

**National Trade Cadetship
Initiative
Australian Curriculum: Work
Studies Years 9-10 Draft Shape
Paper**

December 2012

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Preface

1. Drawing on the guiding principles in *The Shape of the Australian Curriculum*, this draft shape paper sets the context and directions for the development of a Work Studies Years 9-10 Curriculum under the National Trade Cadetship (NTC) initiative. It suggests the way forward for designing a world-leading, future-oriented curriculum for all young Australians. The curriculum will enhance student talents and the capabilities, generic work readiness skills and knowledge required to live and work in the rapidly changing global environment.
2. This paper has been prepared after consultation with representatives from state and territory education authorities and a range of industry groups. Analysis of feedback from these consultations, from the National Workshop and National Panel has informed the development of this draft shape paper for the Work Studies Years 9-10 Curriculum.
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 v3.0 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 Advisory Panel have broadened the goals of the initial commitment (DEEWR, 2012).
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. The *Melbourne Declaration on Educational Goals for Young Australians* identifies the importance of encouraging young people to continue education and training after leaving school. It talks of the value of developing wide-ranging generic employability skills that will make young people work ready and equip them to manage the rapidly changing nature of jobs effectively (MCEETYA, 2008, pp12-13).
8. 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.
9. Work has intrinsic value and is a fundamental part of everyday life. The wellbeing of individuals and communities depends on it. Australia needs a workforce that is flexible, innovative and creative in order to respond to the complex social, environmental and economic challenges of the twenty-first century.
10. With the increasingly globalised and connected world the nature of work is changing. Improvements in communications technologies lead to outsourcing and contracting; automation, digitisation and the movement of jobs offshore, particularly to countries of the Asia region, are replacing many local manufacturing and routine 'white collar' jobs. While a range of trade, technical and paraprofessional jobs will continue to be in high demand, developed economies are increasingly relying on 'high-value, knowledge-based assets' (Hannon 2012).
11. 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).
12. 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.
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 global communities; and entrepreneurial thinking and behaviours.

14. To contribute to the development of an effective, capable and innovative workforce, all young Australians need:

- skills to participate effectively in culturally diverse workplaces, organisations and local and global communities
- a capacity to plan and organise
- the ability to identify emerging problems and opportunities and to contribute to creative solutions or plans of action
- the confidence and willingness to take risks and make responsible and ethical decisions in the life and work situations in which they find themselves
- high level communication and ICT skills and the ability to apply these widely
- the ability to transfer skills and apply them in the many different contexts they will encounter.

15. 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 their development by focusing on the importance of the general capabilities for lifelong learning and making explicit the connections between the capabilities and the requirements of enterprise and work places.

16. A focus on readiness for work will engage young people so that they better understand themselves, the purpose of education and the nature of work. The curriculum will focus them on their future education, work and careers and further develop their ability to make informed decisions and create plans. In so doing, they will strengthen their sense of identity as individuals and members of the adult world, with the responsibilities this entails.

Aims

17. 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.
18. 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 that are required for effective participation in work, and in school, local and global communities
 - ii. recognise, understand, apply and adapt the generic capabilities 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 twenty-first 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 and community engagement and the changing nature of work
 - v. create career and educational scenarios, goals and plans in step with a preferred future, based on informed decisions and using a variety of sources for career and further education information.

Nature of the Work Studies Years 9-10 Curriculum

19. The Work Studies Years 9-10 Curriculum will be designed as a subject that would be of benefit for all students. It is intended to provide a foundation for both academic and career progression. It will strengthen knowledge and skills for managing learning, and further develop general capabilities and generic work skills through school; business and industry involvement in schools; and work, community placement, or other authentic contexts.
20. Study of this curriculum will increase student options. Students will be able to take this subject alongside others offered by the Australian Curriculum.
21. Participation in the Work Studies Years 9-10 Curriculum will not preclude students from studying any other subjects; neither is it a prerequisite for study of the NTC Years 11-12 Curriculum.
22. By broadening the learning opportunities for students, the inclusion of Work Studies Years 9-10 Curriculum strengthens the ability of the Australian Curriculum to meet the equity and diversity goal of the *Melbourne Declaration on the Educational Goals for Young Australians*. It increases the likelihood that all students will be supported in becoming successful learners, confident and creative individuals, and active and informed citizens.
23. The knowledge, skills and understanding gained through the curriculum have the capacity to influence the study and work behaviours of young people. By being explicit about how their learning at school is currently applied in business, industry and other types of work, the curriculum will focus student attention on the educational foundations required by many occupations.
24. 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, and curiosity; interpersonal and intercultural skills such as empathy, collaboration, appreciation of diversity and global awareness; the critical and creative thinking that allows for innovation, the identification of problems, and resourceful and productive solutions.
25. 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.
26. The Work Studies Years 9-10 Curriculum will explicitly target the skills required to be successful learners, supporting students to identify their individual learning strengths. The curriculum recognises the importance of students being able to monitor and manage their learning and thinking. It will support their development of the metacognitive strategies that play a key role in the development of lifelong learning.

Applied Learning

27. In the Work Studies Years 9-10 Curriculum applied learning refers to the activity of putting intellectual learning into practice. This 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.

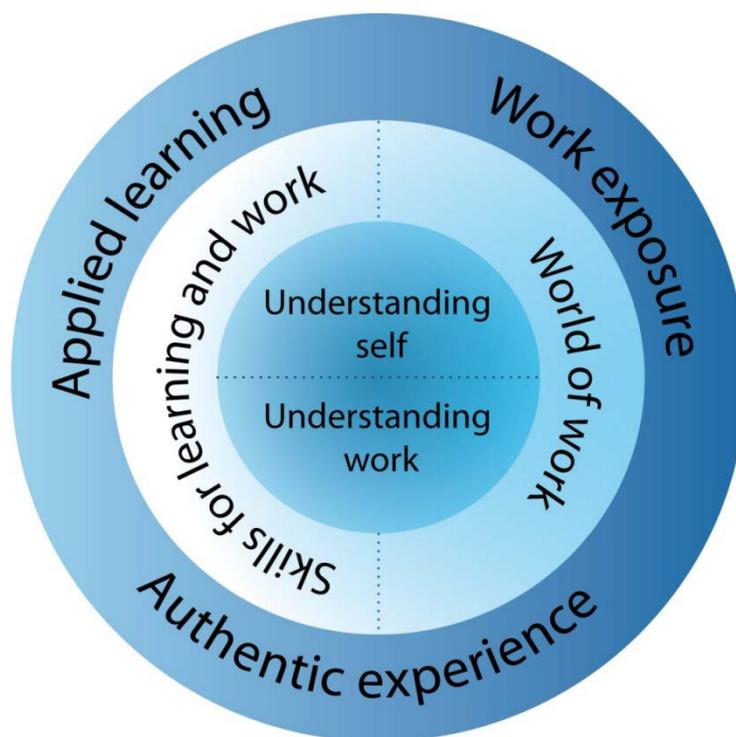
28. Students will develop knowledge, skills and understanding through activities that have many of the characteristics of work, or that make the connections to work, learning and life beyond school immediate and clear. This might be learning about career planning and the workplace, using literacy skills 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 the 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 an adult. Moving students out of the classroom to learn, or bringing members of the community, such as employers, employees and entrepreneurs, into the classroom is a motivating force that helps students to become more independent and responsible for their own learning.
31. Applied learning opportunities could be project-based; involve some form of community learning; include outside mentors, experts or advisors; and may be presented in authentic contexts or to outside audiences.
32. Applied learning is informed by the principles of several pedagogical approaches. These 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

33. The Work Studies Years 9-10 Curriculum is an elective subject in the Humanities and Social Sciences learning area.
34. It 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).
35. 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 work-readiness skills and entrepreneurial behaviours. It is also an important anchor in career development and 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 generic skills and capabilities and their potential application for work as employees, as the self-employed, or as creators of work.
36. The Work Studies Years 9-10 Curriculum will be premised on students learning for work in applied ways. The curriculum will foreground learning for work and the link between learning and doing

Structure

37. The Work Studies Years 9-10 Curriculum structure reflects the focus on work and the development of work-readiness with two proposed interrelated strands: Skills for Work and Learning and the World of Work.
38. 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 twenty first century, including broad generic skills, knowledge about and experience of the world of work, and lifelong career development skills, knowledge and dispositions.
39. 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.
40. 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 35. The two strands – Skills for Work and Learning and World of Work – are described in paragraphs 37-39. The contextual elements of applied learning and work exposure or authentic experiences are described in paragraph 36.



Skills for Work and Learning

41. This strand focuses on the development of generic skills and their application in learning and work contexts. It will include:
- Workplace communication
 - Entrepreneurial behaviours.

Workplace communication

42. Students enhance their communication skills in the context of enterprises and workplaces that are increasingly dealing with digital systems and technologies. They develop their capacity to select, analyse, organise, display and communicate data necessary for workplace and enterprise purposes.
43. 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 as they do so.
44. 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.
45. 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.
46. Students read, interpret, initiate and create a variety of workplace texts relevant to their vocational interests or their workplace, for example manuals, data sheets, recipes or diagrams.

Entrepreneurial behaviours

47. This element develops student understanding of the qualities that lead to entrepreneurial behaviours and their importance for twenty-first 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.
48. Entrepreneurial behaviours depend on curiosity, initiative, creativity and innovation. They 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).

Managing self

49. Students identify and evaluate their self-management skills (for example, establishing, reviewing and adjusting priorities when circumstances change, planning and organising workloads and budgets) 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 budgets.

Planning and implementing tasks or projects

50. Students learn how to identify opportunities for developing small individual or group projects relating to work or enterprise. They analyse the potential project to determine intended outcomes and 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.
51. 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 support a position, conclusion or recommended course of action. They consider the ethical dimensions of problems and of providing full and accurate information.
52. 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

53. 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.
54. 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.
55. Students learn to break complex problems into manageable parts and to identify options for action, weighing the advantages for each.

Making decisions

56. 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.

Working with others

57. This element involves collaborating with others, recognising and making use of different perspectives, managing conflict creatively, and building and maintaining relationships.
58. 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.
59. Students recognise and respond to different perspectives, values, beliefs and behaviours in work and learning situations and manage conflict when it arises.
60. 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 account of the needs of people in the workplace whose first language may not be English, and cultural factors that might indicate that further clarification is needed.
61. Students understand the importance of building and maintaining 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). Students understand that cultivating relationships with people with knowledge, skills and influence can assist them in gaining work, clarifying learning or career directions, and managing work expectations or career progression.

The World of Work

62. 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
- Gaining and keeping work, and the nature of work.

Career Development

63. 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. Students identify subject area strengths and evaluate their own learning strategies and practices. They understand how academic performance may impact upon both the options available to them and the selection of future programs/courses. They develop the metacognitive skill of learning when and how to use particular strategies.

64. 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 influencing factors on performance such as skills and knowledge, familiarity with context, complexity of task, level of autonomy, degree of support, degree of motivation, self-belief and resilience, and cultural and value-based factors.

65. 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.

66. 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.

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

68. 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.

Gaining and keeping work and the nature of work

69. 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.

70. Students understand the importance of personal qualities and attributes in gaining, creating and keeping work, and in other learning and life situations. They know the attributes of enterprising people and the skills and knowledge required to create work or to be self-employed.
71. Students understand that some work opportunities require flexibility and adaptability (for example, self-employment, relocating, learning new skills). They understand how a knowledge of and respect for diverse cultures and languages can be an asset in a global market and a multicultural society.
72. Students understand that within a particular career area, industry or workplace there may be many different jobs and roles.
73. Students learn about different types of interviews. They know how to apply for a job and prepare for an interview and the protocols and procedures involved in interviews. They learn how to seek feedback and evaluate their performance. They know their rights and responsibilities in a selection process and how to improve their chances of being chosen.
74. Students understand about the rights and responsibilities of employers and employees. They learn that they are entitled to work in a safe work environment that is free from harassment and bullying under WHS legislation. They understand their rights and responsibilities with regard to workplace equality, diversity and inclusion, and are aware of their rights and responsibilities as a student or employee for following safe work procedures and responding to and reporting discrimination in the workplace.
75. Students learn about the expectations of 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.
76. Students understand the opportunities offered by the rise of Asian economies, the need for sustainable industries, and knowledge-intensive services-based industries. They appreciate the effects of technological changes on where and when work takes place (home, anywhere/anytime), changes in the form of jobs (casual, contractor, outsourced); and the nature of employment (increases in the number of jobs held over a lifetime).

Work Exposure

77. 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 generic 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.
78. 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.
79. 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.
80. Work exposure could 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 World of Work strands to co-construct a project that involved 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.
81. Involving enterprises and communities, including online communities, would provide 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.
82. Work exposure involves students and their teachers in partnerships and connections with organisations and individuals outside of the school in order to provide the

necessary 'authentic' context for student learning. Strong connections and partnerships with employers and community organisations are essential to the delivery of an effective course.

83. While it is not assumed that students would undertake direct work placement 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 before a placement:

- 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
- occupational safety and health issues in the workplace
- the training to be provided
- the skills to be learned and assessed.

Inclusive Practices

Student Diversity

84. 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.
85. All students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. 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.
86. More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs.

Students with Disability

87. 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.
88. 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.
89. 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

90. Teachers can use this curriculum flexibly to enrich and/or accelerate learning for gifted and talented students to meet their individual learning needs.
91. 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

92. 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, there is a significant number of students who are not literate in their first language, and have had little or no formal schooling.

93. 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.
94. 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

95. In the Australian Curriculum the knowledge, skills, behaviours and dispositions that students need to succeed in life and work in the twenty-first 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 behaviour
- Intercultural understanding.

96. 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

97. 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.

98. 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

99. 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.

100. 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.
101. 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

102. 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.
103. The Work Studies Years 9-10 Curriculum will give 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 will 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 post Years 9–10. Learning will develop students' understanding of the different communication, collaboration and content creation protocols related to online and mobile technologies and strategies in the work place to minimise the risk of harm through the use of ICT.

Critical and creative thinking

104. 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.
105. 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.

106. 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

107. 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.
108. The curriculum will play a key role in the development of personal and social capabilities for students. 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 behaviour

109. Students develop ethical behaviour 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.
110. In the Work Studies Years 9-10 Curriculum, students' learning about ethical behaviour will focus on the importance of treating others with 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

111. 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.

112. 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

113. The Australian Curriculum must be relevant to the lives of students and address the contemporary issues they face. With these considerations in mind, the Australian Curriculum gives special attention to three cross-curriculum priorities:

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

114. In the Work Studies Years 9-10 Curriculum these priorities should have a strong but varying presence, depending on whether the focus is in a school or workplace context. The cross-curriculum priorities are defined on the Australian Curriculum website.

Aboriginal and Torres Strait Islander histories and cultures

115. 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.

116. 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.

117. 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

118. 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.

119. 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.

120. Students of the Work Studies Years 9-10 Curriculum will be provided with opportunities to explore the concept of the twenty-first century as the Asia century, and 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

121. 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.
122. In this curriculum, students will explore the impact of differing world views on attitudes to work, workplace relationships and the sustainability of work practices.
123. 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

124. By being explicit about possible links with other learning areas, Work Studies Years 9-10 Curriculum can both enrich the learning in those areas and add to the level of student work readiness.
125. 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.
126. The Australian Curriculum allows 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.
127. 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.
128. 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.
129. 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.
130. Possibilities in other learning areas will be made explicit as they reach completion.

Senior Secondary Years

131. The Years 11-12 Curriculum under the NTC initiative will provide the option for students to undertake an industry-endorsed vocational learning option.
132. 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.
133. 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 student understanding of the possibilities within the industry area and will allow them to develop deep knowledge, understanding, skills and competencies within that specific area.
134. 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

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 development

The process of managing life, learning and work over the lifespan: 'career development 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

Generic skills

See employability skills

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

Awareness and understanding of the thought processes involved in learning

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

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 also

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 include skills related to career development and managing transitions