DRAFT AUSTRALIAN CURRICULUM:

WORK STUDIES, YEARS 9–10

August 2013

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Contents

Background

The National Trade Cadetship (NTC) initiative was announced as an Australian Government election commitment in 2010. The original intention of the initiative was to provide clear pathways into occupations requiring vocational qualifications. The Work Studies Years 9-10 curriculum (originally called Foundation) was designed to focus on essential work readiness skills.

The NTC Ministerial Advisory Panel broadened the original goals of the Australian Government. While maintaining vocational learning as a focus, the initiative is now also designed to prepare young people for further study towards a skilled occupation using a world-leading, future-oriented curriculum equal in quality, value and rigour to more traditional academic programs.

Introduction

The *Australian Curriculum: Work Studies, Years 9-10* has been written in response to key work-related issues facing young people today and in the future.

Rapid technological advances are impacting on work and will reshape its future. Technological change has led to increased digitisation and automation, and influences the way we communicate. The resulting globalisation affects how, where, when and why people work.

Australian industries and enterprises face unprecedented global competition and pressure for increased productivity. This, in turn, contributes to an unpredictable work future for young people, where routine job opportunities are limited, and outsourcing, contract work and flexible work arrangements are the norm. School leavers can no longer anticipate a single job or career for a lifetime and will be encountering jobs which currently do not exist.

The skills and capabilities needed to prosper in this new, knowledge-focused world will differ from those of the past. Young people will need a set of personal and interpersonal capacities, wide-ranging global awareness and the flexibility to manage rapid change and transition.

There is concern that the gap between education and the work readiness of young people is widening. Early and intense educational intervention is needed to help young people develop the work readiness, career development and work knowledge.

Work studies, Years 9–10 is an applied learning curriculum that adapts discipline-based learning to work contexts. This requires a variation in the approach to curriculum design and content descriptions and elaborations that are active in nature. It also allows for a cross-disciplinary mode of delivery.

The *Australian Curriculum: Work Studies, Years 9–10* enhances 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.

Rationale

Work has intrinsic value and is a fundamental part of everyday life. It fosters human dignity, independence and a sense of personal worth. It is identified as a right of all people in Article 23 of *the Universal Declaration of Human Rights* (1948).

In the increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes required to engage with challenges and opportunities differ from those of the

past. The *Australian Curriculum: Work Studies, Years 9–10* concentrates on the role of individuals in this world and the capacities they need for full and effective participation as workers.

The curriculum assists young people to plan for and shape their future and make a contribution to the wider community by providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

Students begin preparation for the working world by developing understanding of themselves in relation to work, recognising their aspirations, employer demands and the diversity of work opportunities. They learn to understand what work is, how and why it is changing and what this means for their future as workers. They engage with the career management processes required to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related contexts and projects.

Through exposure to work-related learning, students develop the self-knowledge, contemporary work skills and entrepreneurial behaviours necessary to thrive in the 21st century. They appreciate the role of collaboration, creativity and analytical skills in workplaces, and the importance of cultural diversity and ethical practices.

Work Studies is described separately in two strands: skills for learning and work, and career and life design, and their sub-strands. Students' knowledge, understanding and skills are developed through an integrated approach that incorporates applied learning and work exposure.

Aims

The Australian Curriculum: Work Studies, Years 9–10, aims to ensure that students in Years 9 and 10 develop:

- knowledge of work and the importance of lifelong learning

- literacy, numeracy, ICT and interpersonal skills to work, interact and communicate with others in diverse contexts, using appropriate behaviours and protocols

- skills and resilience to meet the demands of learning and work in post-school destinations

- capacities to manage change and transition into work in an uncertain and changing future.

Nature of work studies

Applied learning

Young people world-wide express a preference for practically based learning experiences with realistic contexts.

Applied learning is essentially teacher-guided and student-centred. The role of the learner is integral to applied learning and the student plays an active role in managing the processes of applying knowledge. Through applied learning experiences students broaden and deepen their understanding and become negotiators in their own learning.

The *Australian Curriculum: Work Studies, Years 9–10* involves students transferring work-related knowledge and understanding, mostly learned in a school setting, to realistic activities that reflect the world of work. Students concentrate on learning and applying the skills and knowledge they need to solve a problem or implement a project relevant to work or workplaces.

As students take greater responsibility for managing the processes of applying their knowledge, they practise and further develop critical non-technical skills and characteristics that are important for work and daily life in the 21st century. These include organisation, decision-making, cooperation, problem-solving, risk-taking, critical thinking, creativity, adaptability and resilience.

Through application of their knowledge to realistic situations, students gain a better understanding of work and places of work. They see the relevance and purpose of their learning, which increases their motivation. By practising skills in complex realistic situations, students test and adjust their understandings in relation to what they learn at school.

Structured student-and-peer reflection is fundamental to the success of applied learning. When students are given opportunities and time to reflect on learning, their knowledge and understanding are deepened and broadened, and the relevance of learning becomes apparent.

Activities such as debriefing sessions and keeping journals encourage students to review their work-related experiences methodically and reflect on their meaning and how knowledge and skills can be transferred to new situations. Transferability of knowledge and skills to different contexts is critical to the successful management of change and transition in the world of work.

Work exposure

Work exposure enables real contexts for learning in flexible environments by bringing the world of work into the classroom and taking the classroom to the world of work. It provides a platform for applied learning experiences and is an integral element of the Work Studies Years 9–10 curriculum. Work exposure is embedded in content descriptions and elaborations, making it integral to the curriculum.

Work exposure can take many forms:

- direct involvement in the workplace

- visits to private and public enterprises and community organisations

- visits by industry experts, employers, employees, the self-employed to schools

- industry visits and 'career taster' days

- mentoring and shadowing

- information interviews

- media files

- online snapshots of industries and workplaces

- industry, community, career or issue/problem-based projects

- part-time work, unpaid or community-based work currently undertaken by students.

Students' knowledge of the dynamic nature of workplaces and understanding of workplace expectations are enhanced through interacting with employers, employees, the self-employed, entrepreneurs and community agencies.

Work exposure contributes to students' understanding of the changing nature and requirements of work, the variances between different occupations and industries, and the skills and personal qualities needed for work and life. It encourages students to identify and practise these skills in school and other environments and to recognise the relevance and importance of their ongoing learning. Work exposure provides both the opportunities and impetus for students to explore and frame possible future work options and career pathways.

These opportunities require schools to develop and expand ties with local industry, business, community agencies as well as education and training institutions. These partnerships form the main foundation for providing students with real work exposure opportunities and allow students to explore traditional and non-traditional employment options.

Work exposure needs to be tailored to meet individual student and school needs, and reflect availability in the local and wider community. Remote schools or schools with limited options for access to such authentic learning experiences require different solutions to broaden the range of offerings accessible to students.

Organisation and structure

The design, organisation and structure of the Work Studies Years 9–10 curriculum provides flexibility for schools to draw on the interests, capabilities and contexts of their students. It allows schools to accommodate school structures and processes, and support middle school approaches to curriculum delivery if appropriate.

The curriculum is built on two foundations that underpin learning: self-knowledge and understanding the world of work. The *Australian Curriculum: Work Studies, Years 9–10* is premised on students learning in applied ways, with work exposure an essential part of the curriculum and emphasising the link between learning and doing.

Knowledge, understanding and applied skills are developed through the general capabilities and suitable aspects of the Core Skills for Work Framework and the way they are embedded in the content descriptions and achievement standards.

Applied learning and work exposure are integral elements of the Work Studies curriculum. Statements on these elements assist teachers to understand the positioning and significance of each within the curriculum.

The Work Studies Years 9-10 curriculum structure reflects the focus on learning, work and the development of work readiness within two strands: skills for learning and work, and career and life design. The strands are interrelated, building sequentially from Year 9 to Year 10, and within and across the sub-strands. This provides opportunities for the construction of integrated units of study.

The curriculum consists of a core and options, and is described through content descriptions, achievement standards and content elaborations. It concentrates 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.

Options provide flexible frameworks for teachers and students to negotiate additional content relevant to student interests, and school and student circumstances. They are designed to maximise opportunities to connect the curriculum to the reality of students' lives, maximise engagement with the local community and enhance opportunities for work exposure, and self-directed and applied learning.

The order and detail in which the strands and sub-strands within each year level are taught are programming decisions that schools may determine. Options may be taught in any order and in either year level. The curriculum may be studied for one year in Year 9 or Year 10 or as a two-year course across both Years 9–10. The curriculum may be semesterised, in which case the content for a full year is covered in a semester.

Both the core and at least one option may be studied in any order and pattern across each year. To be deemed to have completed Work Studies for a given year, students need to have completed the core and at least one option.

Strand 1

Skills for learning and work

This strand focuses on the development of a student's understanding of self and a realisitic appreciation of their individual interests, values, preferences and strengths. Across three sub-strands, the strand encompasses understanding of and managing self, the importance of communication in a range of contexts, working with others, planning and implementing tasks or projects, clarifying problems and proposing solutions and making decisions. It provides for investigation of non-technical workplace skills and entrepreneurial behaviours, and their application in learning and work contexts.

Learning to learn

This sub-strand introduces the key concepts of learning as a lifelong activity and its importance for sustaining working life in changing contexts. Lifelong learning is viewed as a personal capacity that is developed through creating awareness of self as a learner, developing the capacities needed to be a successful learner and acknowledging the influence of work, family and community on learning capacities and opportunities.

Work skills

In this sub-strand, the work skills needed for 21st century workplaces are introduced and developed through the systematic study of a broad range of communication skills, the ways digital technologies are transforming workplaces and the importance of embracing cultural and social diversity.

Entrepreneurial behaviours

This sub-strand introduces concepts of entrepreneurial behaviours and their importance in gaining, keeping and creating work. The changes brought about by globalisation, the rise in automation and digitisation, the rapidly increasing significance of the Asia region and the need for a sustainable future are placing a new premium on creative and risk-taking behaviours both at an individual and organisational level. Students are exposed to these skills and how they might be developed and enacted in workplaces to drive innovation, global awareness and appreciation of diversity.

Strand 2

Career and life design

This strand focuses on developing knowledge, understanding and experience of the world of work; skills, knowledge and dispositions in career development; and skills and knowledge in managing transitions. The strand encompasses the importance of education, training and lifelong learning, the global context impacting on work and work opportunities, and the personal qualities and attributes required to thrive in the 21st century work environment.

Career development and management

This sub-strand embraces the reality that the world of work is changing and that there is no longer certainty regarding work and career paths. Throughout their lives, students need to be flexible and adapt to changing work and life circumstances. They develop skills that enable them to imagine, plan and prepare for career transitions. This strand links to the learning to learn sub-strand, as the capacity for lifelong learning is intimately connected to managing careers in the 21st century.

The nature of work

This sub-strand further explores the ways in which work is changing. Students analyse opportunities for work and the way it may be organised globally and in communities, and explore the importance of work in all its forms to the economy, to communities and to self.

Gaining and keeping work

This sub-strand focuses on building an awareness of the demands of work including those requiring creation of new ways of working. Students are exposed to the realities of working life, the importance of work cultures and appropriate behaviours, and the dispositions required for gaining and keeping work. They engage in strategies for seeking work opportunities and understanding recruitment processes.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all students in Australia.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the *Australian Curriculum: Work Studies, Years 9–10*. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests, and make adjustments where necessary. 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.

Students with disability

ACARA acknowledges the *Disability Discrimination Act* 1992 and the *Disability Standards for Education 2005*.

Students with disability can engage with the curriculum provided the necessary reasonable adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge and understanding. Teachers can draw on the general capabilities learning continua for literacy, numeracy, and personal and social capability to adjust the focus of learning according to individual student need.

Students with disability may require targeted preparation for any work exposure opportunities or activities and may need experiences that are personalised to suit their needs.

Gifted and talented students

Teachers can use the Australian Curriculum flexibly to meet individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to engage in *Australian Curriculum: Work Studies, Years 9–10* content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua and/or focusing on cross-curriculum priorities.

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

The English as an Additional Language or Dialect: Teacher Resource has been produced to support teachers as they develop teaching and learning programs using the Australian Curriculum. The resource describes four phases of language proficiency that will enable teachers to identify the typical language skills and understandings of their EAL/D students. The document also advises teachers on cultural and linguistic considerations related to the *Australian Curriculum: Work Studies, Years 9–10* as well as offers teaching strategies that will help make the content of the curriculum accessible to EAL/D students.

EAL/D students may require targeted preparation for work exposure. They may need experiences that are specifically structured and tailored to those whose first language is not English.

General capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, assist students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy

- numeracy

- information and communication technology (ICT) capability

- critical and creative thinking

- personal and social capability

- ethical understanding.

In the *Australian Curriculum: Work Studies, Years 9–10*, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified wherever they offer opportunities to add depth and richness to student learning through content elaborations.

Together with the *Core Skills for Work Framework*, the general capabilities provide a strong foundation for the entire curriculum. In particular, they facilitate the development of work skills, career development processes and entrepreneurial behaviours in work exposure and the other key elements of the work studies curriculum. They enable students to transfer skills to a range of contexts and manage transitions in rapidly changing work and life environments.

Literacy

Across the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In the Work Studies Years 9–10 curriculum, students develop literacy capability as they adopt an appreciation of the skills of listening, speaking, reading, writing and interacting with others. They are given opportunities to locate and evaluate information, express ideas, thoughts and emotions, justify opinions, interact effectively with others, and participate in a range of communication activities to support the development of literacy skills.

The development of critical workplace-related literacy skills is essential for students to become effective workforce participants, who can access, interpret, analyse, challenge and evaluate the knowledge and skills required in a constantly growing and changing world of work.

Numeracy

Across the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives

more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Work Studies Years 9–10 curriculum, students develop the knowledge and skills to use mathematics confidently across all learning areas at school, in the workplace and socially. This curriculum involves the use of mathematical knowledge, understanding and skills to achieve workplace and career development 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.

Students recognise that financial literacy is a requirement across enterprises and that numeracy helps 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

Across the Australian Curriculum, students develop 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 and in their lives beyond school. The capability 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.

ICTs are key tools for communication, collaboration, content creation, seeking help, accessing knowledge and analysing performance in work and professional fields. In the Work Studies Years 9–10 curriculum, students have opportunities to become competent, discriminating and creative users of ICT. Students learn how to access online career, employment, and work information and services effectively and safely. They can use a range of ICT tools to analyse, measure and enhance their prospects/pathways after Years 9–10. Students develop an understanding of the breadth of communication, collaboration and content creation protocols and legalities related to online and mobile technologies. They learn different workplace strategies to minimise the risk of harm through the use of ICT.

Knowledge of how ICTs impact on the individual, the workplace and society supports students to be successful lifelong learners in an environment of e-work, e-business and e-commerce.

Critical and creative thinking

Across the Australian Curriculum, students develop capability in 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 at school and in their lives beyond school.

In the Years 9–10 curriculum, students develop an ability to think logically, critically and creatively in relation to concepts of work and workplaces contexts. These capabilities are

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.

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

Personal and social capability

Across the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. This capability involves students in 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.

In the Work Studies Years 9–10 curriculum, students work cooperatively with others in teams or undertaking project-based activities. Students develop interpersonal skills (such as communication, teamwork and leadership) and learn to appreciate the different strengths and abilities of themselves and their peers. Students are given opportunities to explore their own personal identity and develop an understanding of the influences that form their sense of identity.

Ethical understanding

Across the Australian Curriculum, students develop their ethical understanding as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them manage context, conflict and uncertainty, and develop an awareness of the influence that their values and behaviour have on others.

In the Work Studies Years 9–10 curriculum, students learn how ethical understanding focuses on the importance of treating others with honesty, integrity, consideration, compassion and respect. Students are 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

Across the Australian Curriculum, 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. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Work Studies Years 9–10 curriculum, students are 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 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

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that enable them to engage effectively with and prosper in a globalised world. Students gain personal and social benefits, and are 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.

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 2008* 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.

In the Work Studies Years 9–10 curriculum, these priorities have a strong but varying presence, depending on 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

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.

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

When exploring how social and cultural factors can influence work behaviours and the expectations and prosperity of population groups, students 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 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

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.

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 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.

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

Sustainability

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.

Work Studies provides opportunities for students to observe and reflect on ways individuals apply workplace practices that value and protect environments as well as the health and welfare of themselves and other workers. In reviewing work-related experiences, students reflect on personal behaviours and practices that contribute to more sustainable enterprises.

Students recognise the relationship between social and environmental sustainability and how one is necessary for the other. They investigate the role of work in maintaining and supporting social sustainability by exploring workers' rights and responsibilities.

Through study of the operation of organisations, students appreciate the interdependence of economic, social and environmental factors in moving towards more sustainable industries and a low carbon economy. When applying their skills and knowledge to solve problems or implement projects, they take into account sustainability as a key factor in realising solutions. They recognise the need for respecting diversity and social justice to achieve outcomes that lead to a more sustainable future.

Further considerations

Links to other areas of the curriculum

By being explicit about possible links with other learning areas, the Work Studies Years 9–10 curriculum both enriches the learning in those areas and adds to the level of student work readiness.

The 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.

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

There is a strong synergy between Economics and Business and Work Studies. The two subjects are 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 concentrates on the knowledge and skills required of individuals to be successfully engaged in work.

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.

The History curriculum explores 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.

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.

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

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

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.

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

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.

Senior secondary years

The National Trade Cadetship Years 11–12 is a new approach to vocational learning within the senior secondary curriculum; it complements existing provision and learning areas. Its purpose is to provide students with opportunities to undertake industry-endorsed applied learning in one of three broad industries: agrifood, community services and health, and manufacturing. Each industry comprises vocational streams linked by commonalities in practices and in the knowledge that underpins them.

The National Trade Cadetship Years 11–12 curriculum will be designed around three strands – learning about, for and in the industry – and provides students with:

- theoretical knowledge that underpins practice in a specific industry

- deep understanding of the nature of the industry and its role in society

- knowledge of different occupations and careers available to them

- experience of working in the industry and with its culture and workplace expectations.

The senior secondary years offers students choices for pathways of study that are independent of, but can follow on from, the Work Studies Years 9–10 curriculum. Where the Work Studies Years 9–10 aims to develop the self-knowledge, contemporary work skills, and entrepreneurial behaviours necessary to thrive in the 21st century, the National Trade Cadetship Years 11–12 contextualises knowledge, skills and capabilities within a specific industry setting.

Implications for teaching and assessment

The Australian Curriculum: Work Studies, Years 9–10 aims to build knowledge, understanding and skills of students to prepare for and manage the world of work and life more broadly.

The embedding of work-related learning, authentic experiences and contemporary workplace and employment issues will be supported through the interrelated elements of applied learning and work exposure in the Work Studies, Years 9–10 curriculum.

Curriculum content – core

Year 9
Year level description   The content of this year level is organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand in turn contains three sub-strands outlining the content descriptions and elaborations that contain the knowledge, understanding and skills and form the core content of the curriculum for that year level. In Year 9 students are introduced to concepts and contexts, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop understanding of work, careers and post-school destinations.

Skills for learning and work	
Content descriptions	**Elaborations**
Learning to learn	
Understand that past experiences affect attitudes and outcomes of learning	• reflecting how their own actions and attitudes contributed to past learning outcomes • determining what personal actions and attitudes are most effective in supporting learning • recognising that self-knowledge is a crucial component of effective learning • reflecting on how they might utilise their knowledge of learning to understand how to learn most effectively
Recognise the implications for learning of individual learning preferences and their learning at home, school, work and in the community	• explaining personal learning preferences, and how these can be adapted to suit contexts, including those that are culturally diverse • exploring how preferences can influence the ways individuals learn and the implications of these for the choices at school and beyond • creating an individual learning profile
Appreciate learning as an active and lifelong collaboration for personal development and social sustainability.	• recognising that the primary responsibility for lifelong learning and personal development rests with the individual and explaining the relationships with work opportunities • explaining that learning is critical in personal and community development, and working futures
Develop strategies and processes that help them to improve their learning and	• developing study and time management skills, and designing and implementing appropriate plans and processes for improvement

enhance the potential to realise their aspirations	• developing responsibility for planning and organising workload in an efficient and effective manner and reflecting on and reviewing priorities on a regular basis
	• organising and prioritising work and personal commitments in an achievable timeframe

Work skills

Develop knowledge of a wide range of occupations, and skills and dispositions required in these fields	• defining work skills
	• communicating with employers to identify the skills required in workplaces
	• mapping individual skills against those valued in workplace and plan strategies for strengthening skills
Recognise different types of communication and the effect of context on choice of communication used	• comparing the types of communication used amongst peers, in the classroom, within schools, across cultures and in workplaces
	• categorising types of communication according to their suitability in work contexts
	• applying the protocols governing what to communicate, with whom and how in a range of work contexts including on-line etiquette
	• appreciating the value of cross-cultural communication to 21st century workplaces and communities, both in the context of regional engagement with Asia and reconciliation in Australia
	• use appropriate language, tone and non-verbal behaviours in schools and workplaces

Entrepreneurial behaviours

Identify types of entrepreneurial behaviours and their importance for work in the 21st century	• investigating business, and social entrepreneurs and intraprenueurs, and identifying the skills and attributes they have in common
	• exploring local/ regional issues and opportunities that might benefit from entrepreneurial approaches
	• identifying examples and attributes of local and regional entrepreneurs, (business and social) and exploring factors that contribute to their success or failure
Understand how the application of entrepreneurial behaviours can address a range of work and community challenges	• researching both local/regional and online business to determine how they balance business needs with human and community wellbeing and environmental sustainability

	• identifying successful young entrepreneurs (business, social and policy) and evaluating the nature of the risks they took in establishing themselves
	• choosing a challenge in a local business or in a community and proposing an ethical solution that draws on valuing diversity, collaboration, curiosity, innovation

Career and life design

Content descriptions	Elaborations
Career development and management	
Recognise the importance of self-awareness in career planning	• developing an understanding of personal talents, interests and opportunities • appraising their academic achievement and contrasting this with requirements for post-school aspirations • developing an awareness of self and reflecting on the meaning of this for their aspirations and career directions • investigating role models and what factors contributed to their success, including in areas such as business, community development, the environment and cross-cultural partnerships
Create a portfolio of possible life and career scenarios	• investigating why learning is critical to personal development, career-building and a working future • sourcing and filtering a range of career information and services designed to assist with career- and decision-making • identifying diverse learning pathways into preferred career destinations
The nature of work	
Understand the nature of work in contemporary Australia and its implication for current and future work	• distinguishing between and categorising the reasons why and how people work including paid and unpaid work • researching the types of work available and the changes occurring at a local level, and the implications for future employment • exploring initiatives to build employment and enterprise opportunities in their community/region
Understand the range of services and agencies that exist to support employment and self-employment in their community	• investigating agencies and services that support employment and self-employment in their community • exploring employment patterns in their local communities and the

	implications of 'not working' on individuals and communities
	• explaining the reasons for unemployment, underemployment and self-employment in the local community

Gaining and keeping work	
Recognise the importance of work culture and its effects on of ways of working	• defining the term 'work culture'
	• explaining why positive work culture is important to workers, workplaces and varying working arrangements
	• comparing and contrasting various workplace cultures and identifying common characteristics of effective and positive workplace cultures
	• exploring the implications of various working arrangements such as self-employment, contract work and working remotely on work culture from individual and business perspectives
Appreciate the contribution of diverse cultures to work and workplaces	• explaining the importance of knowledge of and respect for diverse cultures and languages in a global market and multicultural society
	• examining the implications of work in an open global world where work relationships are international and cross-cultural as well as local and national
	• identifying attributes essential for individuals working in such work environments
Understand the importance of both rights and responsibilities of workers	• exploring legislation that supports workers, including safe working environments, workplace equality and inclusivity
	• investigating the expectations of appropriate professional protocols, behaviour and presentation in work places

Year 9 achievement standard

By the end of Year 9, students understand their interests, aspirations, capabilities and learning attributes, and how they relate to the culturally diverse and changing world of work. They identify and appreciate the importance of learning, work and entrepreneurial skills and behaviours required to thrive in 21st century work contexts. Students understand the importance of appropriate communication methods, practices and protocols in work contexts, understand career development and reflect on their own aspirations and behaviours. Students understand the diverse nature of existing and emerging work and work contexts of the 21st century, they respond to changing circumstances and preferences and seek information from a range of sources.

Students apply online etiquette, work in teams and communicate effectively using appropriate language, tone and non-verbal behaviours in various contexts including work related scenarios. Students apply the processes and techniques underpinning entrepreneurial behaviours to solve problems, undertake enquiries, manage projects and address current and future work-related challenges. They begin to create a profile and collate a portfolio of work skills, source course and labour market information, design strategies and choices for school and future career options, and engage with a range of employers and community organisations.

Year 10

Year level description

The content of this year level is organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand contains three sub-strands outlining the content descriptions and elaborations which contain the knowledge, understanding and skills that form the core content of the curriculum for that year level. In Year 10 the concepts and skills introduced in Year 9 are explored at a higher level. Students are encouraged to be increasingly independent and self-directed learners.

Skills for learning and work

Content descriptions	Elaborations
Learning to learn	
Identify the capacities and skills to be a self-directed and lifelong learner	• building capacity to be a lifelong learner by drawing on knowledge of self as learner • developing strategies to enhance capacity as self-directed learner, reassessing and refining their learning profile/portfolio using guided reflection to deepen knowledge of learning strengths and weaknesses, styles and preferences and motivational beliefs
Understand the relationship between lifelong learning and work in the 21st century	• identifying the skills required for work and life and explaining their importance • reflecting on the demands of work and further learning and the implications for self-development • evaluating the requirements of work and the potential implications for subject choices and career-building
Understand the importance of adapting plans and priorities	• exploring alternative learning plans to address potential changes in circumstances including culturally diverse contexts • demonstrating flexibility and adaptability in career-planning • responding to challenge and change at school and in work
Work skills	
Analyse the skills required for effective teamwork in varying work contexts, including working remotely	• compiling and justifying a set of criteria to select team members to undertake and complete a project or task • outlining processes and methods to gather relevant information/data; seek input from team members; resolve differences or conflicts

	• evaluating the importance for teams of differing perspectives, values and beliefs
Identify the strengths and pitfalls of online communication, including social media	• exploring on-line identities and determining which would appeal to a future employer
	• explaining why what works personally may not translate to work contexts
	• describing the benefits of a range of online communication tools to both individuals and businesses
Differentiate the types and purposes of communication across a range of businesses	• recognising and evaluating the effectiveness of workplace communications such as signs and symbols
	• comparing different ways of presenting information/data and evaluating their effectiveness in communicating ideas
	• choosing appropriate forms of presentation to effectively communicate solutions to real work context problems
	• adhering to the importance of confidentiality in work contexts
Entrepreneurial behaviours	
Recognise the benefits of developing an 'entrepreneurial mindset'	• examining the knowledge, understanding and skills required to be entrepreneurial in ways that add value to self, communities, bring innovation to existing businesses and create personal employment
	• investigating why single-tracked career paths are unlikely to fit future work and why individuals benefit from an entrepreneurial approach to careers
	• recognising the need to develop their own 'brand', by investing in their skills and capabilities to enhance future work prospects
	• explaining the importance of knowledge of, and respect for diverse cultures and languages in global market
Identify emerging global needs and related opportunities	• proposing a project that address the need, using an entrepreneurial mindset
	• using both formal and informal decision making processes to select a potential project
	• analysing the project to determine its intended outcomes and ethical dimensions
	• developing a project plan that covers timelines, deliverables and resources, assigns team roles for the project, evaluates risks and develops

	contingences in response to risks
	• using digital tools to assist with planning and provide a tracking mechanism for potential progress

Career and life design

Content descriptions	Elaborations
Career development and management	
Research career decision-making sources and career information	• applying learning from work exposure activities to career decision-making • interpreting a range of national and global labour market data and information and assessing their trends and potential for career opportunities • sourcing and using a range of digital resources to assist in career decision-making
Appraise self-awareness information and career decision-making processes	• researching the range of career information and support persons to assist in career and education decision-making in school, home and at work • formulating a set of career planning scenarios based on their knowledge of self, aspirations and opportunities • implementing initial stages of career plans in relation to immediate decisions around senior years of school and beyond • assessing cultural, environmental, social and local factors impacting on individual career decision-making
The nature of work	
Analyse the reasons why work is changing	• engaging with a range of businesses to determine the changes that have occurred in their working arrangements over time, examining the implications of changes in work for future work opportunities • analysing how technology, globalisation and sustainability have affected the way we work
Identify emerging approaches to work and the implications these have for workers to be agile, flexible, proactive and responsive	• investigating examples of different models of work in various contexts and their implications for work and life choices • analysing implications of the changing nature of work for individuals and their need to be flexible, collaborative and adaptable to change • building scenarios of what current jobs might look like in the future and examining the factors contributing to their evolution

	• adapting learning behaviours to take account of different contexts and balance work and life commitments

Gaining and keeping work	
Analyse a range of contemporary issues and the opportunities and challenges these present for work	• exploring globalisation, the importance of Asia in relation to both its increasing economic influence, growth in sustainable industries and knowledge-intensive service industries, and the challenges and opportunities they present for work futures • examining changes in the rights and responsibilities of employers and employees resulting from varying work arrangements
Use a range of tools, methods and skills for accessing work relevant to 21st century recruitment and selection processes	• preparing and maintaining the relevant personal documentation for accessing work opportunities • understanding of the difference between criticism and constructive feedback and the importance of feedback for self-improvement and applying this in a range of work scenarios • practising self-advocacy, understanding appropriate negotiation skills and applying these in a range of work scenarios • practising networking in its various forms including virtual and other social media

Year 10 achievement standard

By the end of Year 10, students deepen their understanding of self and their aspirations, and recognise the need to be flexible, adaptable and innovative. They understand the factors driving changes in the world of work and analyse possibilities for their future prospects. Students recognise the significance of an entrepreneurial mindset and of developing a 'self-brand' for accessing and managing the global opportunities and challenges of work and life emerging in the 21st century. They understand the richness and benefits of culturally diverse work contexts, the importance of effective teamwork, self-advocacy and negotiation skills, and the positive dimensions of risk and failure. Students understand changing practices and relationships in the world of work and the requirements of professional behaviour. They use the tools, methods and skills required to gain and keep work now and into the future and critically use career and course information.

Students refine their learning and personal profile and present a portfolio of their skills, achievements and attributes. They apply processes and techniques to problem-solve and to manage an action-based project using a range of tools, methods and 'soft' skills. Students source and analyse a range of employment data. They use and apply appropriate methods and protocols to ensure communication is clear and effective. Students apply a range of recruitment and selection processes from different perspectives. They create possible future scenarios based on contemporary world of work information to design career maps and make decisions to inform senior school and immediate post-school learning and work destinations.

Curriculum content – options

Options provide opportunities for teachers and students to customise the curriculum based on students' aspirations and interests, and local circumstances. The order and detail in which the strands, sub-strands and options are taught are programming decisions and can be studied in any order or pattern.

Option 1. School–industry cooperative project	
Overview	
Schools form a partnership with businesses and other community organisations whereby business, industry or educational representatives mentor, coach, advise or liaise with students undertaking a practical work-related or community-based projects. The project may involve an existing school–industry program, or schools may establish a new school–industry program such as a Workplace Induction Program.	
Content descriptions	**Elaborations**
Collaborate with industry partners to plan a work-related individual or group project	• collaborating with industry partners, team members and other stakeholders to identify and plan a work-related project, including recognising and responding appropriately to different perspectives and identifying resources (e.g. time, information, materials and equipment) • establishing appropriate communication protocols, such as the professional use of social media and other online communication • using digital tools to develop project plans including goals, methodology, communication, timelines and roles and responsibilities
Implement a work-related individual or group project in collaboration with industry partners	• applying decision-making processes in relation to their roles and responsibilities in the collaborative project and adapting to changing situations as required • using digital tools and technologies for communicating, tracking progress, conducting progress meetings, clarifying problems and generating solutions • locating, gathering, evaluating and organising relevant information and resources to implement the project and delegating work tasks in accordance with project plans
Present school–industry cooperative project outcomes to an audience	• reflecting on decisions made and identifying what can be learned • reflecting on the meaning of the collaborative project for their career development and up-dating their personal profile • reporting on the school-industry cooperative project to an audience.

Option 2. Contemporary work challenges and opportunities

Overview

Students identify and explore contemporary work challenges and opportunities, and generate innovative solutions for a particular industry/business. Students investigate the background of the contemporary work challenges/opportunities and factors that have contributed to it, and explore and propose innovative approaches to address it in the future. Challenges/opportunities might include: job losses in a particular industry or large organisation; work health and safety legislation; outsourcing, the influence of fly-in, fly-out on individuals, families and communities; changing workplace relationships; the 21st century worker; and increasing use of digital technologies in work.

Content descriptions	Elaborations
Analyse contemporary work challenges/opportunities relevant to changing 21st century work contexts and arrangements	• identifying contemporary work challenges and opportunities at the local, regional, national or global level from a range of sources • analysing the factors contributing to the challenge or opportunity, identifying the stakeholders involved and assessing how they are affected
Evaluate the responses from stakeholders to address the challenge/opportunity	• outlining the current response(s) to manage the challenge or opportunity • explaining the impacts of the challenge/opportunity on stakeholders and of the responses to it on stakeholders
Identify alternative responses and evaluate their likely impact over the short to medium and long term	• communicating the results of the investigation and recommendations • preparing a detailed report outlining the scope and breadth of the challenge/opportunity, methods used to gather and assess information and data, evidence based conclusions and recommendations • delivering the findings to relevant stakeholders in appropriate communication forums

Option 3. Cross-cultural enterprise

Overview

Students work in collaboration with a class of students of similar age and year level in another school; for example, a school in Asia and, using digital technologies, identify, plan and run an enterprise in collaboration. For example, students may choose a social enterprise such as fundraising to supply milk or other needs to an orphanage in an Asian country, or a sustainability project, or a product such as an electronic resource on a work-related topic.

Content descriptions	Elaborations
Use digital technologies to communicate with their peers to identify and agree upon a collaborative project	• exploring cultural similarities and differences and their implications for communicating with their peers via digital technologies, including consideration of audience, purpose and contextual factors

	• communicating with students in a class in regions, states or countries to identify possible enterprises and implementing decision-making processes to choose an enterprise project • using digital tools for collaboratively developing project plans, including goals, methodology, communication, timelines and roles and responsibilities
Implement projects according to negotiated outcomes and plans	• using digital tools to monitor project progress, conducting meetings, clarifying problems and generating solutions, adjusting plans and related actions with team members • liaising with mentors to assist with cross-cultural communication and translation • evaluating and reporting project outcomes
Communicate the cross-cultural enterprise and its outcomes to an audience	• preparing a report describing the cross-cultural collaborative enterprise and its outcomes • communicating a summary of the cross-cultural collaborative enterprise to an audience

Option 4. Aboriginal and Torres Strait Islander Peoples and work

Overview

Students explore the contribution of Aboriginal and Torres Strait Islander Peoples to work and investigate achievements and challenges overcome. They identify the opportunities presented through developing a greater understanding of Aboriginal and Torres Strait Islander cultures and histories regarding work and work-related practices.

Content descriptions	Elaborations
Recognise the connections between Aboriginal and Torres Strait Islander Peoples, communities and working life	• identifying a variety of Aboriginal and Torres Strait Islander professionals, role models and workers, both at a community and individual level • developing a portfolio of case studies, presenting the portfolio and evaluating contributions of individuals and communities to the world of work • using digital tools to present information about Aboriginal and Torres Strait Islander professionals and associations, including backgrounds, aims, achievements, and challenges confronted
Evaluate the impact of a significant work related event on employment and work opportunities for Aboriginal and Torres Strait Islander Peoples	• using sources of online information, written text, audio-visual, and other data research tools and outlining the context of the work-related event;

	such as the Wave Hill Strike
	• analysing the positive and unintended consequences of the event and its impact on Aboriginal and Torres Strait Islander employment
	• identifying ongoing challenges faced by Aboriginal and Torres Strait Islander people in work and workplaces
Investigate concepts of self-identity from Aboriginal and Torres Strait Islander perspectives and the significance of these in work, life, and culture	• explaining Aboriginal and Torres Strait Islander belief systems and practices in land, air, and water management (such as 'Caring for Country') and how these relate to work and workplaces
	• comparing and contrasting differing views of Aboriginal and Torres Strait Islander people to various industries, such as mining, and explaining reasons for opposition or support

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Glossary of terms

The following terms are defined to reflect their proposed use in the *Australian Curriculum: Work studies Years 9–10.*

applied learning

Theory and application with a link to context; the focusing on student-centred learning and the application of skills and knowledge to solve a problem or implement a project

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 development and management

The process of managing life, learning and work over the lifespan and concerning the individual in the ever-changing contexts of his and her life

community-based project

Connecting meaningful community activity with classroom experience and addressing specific problems, issues or practices

core work skills

See employability skills

employability skills

Generic skills and attributes that can be transferred from one situation to another, including skills such as communication, self-management, problem solving and teamwork

enterprise

An organisation such as a business, community or government agency

entrepreneurial behaviours

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

entrepreneurial mindset

A group of personal dispositions which lead towards the practice of identifying and/or creating opportunities, and acting to manifest these in a productive way

intrapreneur

Highly self-motivated, proactive and action-oriented individual who displays initiative, leadership, risk-taking and creative thinking

life design

Career intervention that endorses contextual possibilities, dynamic processes, non-linear progression and personal patterns

lifelong learning

The ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skill development for either personal or professional reasons; it enhances personal development, competitiveness and employability

mentor

An individual who provides informal transmission of knowledge, social capital and psycho-social support that is relevant to work, career or professional development to a recipient

non-technical workplace skills

Often referred to as employability or generic skills and considered essential preparation for effective participation in employment and in social settings, they cover skills such as literacy and numeracy, intra- and inter-personal skills, and cognitive skills

project-based activity

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

reflection

The capacity for students to exercise introspection and willingness to learn more about their fundamental nature and purpose, to learn from mistakes and gain deeper insight, self-awareness and growth and to assist with clarifying priorities, strengths and goals

self-advocacy

An individual's ability to communicate effectively, convey, negotiate or assert their interests, know their rights and responsibilities, make choice and decision and take responsibility for the choices made

self-brand

An inventory of personal strengths, values, talents, motivations and goals, and the disposition to use these

unemployment

A situation where an individual is without work and is actively seeking work

underemployment

A situation in which an individual is employed, but not in the desired capacity, whether in terms of compensation, hours or level of skills and experience

work

A set of activities with an intended set of outcomes, from which it is hoped that an individual 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 culture

The type of environment people work in, the way they interact with others, go about their work and the practices they undertake in this environment

work-related learning

Learning that predominantly provides 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 skills

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