinking and complex ways of working that computers cannot take over easily' (Schleicher, 2012, p13).

11. Given an unpredictable future, young people can no longer anticipate a single job or career that will last their lifetime. They are likely to be encountering jobs which currently do not exist. As a result, young people need the flexibility and willingness to continue learning and to gain new qualifications and skills as rapid advances affect the way they live and work. They will require the resilience and confidence to manage change and transition. It is to this end that Savickas (2012, p7) advocates the development of deep self-knowledge and self-confidence and the place of 'life design' in preparing young people for an uncertain and changing work future.

12. Educational providers and industry need to work in partnership to prepare young people adequately for work and for the jobs of the future. This must occur earlier and with greater intensity in the education process to develop the confidence, resilience, flexibility and entrepreneurial behaviours required to be actively and successfully engaged. (McKinsey 2012)

13. The skills required by young people in the future fall across three broad categories: a set of personal and interpersonal capacities that is transferable from one context to another; wide ranging global awareness and the capacity to participate actively in local, national, regional and global communities; and the ability to manage rapid change and transition. Such knowledge and understanding should contribute to:

    - a recognition of the relevance of school learning to students and development of greater commitment to success in schooling
    - an understanding of the importance of career and life design, and readiness for work
    - a recognition of the imperative for individuals to become lifelong learners
    - the ability to participate effectively in culturally diverse workplaces, organisations and local, national, regional and global communities
    - the ability to manage complexity
    - the development of a skills set that is premised on deep self-knowledge, resilience and self-confidence.

14. While the Australian Curriculum as a whole is designed to develop these skills, the Work Studies Years 9–10 Curriculum under the NTC initiative will enhance its development by focusing on the importance of the general capabilities for lifelong learning, the Core Skills for Work Framework, and the Australian Blueprint for Careers Framework. It will make explicit the connections between these and the requirements of enterprises and workplaces. The curriculum will assist students to focus on their future education, work and careers and develop their ability to make informed decisions and create plans.

15. It will provide a coherent and consistent curriculum across all states and territories while complementing and providing opportunities for teachers to utilise existing resources, structures and networks already established as well as developing new opportunities for student learning and partnerships with industry.

Aims

16. The Work Studies Years 9–10 Curriculum under the NTC initiative will support young people to further enhance the knowledge, understanding, skills, behaviours and dispositions to manage their learning, work and life in self-directed ways.

17. Specifically, the Work Studies Years 9–10 Curriculum aims to enable students to:

    i. enhance the self-knowledge, positive self-concept and self-management skills required for effective participation in work in school, and in local, national, regional and global communities

    ii. recognise, understand, apply and adapt the general capabilities and non-technical workplace skills that develop entrepreneurial behaviours and the resilience, flexibility and knowledge to manage change and transition

    iii. develop understanding of the complex communication and digital technology skills required of 21st century enterprises; begin to apply these in a range of work contexts, supported by their existing literacy, numeracy and ICT skills; and appreciate their significance for future work and learning

    iv. develop an understanding of different kinds of work, the changing nature of work, and community-based activities

    v. identify and analyse the factors contributing to a rapidly changing workplace and the skills that will be required to successfully operate in 21st century workplaces

    vi. create career and educational scenarios, goals and plans in step with a preferred future, based on informed decisions and using a variety of sources, including career and further education information, parents, mentors, peers and personal reflection.

Nature of the Work Studies Years 9–10 Curriculum

18. The Work Studies Years 9–10 Curriculum will be designed as a subject that can benefit all students. It is intended to provide a foundation for both academic progression and career design. It will strengthen knowledge and skills for managing learning, and further develop general capabilities and non-technical workplace skills through school, business and industry involvement in schools and work, community-based activities, or other authentic contexts.

19. Inclusion of this curriculum increases the choices available under the Australian Curriculum in Years 9 and 10.

20. Participation in the Work Studies Years 9–10 Curriculum neither precludes students from selecting more traditional discipline-based subjects; nor is it a prerequisite for study of the NTC Years 11–12 Curriculum.

21. The General capabilities have a particular role in this subject. The knowledge, understanding and skills that are consistently described as enabling young people to become work-ready have their basis in the General capabilities that are part of the Australian Curriculum. The general capabilities resonate strongly with the newly published *Core Skills for Work Framework*. By being explicit about the connection between the capabilities and the requirements of employers and workplaces, Work Studies will give students a clear understanding of the significance of developing strong capabilities for the future.

22. By being explicit about how their learning at school is currently applied in business, industry and other types of work, the curriculum will help focus student attention on the educational foundations required by many occupations. The curriculum will explain how learning differs from context to contexts and it will assist students to make the connection between what they learn at school and the workplace.

23. The focus on entrepreneurial behaviours and product-oriented learning will help students to understand the significance of: personal attributes such as confidence, self-management and organisation; curiosity; interpersonal and intercultural skills such as empathy, collaboration, appreciation of diversity and global awareness; and the critical and creative thinking that allows for innovation, the identification of problems, and resourceful and productive solutions.

24. This curriculum will enable students to focus on their futures, investigate opportunities in work and learning, and make informed decisions. It will also give students the flexibility to make choices that reflect their interests in senior secondary and post-school pathways.

25. The Work Studies Years 9–10 Curriculum will explicitly target the skills required to be successful learners, supporting students to identify and develop their individual learning

strengths and thinking skills. The curriculum will recognise the importance of students being able to monitor and manage their learning and thinking and develop skills in self-assessment, peer assessment and explicit reflection skills. It will support their development of the metacognitive strategies (thinking about one's own thinking) that play a key role in lifelong learning.

Applied Learning

26. In the Work Studies Years 9–10 Curriculum, applied learning refers to the activity of putting intellectual learning into practice. It is a hands-on approach to learning that provides cognitive challenge, uses collaborative planning and allows for self-reflection.

27. In Work Studies, applied learning involves not only applying learning within the classroom to examples that are relevant to different types of work, but extending learning experiences to places outside the classroom.

28. Students will develop knowledge, skills and understanding through activities that have many of the characteristics of work, or that make the connections to work, learning and life beyond school immediate and clear. This might be learning about career planning and the workplace, using literacy skills for workplace communication purposes, or using team skills to plan and implement a project with a community audience.

29. In order to apply their learning effectively in new contexts within and beyond school, students need to: interpret the extent to which knowledge from the situation in which they originally learnt it can be applied to new circumstances; be supported to see the relevance of knowledge drawn from one context to another; and learn how to extend or adapt their knowledge. They need to be aware of what influences their capacity to apply their learning in new contexts.

30. Part of the transition from school to work involves learning as a young adult. Moving students out of the classroom to learn, or bringing members of the community, such as employers, employees and entrepreneurs, and volunteer workers into the classroom is a motivating force that helps students to become more independent and responsible for their own learning.

31. Applied learning is informed by the principles of several pedagogical approaches. These may include experiential learning, problem-based learning, inquiry-based learning, project-based learning and action learning. While there are differences, in each case the approach is holistic, requires reflection on learning, and relies on identification of and experience with concrete issues or problems that arise in real contexts. In this curriculum, the real contexts will involve workplaces and enterprises.

Organisation

32. The Work Studies Years 9–10 Curriculum is an elective subject that sits apart from the eight learning areas. It does, however, cross many disciplines and provides interdisciplinary opportunities across a range of subjects. The strong cross-disciplinary nature of this curriculum suggests a broad range of potential teaching expertise in schools, allowing team teaching and enabling teachers to demonstrate the non-technical skills linked to entrepreneurial behaviours.

33. The curriculum will be structured so that it can be studied for a single year (either during Year 9 or Year 10) or for two years (during both Years 9 and 10). It will consist of core modules and a series of options that reflect the interests and abilities of students, that are appropriate for the maturity level of each cohort, and that provide rigour and challenge for students and suitable entry and exit points for their learning.

34. The curriculum will be built on two foundations that underpin learning:

    - Self-knowledge involves having a realistic appreciation of one's interests, values, preferences and strengths. Self-knowledge helps students as they develop thinking skills, work-readiness skills and entrepreneurial behaviours. It is also an important grounding for successful career design and in successfully managing transition.
    - Understanding the world of work involves building the knowledge, understanding and skills needed to operate within it. The curriculum focuses on the development of non-technical workplace skills and capabilities and their potential application for work as employees, as the self-employed, volunteers or as creators of work.

35. The Australian Curriculum Work Studies Years 9–10 Curriculum will be premised on students learning for work in applied ways and with work exposure as an integral part of the curriculum. The curriculum will foreground learning for and about work and the link between learning and doing.

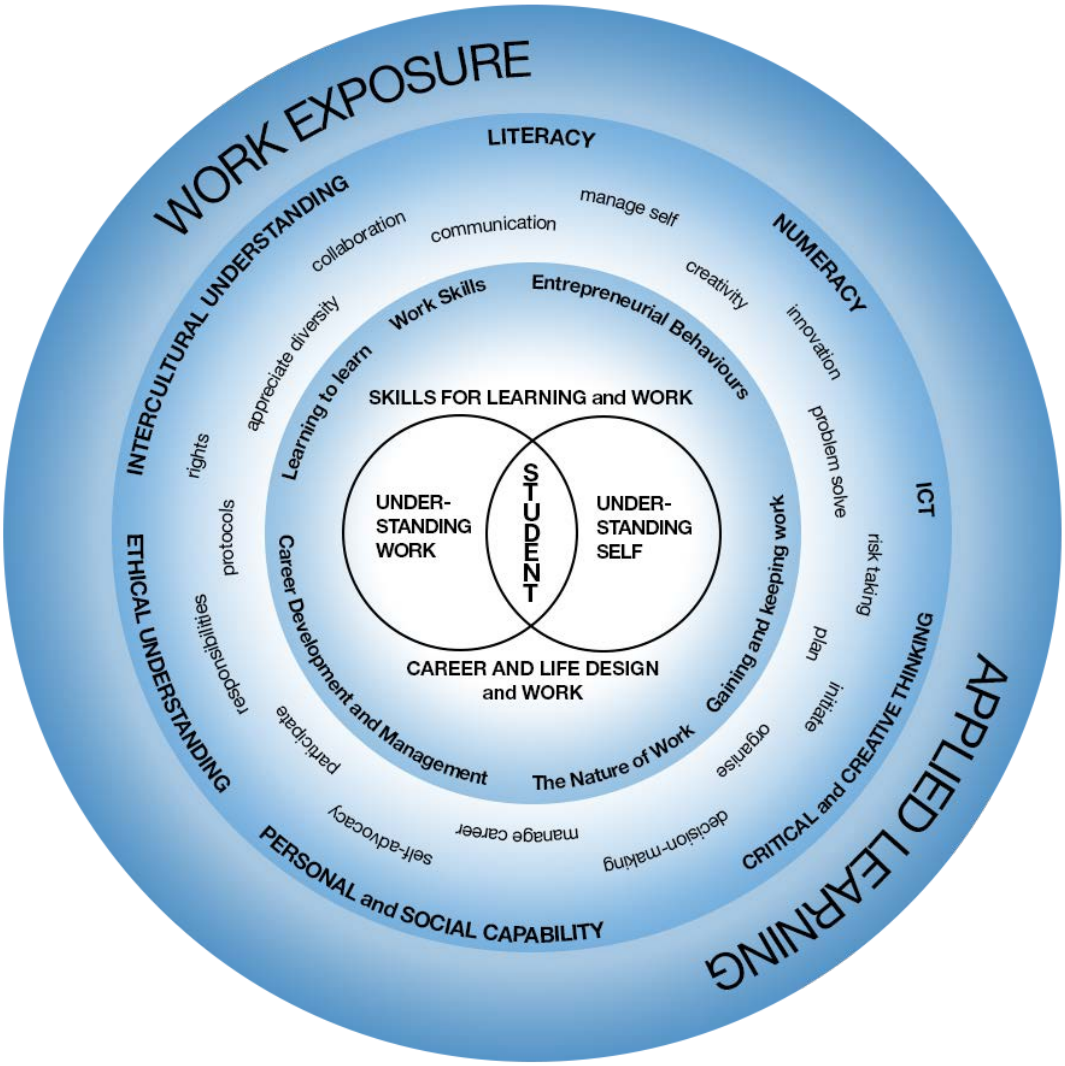
Structure

36. The Work Studies Years 9–10 Curriculum structure reflects the focus on learning, work and the development of work-readiness with two proposed interrelated strands: Skills for Learning and Work and Career and Life Design.

37. The curriculum will be described through content descriptions, achievement standards and content elaborations. It will concentrate on building the skills required for effective participation in the 21st century, including broad non-technical workplace skills, knowledge about and experience of work and work environments, and lifelong career design skills, knowledge and dispositions.

38. Knowledge, understanding and applied skills in each strand will be developed through the use of the General capabilities and the draft *Core Skills for Work Framework*, embedded within content descriptions and achievement standards.

39. The diagram below illustrates the relationship between the different elements of the course described in the Organisation and Structure sections of this paper. The foundational elements – understanding self and understanding work - are described above in paragraph 34. The two strands – Skills for Learning and Work, and Career and Life Design – are described in paragraphs 40-42. The contextual elements of applied learning and work exposure or authentic experiences are described in paragraph 35.



Skill for Learning and Work

40. This strand focuses on the development of self-understanding and non-technical workplace skills and their application in learning and work contexts. It will include:

- Learning to learn
- Work skills
- Entrepreneurial behaviours.

Learning to learn

Understanding self - who am I?

41. Students explore learning styles and identify the characteristics of their own learning style. They develop their capacity to apply these personal learning characteristics across a range of disciplines and contexts and identify the strategies that contribute to improving their individual performance both academically and in non-academic fields.

42. Students develop a learning profile based on their learning styles and compare their learning styles and strategies with those of their peers. They reflect on the styles and

strategies to identify common characteristics that contribute to success. They develop the metacognitive skill of learning when and how to use particular strategies.

43. Students identify different contexts for learning, at school, home, in the workplace and during community activities, and consider how learning styles and characteristics can be applied in different contexts.

Managing self

44. Students identify and evaluate their self-management skills (for example, establishing, reviewing and adjusting priorities when circumstances change; planning and organising workloads) and describe how these skills affect performance. They evaluate their capacity to meet and balance school, work, family and/or social commitments. They develop creative strategies and tools to plan and manage commitments, workloads and finances.

45. Students are challenged to think more systematically, deeply, widely and in substantial ways. Through self-reflection before, during and after learning experiences and 'thinking' through practice, students develop a broad range of skills required to prepare them for an unpredictable future in work environments.

Work skills

Communication

46. Students examine various forms of communication used in the workplace:

    - verbal and non-verbal communication
    - visual communication
    - written communication
    - digital communication
    - numerical communication.

47. Students enhance their communication skills in the context of enterprises and workplaces that are increasingly dealing with digital systems and technologies, including social media. They develop their capacity to select, analyse, organise, display and communicate data necessary for workplace and enterprise purposes.

48. Students use online communication when collaborating on joint workplace tasks to access diverse perspectives and to build on collective and globally shared intelligence, following appropriate online etiquette and workplace protocols as they do so.

49. Students consider the increasing use, impact and appropriateness of social media on workplace communications and its implications. Students gain an understanding of the difference between personal and professional contexts, the use of social media as a communication tool in work environments, and the potential impact on themselves and others when the boundaries are breached.

50. To be effective users of communication tools and digital technologies, students will enhance their literacy skills that involve listening to, reading, viewing, responding to and creating a range of texts related to workplaces and enterprise. They take into account audience, purpose and contextual factors when making decisions about workplace communications, including what to communicate, with whom, why and how.

51. Students identify any actions to be taken as a result of work-related communications, and the purpose of those actions. They identify relevant information and ideas from a range of workplace messages and from oral and written exchanges, paying attention to the meanings attached to the choice of form, channel of communication and choice of words and non-verbal indicators.

52. Students read, interpret, initiate and create a variety of workplace texts and tools relevant to their vocational interests or their workplace, for example manuals, data sheets, charts, financial statements, vodcasts or diagrams.

Working with others

53. This element involves collaborating with others, recognising and making use of different perspectives, valuing and managing diversity conflict, and building and maintaining relationships.

54. Students identify the skills necessary to work effectively together and in teams at school, work and in the community. They participate in the establishment and operation of self-directed teams. They collaborate with others to achieve joint outcomes, sharing their own knowledge and experience openly, influencing direction and taking a leadership role on occasion. Where appropriate, they negotiate roles and delegate to complete tasks.

55. Students recognise and respond to different perspectives, values, beliefs and behaviours in work and learning situations, managing diversity in the workplace and so avoiding conflict.

56. Students understand the value distinctive cultures can offer to the outcomes of work and learning, including Aboriginal and Torres Strait Islander cultures in Australia. Students actively seek the perspectives of others and adapt their personal communication style to show respect for the values, beliefs and cultural expectations of others. They understand that cultural groups have varying ways of demonstrating respect and that they see its significance differently. They also take into account the needs of people in the workplace whose first language may not be English.

57. Students understand the importance of building and maintaining positive relationships in workplace and learning environments. They learn ways of establishing connections and building understanding with new people in work or learning situations (for example, by shaking hands, making a habit of remembering names and other personal details, sharing personal information in a professional manner). Students understand that cultivating relationships with people with knowledge, skills and influence can assist them in gaining work, clarifying learning or career directions, networking and managing work expectations or career progression.

Entrepreneurial behaviours

58. Entrepreneurship education goes beyond general business or economic studies. Entrepreneurial behaviours refer to an individual's ability to turn ideas into action and include characteristics such as curiosity, creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. These behaviours benefit people at home, in the community and at work. At work, people are better able to seize opportunities and are more aware of the context of their work (*Entrepreneurship in Vocational Education and Training* Final report of the Expert Group, Final version, November 2009). Its goal is to promote creativity, innovation and self-employment.

59. This element develops student understanding of the qualities that lead to entrepreneurial behaviours and their importance for 21st century workplaces, enterprises and communities. Students will investigate the role of entrepreneurial behaviours in establishing enterprises, in workplaces through identifying potential markets or better ways of doing things, and in social enterprise. Entrepreneurial behaviours involve being aware of emerging problems and opportunities, or evolving ideas and the willingness and confidence to take risks in response to these. They require global awareness, empathy and an appreciation of diversity (Zhao 2012, slide 15).

Planning and implementing tasks or projects

60. Students will learn how to identify opportunities for developing small individual or group projects relating to work or enterprise. They will analyse a potential project to determine intended outcomes and will work through a logical and stepped sequence of tasks in designing a course of action. They develop action or project plans for implementation with a team, paying attention to elements such as goals, stakeholders, methodology, communication, timelines and responsibilities.

61. Students identify resources such as time, information, materials and equipment. They locate, gather and organise information from relevant sources and assess its usefulness. They use information to evaluate risk, support a position, conclusion or recommended course of action. They consider the ethical dimensions of problems and of providing full and accurate information.

62. Students implement tasks or projects according to plans, making adjustments if necessary and addressing unexpected issues. They make use of digital tools to assist with planning and tracking progress, and demonstrate strategies for effectively managing time and other resources. They complete projects and evaluate their effectiveness. Students present and describe project outcomes.

Clarifying problems and proposing solutions

63. Students learn the importance of recognising problems and taking responsibility for addressing them. They ask clarifying questions, reformulate problems and identify when, and in what form, information is needed. They try different problem solving techniques for different situations and look for creative solutions.

64. Students recognise the value of new ideas to solve problems, to improve the ways things are done, or to develop new products. They learn formal thinking processes to challenge and extend initial ideas and generate and select from a range of new ideas.

They understand why being innovative and enterprising is valued, and they have opportunities to learn and develop these qualities.

65. Students learn to break complex problems into manageable parts and to identify options for action, weighing the advantages for each.

Making decisions

66. Although closely aligned with problem solving, decisions are required when a change of any kind is being considered. Students learn to use different decision-making approaches and reflect on their outcomes. They recognise the importance of making decisions related to their own roles and responsibilities and actively contribute to group decision making. They learn to use formal decision-making processes but also understand that decision making is often intuitive and made in situations requiring instant judgements. They understand why taking the initiative is valued in the workplace and in life.

67. Students learn that failure or miscalculation provide an opportunity to learn, to reflect and to improve practices and outcomes in various contexts.

Career and Life Design

68. This strand focuses on developing knowledge, understanding and experience of the world of work; skills, knowledge and dispositions in career development; and the skills and knowledge to manage transitions. It will include:

- Career development and management
- The nature of work
- Gaining and keeping work.

Career Development and Management

69. Students understand the importance of education and training to careers. They understand why lifelong learning enhances people's abilities to achieve career goals and why it is required in the workplace. They understand how academic performance may impact upon both the options available to them and the selection of future programs or courses.

70. Students understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments. They understand the factors that influence performance such as skills and knowledge, familiarity with context, complexity of task, level of autonomy, degree of support, degree of motivation, positive self-concept and resilience, and cultural and value-based factors.

71. Students understand the nature and range of career information, for example, education and training information, occupational, industry and labour market information, and information about self-employment. They understand the importance of knowing whether career information is from a reliable source. They recognise how other people (such as friends and family) provide information and influence career choices.

72. Students develop personal profiles to map their strengths, interests, challenges and possible life scenarios. They use these and research to locate and select career information from a variety of sources, building a broad range of scenarios for future learning, career and/or community involvement. Students review, build on and revise their personal profile over time, making adjustments as they explore options and career pathways.

73. Students learn to use decision-making techniques, identifying resources and those who can help them in making decisions. They understand that there will be opportunities and challenges as they make decisions, including the views of others about what they should do. They develop the confidence, resilience and self-advocacy skills to explore opportunities, and take risks that may move them closer to where they want to be.

74. Students understand how personal passions, motivations and aspirations may change over time. They understand how changes related to work such as starting a new job or new position may require life changes, and may affect physical and mental health. Students learn that managing change and transition requires a focus on goals, optimism, flexibility, problem solving, critical thinking and reflective thinking.

The nature of work

75. This element recognises that the economic pressures of the global economy require businesses to respond quickly to relentless and inevitable demands for increased productivity. As a result, employees need to be connected to knowledge, skills and understanding required to manage rapid change in a turbulent environment.

76. Students develop an understanding of the impact of the fast rate of economic and social change in workplaces and on job opportunities, and the corresponding need for employees to be agile, flexible, responsive and proactive.

77. Students understand how work can satisfy the social, emotional, intellectual and financial needs of individuals and that there is considerable variation in the value individuals and societies ascribe to different kinds of work. They develop an understanding of types of work, unemployment and underemployment.

Gaining and keeping work

78. Students will understand the importance of personal qualities and attributes in gaining, creating and keeping work, and in other learning and life situations. They will know the attributes of enterprising people and the skills and knowledge required to create work or to be self-employed.

79. Students will understand that some work opportunities require flexibility and adaptability (for example, self-employment, relocating, learning new skills). They will understand how a knowledge of and respect for diverse cultures and languages can be an asset in a global market and a multicultural society.

80. Students will understand that within a particular career area, industry or workplace there may be many different jobs, roles and workplace arrangements.

81. Students learn about different recruitment and selection practices. They will know how to apply for a job, prepare for an interview, and the protocols and procedures involved in

interviews. They will learn how to seek feedback and evaluate their performance. They will know their rights and responsibilities in a selection process and how to improve their chances of being chosen.

82. Students will understand about the rights and responsibilities of employers and employees and the factors impacting on these rights and responsibilities in rapidly changing economic, social and business environments. They will learn that they are entitled to work in a safe work environment that is free from harassment and bullying under WHS legislation. They will understand their rights and responsibilities with regard to workplace equality, diversity and inclusion, work/life balance, following safe work procedures, and responding to and reporting discrimination in the workplace.

83. Students learn about the expectations of appropriate, professional behaviour, communication and presentation in workplaces, and how these may differ from school to home or to being among one's peers. They understand that expectations and codes will differ from one workplace to another, and the importance of identifying them and learning to make judgements about whether, and how, to adapt to them.

84. Students will understand the opportunities and challenges offered by globalisation and the rise of Asian economies, the need for sustainable industries, and knowledge-intensive services-based industries. They will appreciate the effects of technological changes on where and when work takes place (home, anywhere/anytime), changes in the form of jobs (casual, part-time, contractor, outsourced, volunteering), and the nature of employment (increases in the number of jobs held over a lifetime).

Work Exposure

85. Students need opportunities to learn about the world of work through exposure to enterprise, communities, employers and workers. Work exposure helps students to understand the general nature and requirements of work and the differences between particular occupations and industries. It helps them further develop the non-technical workplace skills and personal qualities needed for work and life, assists career exploration and planning, allows skills acquired at school to be practised in work or the community, and provides authentic contexts for learning.

86. The Work Studies Years 9–10 Curriculum supports students who are at various stages of readiness for work to make informed decisions about their future learning and employment. This learning is validated if consistent messages and effective modelling are evident within the wider school community. For example, learning about workplace expectations is reinforced and validated during work exposure activities either by work placements or visits from respected employer/employee representatives or the self-employed. Students' interpersonal learning can be enhanced through interacting with employers, employees, the self-employed and entrepreneurs, and making connections with people in community agencies.

87. Work exposure may include:

- direct exposure to the workplace
- visiting enterprises, community organisations
- visits by industry experts, employers and employees, the self-employed
- industry expos and career 'taster' days
- mentoring and shadowing
- information interviews
- videos or online (virtual or real-time) snapshots of industries and workplaces
- industry, community, career or issue/problem-based projects, involving research, planning and implementation
- part-time work - paid, unpaid or community-based work.

88. While it is not assumed that students would undertake direct workplace learning as part of this subject, if they do, it is suggested the following elements from the draft curriculum content, and some additional elements, are covered first:

    - the similarities and differences between school and workplace environments
    - the daily organisational characteristics of workplace environments
    - the roles, rights and responsibilities of employees and employers
    - workplace safety and health issues in the workplace
    - the training to be provided
    - the skills to be learned and assessed.

89. Work exposure could also provide an opportunity for a school-based project approach to a career or enterprise. Teachers and students could utilise both the Skills for Work and Learning and Career design and management strands to co-construct a project that involves investigating/researching, planning, developing, presenting and reviewing project outcomes. A basic project framework could be provided by the 'Planning and implementing' element of the subject and be enriched by contextualising it for an industry of interest to a student, with a focus on the student's strengths, interests, and skill needs.

90. Involving enterprises and communities, including online communities, provides an authentic context for learning shaped by students' interests or needs. Involving them in activities such as presentations and mentoring throughout a project would provide students with the opportunity to learn and apply knowledge and skills in authentic situations. They would observe how skills are transferrable, but also the requirement for adaptability and flexibility across different contexts.

91. Strong partnerships with local communities and businesses will form the main foundation for providing students with real work exposure opportunities. Work exposure requires schools to have partnerships and connections with external organisations and individuals in order to provide the necessary 'authentic' context for student learning. Such strong connections and partnerships with employers and community organisations are essential to the delivery of an effective course.

92. Remote schools or schools with limited options for local access to work exposure opportunities will require creative solutions to broaden the range of opportunities for students. This may require a focus on the use of digital technologies such as video-conferencing, virtual tours, or mentors using digital technologies

Inclusive Practices

Student Diversity

93. ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education. The objectives of the Work Studies Years 9–10 Curriculum are the same for all students.

94. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs and backgrounds. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

95. More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs.

Students with Disability

96. The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

97. Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

98. In some cases curriculum adjustments are necessary to provide access for students, and teachers will draw from curriculum content at different levels. In particular, teachers can use the extended general capability learning continua in literacy, numeracy and personal and social capability to adjust the focus of learning for students with disability within lessons drawn from age-equivalent learning area content.

Gifted and Talented Students

99. Teachers can use this curriculum flexibly to enrich and/or accelerate learning for gifted and talented students to meet their individual learning needs.

100. Teachers may enrich student learning by drawing from and emphasising specific aspects of the general capabilities learning continua (for example, critical and creative thinking) and/or cross-curriculum priorities.

English as an Additional Language or Dialect

101. Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. Whilst many EAL/D students bring already highly developed literacy and numeracy skills in their own language to their learning of Standard Australian English, a significant number of students are not literate in their first language, and have had little or no formal schooling.

102. While the objectives of this curriculum are the same for all students, EAL/D students must reach these objectives while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

103. A national teacher resource has been developed to support teachers in making each learning area in the Australian Curriculum accessible to EAL/D students from Foundation to Year 10.

General Capabilities

104. In the Australian Curriculum the knowledge, skills, behaviours and dispositions that students need to succeed in life and work in the 21st century have been identified as general capabilities. The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

105. There is a natural resonance between the general capabilities and the Work Studies Years 9–10 Curriculum. In this subject, all seven general capabilities will be embedded in the content descriptions and elaborations. Together with the draft *Core Skills for Work Framework,* they provide a strong foundation for the entire curriculum.

Literacy

106. Students become literate as they develop the knowledge and skills to learn and communicate confidently at school and to contribute to a literate society. Literacy involves students composing and comprehending spoken language, print, visual and digital texts, and using and modifying language for a variety of purposes and audiences and in a range of contexts.

107. Students will be given opportunities to locate information, express thoughts and emotions, justify opinions, interact effectively with others, and participate in a range of communication activities to support the development of literacy skills. In particular, the development of critical workplace-related literacy skills is essential for all students in order for them to become effective members of a workforce, able to access, interpret, analyse, challenge and evaluate the constantly growing and changing knowledge base required for successful participation in the world of work.

Numeracy

108. Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their working and social lives beyond school. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully in work-related and broader contexts.

109. This curriculum involves the use of mathematical knowledge, understanding and skills to achieve workplace outcomes. Students strengthen their numeracy skills by making direct connections between their mathematical learning and the nature of mathematics required in workplaces and enterprises. They use numeracy in any situation that requires calculation and estimation, measurement, spatial understanding and design, the application and analysis of statistics and graphs, and the identification of patterns, analysis of trends and making predictions based on these.

110. Students recognise that numeracy skills are often particular to different jobs and workplaces. They also recognise that financial literacy is a requirement across enterprises and that numeracy will help them manage salaries and personal and workplace budgets, and calculate personal and enterprise tax liabilities. They identify tasks that require numeracy and are able to select the skills, processes and tools, including digital technologies that are needed to complete tasks to the desired standard.

Information and communication technology (ICT) capability

111. Students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, in their future work and lives beyond school. It involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve, and limiting the risks to themselves and others in a digital environment.

112. The Work Studies Years 9–10 Curriculum gives students the opportunity to become competent, discriminating and creative users of ICT. ICTs are key tools for communication, collaboration, content creation, seeking help, accessing knowledge and analysing performance in work and professional fields. Students learn how to access online career, employment and work information and services effectively and safely, as well as how to use a range of ICT tools to analyse, measure and enhance their prospects/pathways after Years 9–10. Students understand the different communication, collaboration and content creation protocols related to online and mobile technologies and strategies in the workplace to minimise the risk of harm through the use of ICT.

Critical and Creative Thinking

113. Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas.

114. This curriculum will develop students' ability to think logically, critically and creatively in response to a range of media messages and information related to concepts of work and workplaces. These capabilities will be developed through an emphasis on critical thinking processes that encourage students to question assumptions and empower them to create their own meanings about work and personal and workplace learning.

115. Students' creative thinking skills will be developed and practised through learning opportunities that encourage innovative, entrepreneurial and project-based activities supporting creative responses to workplace, professional and industrial problems. Students will also learn to respond to strategic and problem-based challenges through creative thinking.

Personal and social capability

116. Students develop personal and social capability as they learn to understand themselves and others, and to manage their relationships, lives, learning and work more effectively. It involves a range of practices, including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams, and handling challenging situations constructively.

117. This curriculum will play a key role in the development of students' personal and social capabilities. The elements represented within personal and social capability are fundamental to learning in this curriculum. Through working cooperatively with others in teams or undertaking project-based activities, students will develop interpersonal skills (such as communication, teamwork and leadership) and learn to appreciate the different strengths and abilities of themselves and their peers. Students will also be given opportunities to explore their own personal identity and develop an understanding of the influences that form their sense of identity.

Ethical Understanding

118. Students develop ethical understanding as they learn to identify and investigate the nature of ethical concepts, values, character traits and principles and learn how reasoning can assist ethical judgment. It involves students in building a strong personal and socially-oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others in school, workplaces and their wider community.

119. In the Work Studies Years 9–10 Curriculum, students' learning about ethical understanding will focus on the importance of treating others with honesty, integrity, consideration, compassion and respect. Students will be provided with opportunities to explore moral principles and codes of practice appropriate to different contexts, such as at school, in relationships, in the workplace and in the broader community, and to develop the commitment and capacity to be consistently guided by these principles.

Intercultural understanding

120. Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. This involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others, and cultivate mutual respect.

121. In the Work Studies Years 9–10 Curriculum, students will be provided with opportunities to explore similarities and differences in cultural values, beliefs and practices in the context of work and enterprise. In doing so, students will develop an understanding of the dynamic and variable nature of culture and its influence on people's identities and ways of thinking, speaking and interacting. They learn to appreciate that their own cultural framework is not the only one, and that cultural diversity has great value to themselves, others, workplaces and their community.

Cross-Curriculum Priorities

122. The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

123. Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

124. In the Work Studies Years 9–10 Curriculum these priorities should have a strong but varying presence, depending on whether the nature of school and workplace context. The cross-curriculum priorities are defined on the Australian Curriculum website.

Aboriginal and Torres Strait Islander Histories and Cultures

125. The Work Studies Years 9–10 Curriculum incorporates Aboriginal and Torres Strait Islander histories and cultures as a priority for learning. The Aboriginal and Torres Strait Islander histories and cultures priority encompasses the interconnected concepts of Countries and Places, Peoples, Cultures and Identities.

126. As students explore concepts of self-identity, opportunities will be provided to develop understanding of the unique sense of identity of Aboriginal and Torres Strait Islander Peoples. They will learn how Identity is strongly linked to unique belief systems and their spiritual connection to the land, sea, sky and waterways, and the influence this has on relationships with the world of work.

127. When exploring how social and cultural factors can influence work behaviours and the expectations and prosperity of population groups, students will gain an understanding of the lived experiences of a range of different population groups, including Aboriginal and Torres Strait Islander Peoples. In doing so, students will explore a range of practices and strategies used within different communities to maintain and balance work and family life.

Asia and Australia's Engagement with Asia

128. This priority provides a regional context for learning in all areas of the curriculum. Countries of the Asia region are growing rapidly and the power and influence they have in all areas of global endeavour is extensive. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens, working together to build harmonious local, regional and global communities.

129. The Work Studies Years 9–10 Curriculum enables students to explore and appreciate the diversity of ethnic backgrounds, cultures and traditions within the countries of the Asia region, including Australia. In this curriculum, students will develop communication and interpersonal skills that reflect intercultural understanding, building awareness of and respect for the diverse range of beliefs and customs that are important to the peoples of Asia.

130. Students of this curriculum will be provided with opportunities to explore the concept of the 21st century as the Asia century, and will examine the implications for workplaces in Australia. They will investigate the way work culture and patterns are both informed by and impact on the cultures and beliefs of the peoples of Asia.

Sustainability

131. Sustainability addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living meet the needs of the present population without compromising the ability of future generations to meet their own needs. Actions to improve sustainability are both individual and collective endeavours often shared across local, regional and global communities. This necessitates a renewed and balanced approach to the ways humans have interacted with each other and with their environment.

132. In this curriculum, students will explore the impact of differing world views on attitudes to work, workplace relationships and the sustainability of work practices.

133. Students will also investigate the principles behind sustainable practices. They will explore green skills, how these can be applied in the workplace and the nature and availability of work in green industries. In taking informed action, students will enhance the sustainability of individuals, workplaces and communities.

Links to other areas of the curriculum

134. By being explicit about possible links with other learning areas, the Work Studies Years 9–10 Curriculum will both enrich the learning in those areas and add to the level of student work readiness.

135. This curriculum provides opportunities for schools to develop an interdisciplinary approach to learning and teaching which draws on teacher expertise and provides students with modelling of non-technical skills such as creativity, innovation, problem-solving and collaboration and flexibility.

136. This curriculum has very strong links with English and Mathematics. Language, literacy and numeracy skills are basic requirements of any workplace and the curriculum will specifically target their further development.

137. The Australian Curriculum enables English and Mathematics teachers to make connections to the Work Studies Years 9–10 Curriculum by choosing workplace contexts in which to develop the learning area knowledge, understanding and skills. In English, this may involve analysing and responding to workplace reports, or preparing texts for specific workplace requirements. In Mathematics, teachers could contextualise learning by analysing and responding to charts or graphs relating to productivity or employment.

138. In Science, the strand Science as a Human Endeavour enables students to apply science in a work setting, and allows for exploration of the range of career paths in the science field.

139. The History curriculum covers the development of the union movement, including how the nature of work changed following the Industrial Revolution. It looks at the history of trade and employment across time and regions of the world.

140. In Geography, students learn about reasons behind migration, both within and between countries, and the economic and employment factors that contribute to migration. The integration of population and economic geography leads to consideration of the factors that create wellbeing and also factors that lead to inequalities in human development and welfare.

141. The study of languages can develop an appreciation of cultural diversity and intercultural understanding. Work Studies will consider both of these in relation to workplaces.

142. The links between Health and Physical Education are most apparent through the development of self-knowledge, self-management, self-confidence and resilience.

143. Students can investigate what it means to be an artist and the nature of work in each of the domains of the Arts including the various forms of work that support the Arts.

144. Technologies provide much of the reason for change in workplaces. The knowledge and skills students gain from both digital and design technologies will equip them well to explore their use in workplaces and apply them appropriately.

145. Civics and Citizenship provides opportunities to examine the nature of laws relating to workplaces and why these laws are promulgated. It also allows for consideration of the benefits of work for individuals and communities.

146. There is a strong synergy between Economics and Business and Work Studies. The two subjects will be complementary in the way they approach work. While the emphasis in Economics and Business is on the creation and maintenance of profitable and sustainable enterprises, Work Studies will concentrate on the knowledge and skills required to be successfully engaged in work.

Senior Secondary Years

147. The Years 11–12 Curriculum under the NTC initiative will provide clear articulation into a wide range of post-school education and training options as well as giving students the chance to complete an industry-endorsed vocational learning program including tailored work placements.

148. The senior secondary years will provide students with increased choices for pathways of study that are independent of, but which can follow on from, the Work Studies Years 9–10 Curriculum. These choices should take into account students' future options for training, learning and employment and provide specialisation in areas where students have previously experienced success and enjoyment.

149. Students will be able to select one of three industry areas on which to focus. They will be exposed to a 'family of occupations' within those industry areas, rather than focusing on a single trade or possible livelihood. This will broaden students' understanding of the possibilities within the industry area and will allow them to develop deep knowledge, understanding, skills and competencies within that specific area.

150. The senior secondary curriculum will include a mandated structured work placement element and will include units of competency appropriate for delivery and assessment in a school setting and structured workplace learning environment, as determined and agreed by industry.

Glossary of Terms

The following terms are defined to reflect how their proposed use in the National Trade Cadetships learning area:

Action plan
A plan used to guide the process of achieving a goal; includes such details as monitoring progress, revising action steps, and refining goals

Action learning
A method where young people learn from working on real problems in collaboration with others; closely related to problem-based learning

Applied learning
Applied learning emphasises the relevance of what is being learned in the classroom to the real world. This focus on a 'real life' application requires a shift from a traditional focus on the curriculum as students to focus on learning and applying the skills and knowledge they need to solve a problem or implement a project

Authentic experiences
'Real world' experiences or interactions which may take place in school, workplaces or community agencies (rather than role-playing scenarios)

Career
The sequence and variety of work roles (paid and unpaid) which one undertakes throughout a lifetime, including life roles, leisure activities, learning and work

Career design
The process of managing life, learning and work over the lifespan: 'career design involves one's whole life, not just occupation; concerns the individual in the ever-changing contexts of his and her life... self and circumstances – evolving, changing, unfolding in mutual interaction' (Wolf & Kolb, cited in McMahon, Patton & Tatham, 2003, p 4)

Community-based learning
Learning from individuals other than teachers, connecting meaningful community activity with classroom experience, and addressing specific problems, issues or practices (DECS, 2003)

Core work skills
See employability skills

Employability skills
'Skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions'

(ACCI & BCA, 2001); generic skills and attributes that can be transferred from one situation to another; they include skills such as communication, self-management, problem solving and teamwork. These have most recently been described in the draft *Core Skills for Work Framework* (August 2012)

Enterprise
An organisation such as a business, community or government agency

Enterprise projects
Projects that involve students in designing, producing and marketing a product or service. Students create or produce something that is tangible and real; involves using such skills as planning, negotiation, teamwork, quality control, marketing, financial planning and meeting deadlines

Entrepreneurial behaviours
Behaviours that demonstrate confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks

Experiential learning
Learning through engagement with concrete, real life experience; involves abstraction, reflection and active investigation

Inquiry-based learning
A learning process based on questions that arise out of the interests and experiences of the learner; closely related to problem-based learning

Metacognition
Metacognition involves thinking about one's own thinking. It includes knowledge of oneself, for example, what one knows, what one has learnt, what one can and cannot do, and ways to improve one's learning or achievement. Metacognition also involves skills of recognising problems, representing features of problems, planning what to do in trying to solve problems, monitoring progress, and evaluating the outcomes of one's own thinking or problem-solving activity

Mentors
A mentor is involved in a process where the informal transmission of knowledge, social capital and psycho-social support is provided to a recipient that is relevant to work, career or professional development. Mentoring entails informal communication, during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom or experience and a person who is perceived to have less.

Non-technical workplace skills
These are often referred to as employability or generic skills and are considered essential preparation for effective participation in employment and in social settings. They cover the following elements: basic skills such as literacy and numeracy, people related, conceptual, personal, business and community skills.

Positive self-concept
A perception of self that is realistic and that facilitates the achievement of personal goals and aspirations

Problem-based learning
A pedagogical approach in which students learn through solving problems; problem-based learning is active learning

Product-oriented learning
Mimics typical entrepreneurial activities that include the following steps: identifying needs, developing ideas, assessing strengths and resources, presenting an argument to proceed, making a product or service, marketing and post-product management and maintenance

Project-based learning
Any learning that involves students working on a real-world task or challenge, typically with a public outcome

Vocational education
The field of education concerned with educating and/or training people for a specific work situation, occupation, job or task (also known as vocational education and training)

Vocational learning
Learning that predominantly provides people with the generic skills and knowledge required to perform at a basic level in any work situation

Work
A set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction; it is not necessarily tied to paid employment and can encompass other meaningful and satisfying activities through which an individual's career develops, such as parenting or volunteering

Work education
Development in students of the key work-related knowledge, skills and competencies required to participate effectively in the world of work

Work Health and Safety (WHS)
Legislation (2011) that covers the physiological and psychological wellbeing of people engaged in work and employment; employers and employees have a common law duty to take reasonable care to guard everyone's health and safety in the workplace

Work readiness
The broad generic knowledge, skills, and attributes required to become an effective member of the workforce. They include employability skills (see above) but also skills related to career development and managing transitions