The Australian
Curriculum

Subjects	Work Studies
Year levels	Year 9, Year 10 and Options
Curriculum version	Version 8.3
Dated	Friday, 16 December 2016

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Table of Contents

The Australian Curriculum
Work Studies

ACARA
AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Work Studies

Overview

Introduction

The Australian Curriculum: Work Studies, Years 9–10 has been written in response to key work-related issues facing young people today and into the future. This is a world-leading, future-oriented curriculum, equal in quality, value and rigour to more traditional academic programs. It is designed for all students, whether they pursue a vocational or an academic path.

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 single-track 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.

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, as they need to be active. It also allows for a cross-curriculum disciplinary mode of delivery.

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 recognised as a right of all people.

In an increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes needed to engage with the emerging challenges and opportunities differ from those of the past. The *Australian Curriculum: Work Studies, Years 9–10* concentrates on the capacities individuals need for full and effective participation in life, learning and work.

The curriculum helps young people 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, their rights and responsibilities as workers, as well as employer expectations 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 in working for others or themselves. They engage with the career management processes needed 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 and resilience 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.

Aims

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

- knowledge of the world of work and the importance of lifelong learning
- capacities to manage careers, change and transitions in an uncertain and changing future
- literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts, using appropriate behaviours and protocols
- skills and resilience to meet the demands of their present and future learning and work.

Nature of work studies

Applied learning

Practically-based learning in realistic contexts is recognised internationally as being important for students in preparing for the world of work.

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 are able to plan and guide their own learning.

The *Australian Curriculum: Work Studies, Years 9–10* engages students in transferring work-related knowledge and understanding to activities that involve the world of work. Students concentrate on learning and applying the knowledge, understanding and skills 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 the critical skills and characteristics that are important for work and daily life in the 21st century. These include organisation, decision-making, collaboration and teamwork, problem-solving, risk-taking, critical thinking, creativity, adaptability and resilience.

By using their knowledge in 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 reflection and feedback are fundamental to the success of applied learning. Where students are given opportunities and time to reflect on learning and engage in feedback from peers and adults, their knowledge and understanding are deepened and broadened, and the relevance of learning becomes more 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 promotes learning in a wide variety of environments, for example, 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 opportunities are not intended to be restricted to the traditional practice of blocks of work experience, although work experience may take up part of work exposure.

- Rather, work exposure can take many forms including:
- direct involvement in the workplace
- visits to and from private and public enterprises and community organisations
- visits to and from industry experts, employers, employees, self-employed people

- 'career taster' days
- mentoring and shadowing
- interviews with industry experts, employers, employees, and self-employed people
- use of various media sources
- labour market research
- use of work-related simulations and role plays
- virtual tours of industries and workplaces
- industry, community, career or problem-based projects
- use of part-time work, unpaid work or community-based volunteering currently undertaken by students
- engaging with work-related education programs.

Students' knowledge of the dynamic nature of workplaces and understanding of workplace expectations are enhanced through interacting with employers, employees, self-employed people, 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 the opportunities and impetus for students to explore and frame possible future work options and career pathways.

These opportunities require schools to develop and/or continue to expand ties with local industry, business and community agencies, as well as education and training institutions. These partnerships form the foundation for providing students with learning and 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 may require different solutions to broaden the range of offerings accessible to students such as the use of:

- internet research
- visits to remote and rural schools by businesses and community organisations
- virtual workplaces
- tours.

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. Work Studies enriches the learning of students who are working and those who are not.

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 core skills 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 help 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, providing flexibility and opportunities for teachers to build their own curriculum, collaborate with teachers from other learning areas and construct integrated units of work incorporating the core and options. The strands build sequentially from Year 9 to Year 10.
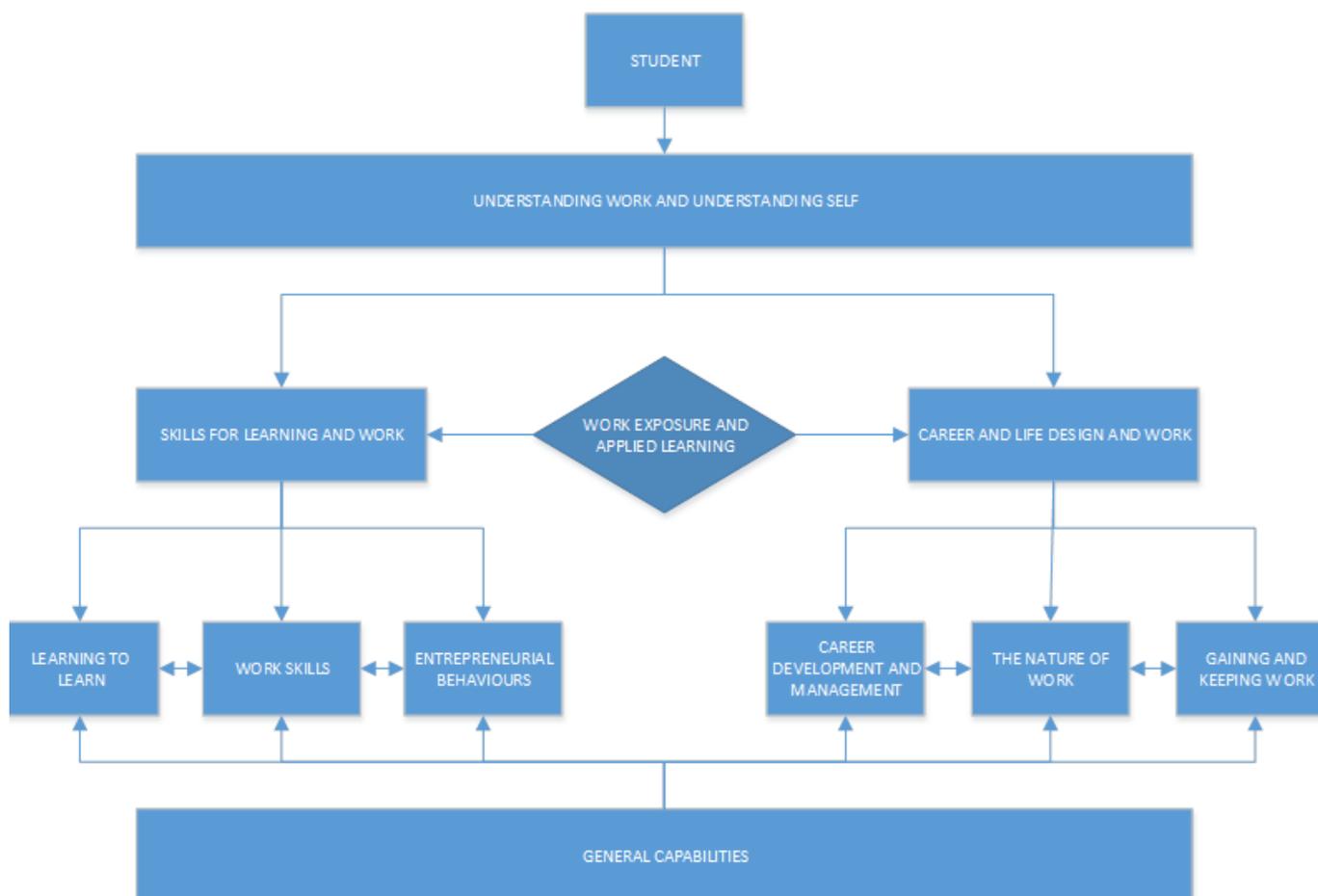
Figure 1: Work Studies Years 9–10 organisation diagram

The curriculum consists of a core and options, and is described through content descriptions, and elaborations, achievement standards and content. It concentrates on building the skills needed for effective participation in the 21st century, including broad 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 extra 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 and engagement with the local communities and regions. This should enhance opportunities for work exposure and self-directed and applied learning.

The order and detail in which the core and options within each year level are taught are programming decisions that schools may determine.

Options may also be taught 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 Years 9–10. It may also be taught on a semester basis.

To be deemed to have completed Work Studies for a given year level, students need to have studied the core and at least one option. If studied on a semester basis the core for the year and one option must be completed.

Skills for learning and work

This strand focuses on the development of a student's understanding of self and a realistic 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 work skills and entrepreneurial behaviours and their use 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
This sub-strand introduces and develops the work skills and attributes needed for 21st century workplaces and that can be transferred from one situation to another. These include 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 the idea of entrepreneurial behaviours. These behaviours are specifically about developing and valuing an entrepreneurial disposition to work including creativity, problem-solving, lateral thinking and using initiative. They are not limited to the narrow view of how to create or run a business.

This sub-strand is underpinned by a need to respond to changes brought about by globalisation, new technologies, the rapidly increasing significance of the Asia region and the need for a sustainable future. Students are exposed to these behaviours and how they might be developed and enacted in workplaces to drive innovation, productivity, global awareness and appreciation of cultural and social diversity.

Career and life design

This strand focuses on developing knowledge and understanding of, and experience in, the world of work; skills, knowledge and dispositions to manage careers; 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, such as awareness of opportunity, adaptability and responsiveness to change, needed 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 certainty regarding work and career paths. Throughout their lives, students need to be flexible and responsive to changing work and life circumstances. They develop skills that enable them to create career scenarios and prepare for career transitions. This sub-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. Students should also understand the different work arrangements likely to be available to them, and the entitlements, rights and responsibilities that flow from these arrangements.

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 including rights and responsibilities, the importance of work cultures, and appropriate behaviours and the dispositions needed for gaining and keeping work such as resilience and flexibility. They engage in strategies for seeking work opportunities, understanding recruitment processes and the importance of networking.

PDF documents

Resources and support materials for the Australian Curriculum: Work Studies are available as PDF documents.

Work Studies: Sequence of content

Work Studies: Sequence of achievement

Work Studies

Year 9

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 exposed 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.

Year 9 Content Descriptions

Skills for learning and work

Learning to learn	Elaborations
Outline how past learning experiences influence attitudes towards, and outcomes of, learning (ACWSCL001)	- reflecting on how their actions and attitudes contributed to past learning outcomes - determining what personal actions and attitudes are most effective in supporting learning - reflecting on how they might use their knowledge of self to understand how to learn most effectively
Describe the implications of individual learning preferences for learning at home, school, work and in the community (ACWSCL002)	- identifying personal learning preferences - explaining how these preferences can inform choices about where, when and how learning can be undertaken - creating a personal profile of individual strengths and challenges for learning at home, school, work and in the community
Identify the attitudes and skills required for self-directed and lifelong learning (ACWSCL003)	- outlining the benefits of self-directed and lifelong learning - explaining that the primary responsibility for lifelong learning and personal development rests with the individual
Explain the importance of active and lifelong learning for personal and community development (ACWSCL004)	- identifying the skills required to be a lifelong learner - describing how lifelong learning contributes to personal and community wellbeing and can improve sustainability of communities 🌿
Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing (ACWSCL005)	- identifying suitable study and time management skills - planning and organising workload in an efficient and effective manner - reflecting on and reviewing priorities regularly

Work skills	Elaborations

Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006)	• identifying and defining work skills • comparing identified sets of work skills with those required in a variety of workplaces • mapping individual skills against those valued in the workplace and planning strategies for strengthening individual skills • mapping literacy and numeracy skills against workplace demands
Identify types of workplace communication and the effect of context on the choice of communication (ACWSCL007)	• contrasting the types of communication used among peers, in the classroom, within schools, across cultures and in workplaces • categorising types of communication according to their suitability in work contexts • describing the value of cross-cultural communication in 21st century workplaces, both in the context of regional engagement with Asia and reconciliation in Australia ⚜
Differentiate between work-related and personal use of social media (ACWSCL008)	• determining the types of social media used in workplaces and the reasons for their use • explaining why personal and workplace online identities differ • investigating online identities and determining which would appeal to a future employer • investigating the implications for future career paths of unwise use of social media
Explain the importance of teamwork and collaboration in school, community and work-related contexts (ACWSCL009)	• practising techniques for establishing connections with others and building positive relationships in a range of contexts • identifying the skills needed to work collaboratively • identifying projects for which teamwork is well suited and determining how to assign team roles
Entrepreneurial behaviours	**Elaborations**
Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)	• identifying types of entrepreneurs • investigating the skills and attributes common to regional intrapreneurs and business, social and policy entrepreneurs • exploring local and national challenges and opportunities, as well as those from the Asia region, that might benefit from entrepreneurial approaches 🔱 • examining Aboriginal and Torres Strait Islander entrepreneurial models ✋

Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011)	• identifying successful young entrepreneurs in the private, public and community sectors and outlining the risks they took in establishing themselves • determining the work or community challenges identified by a successful young entrepreneur, how these were addressed and the benefits for individuals, the community or environmental sustainability 🌿
Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012)	• exploring various project management skills such as problem-solving techniques, generating and evaluating ideas and organising activities and resources including people and finances • identifying risk management strategies to maximise success • identifying the need for sound financial management, both personal and business

Career and life design

Career development and management	Elaborations
Recognise the importance of self-awareness in career and life design (ACWSCL013)	• developing an understanding of personal talents, interests and opportunities • reflecting on the meaning of their growing self-awareness for their aspirations and career directions and life design • appraising their academic achievement and comparing this with their post-school aspirations
Source career information and resources (ACWSCL014)	• researching and filtering a range of career information and services designed to help with career and decision-making • creating a portfolio of possible career scenarios • identifying diverse learning pathways into preferred career destinations

The nature of work	Elaborations
Describe the nature of work in Australia and the implications for current and future work opportunities (ACWSCL015)	• determining why people work • defining employment, self-employment, unemployment, underemployment, contract work, volunteering, casual work and working remotely • collecting and interpreting data about how people work • exploring initiatives to build employment and enterprise opportunities in their community/region • researching the types of work available, the changes occurring at a local level and the implications for future employment • investigating the impact of the Asian region on the skills required for employment ΛΛ

Recognise the effects of work culture on ways of working (ACWSCL016)	• defining the term 'work culture' • explaining that different workplaces have different ways of working • describing the types of behaviours that could contribute to a positive work culture

Gaining and keeping work	Elaborations
Investigate formal and informal recruitment processes (ACWSCL017)	• defining the term 'recruitment' • researching the variety of processes employers use for recruitment • practising a range of activities required of a job applicant
Investigate the contribution of diverse cultures to work and workplaces (ACWSCL018)	• gathering and comparing data about cultural diversity in the Australian workforce over time • describing the benefits of culturally diverse workplaces • exploring how the growing influence of countries of the Asia region has contributed to work and workplaces in Australia **AA**
Identify the importance of rights and responsibilities for employers and workers (ACWSCL019)	• identifying legislation that outlines different entitlements, responsibilities of workers and employers • investigating the expectations of appropriate professional protocols, behaviour and presentation in workplaces • identifying ways that workers and employers take responsibility for environmental quality

Year 9 Achievement Standard

By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal and informal recruitment processes.

Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and predict outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges. They research and filter relevant career information resources. Students create career scenarios and identify the skills to manage career transitions. Students collect and evaluate data and information to draw conclusions about changes to work arrangements and their potential impact on their future. Students synthesise data and information to form reasoned conclusions. Students present their findings and explanations.

Year 10

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 investigated and developed at a higher level. Students are encouraged to be increasingly independent and self-directed learners.

Year 10 Content Descriptions

Skills for learning and work

Learning to learn	Elaborations
Explain how potential changes in circumstances impact on when, how and why you might learn (ACWSCL020)	- mapping changes in personal circumstances over the past 12 months and how this has impacted on learning - predicting changes to personal circumstances in the short and medium term and developing relevant strategies to support their learning
Link personal profiles with potential work opportunities (ACWSCL021)	- updating their personal profile - using their personal profile to identify potential careers
Assess the value of self-directed and lifelong learning in responding to changes and challenges in circumstances (ACWSCL022)	- using guided reflection in developing strategies to enhance capacity as a self-directed and lifelong learner - monitoring the impact of change on potential learning pathways and the implications for learning and work options - adjusting goals, priorities and aspirations in response to change
Explain the relationship between lifelong learning and work in the 21st century and its importance for future work opportunities (ACWSCL023)	- reflecting on the demands of work and further learning, including the costs and benefits, both financially and personally - investigating the need to be a lifelong learner in the context of their current and future aspirations for learning and work - identifying the factors that contribute towards successful transition from school to work
Focus their learning strategies on personal and work-related aspirations (ACWSCL024)	- aligning the learning requirements of potential careers with subject choices - designing and implementing strategies and processes to target identified learning requirements - organising and prioritising work and personal commitments in an achievable timeframe
Work skills	**Elaborations**

Explain the range of skills and attributes necessary to work effectively in the 21st century (ACWSCL025)	• investigating rapidly changing work arrangements and the need to be adaptable to change • analysing the relationship between rapidly changing work environments and the need to develop these emerging skills and the mindset to work effectively • developing an understanding of the need for Asia-relevant capabilities in preparation for the world of work **ᴀᴀ**
Select and use appropriate protocols for communication in workplace contexts (ACWSCL026)	• recognising and evaluating the effectiveness of day-to-day workplace communications • evaluating the effectiveness of different ways of presenting and communicating information and ideas • adhering to confidentiality protocols in work contexts • using appropriate language, tone and non-verbal behaviours in workplaces including cross-cultural contexts
Evaluate a range of online communication tools used in work contexts (ACWSCL027)	• identifying the risks of online communication such as identity theft and phishing scams • determining the strategies used to protect work-related information • examining the various methods used by employers to recruit and select staff including the use of social media and online mediums
Analyse the skills needed for effective teamwork in varying work contexts, for example, working remotely (ACWSCL028)	• compiling and justifying a set of criteria to select team members to undertake a project • outlining processes and methods to manage the project, including negotiation and conflict resolution • using team members' strengths and diverse perspectives to maximise project outcomes
Entrepreneurial behaviours	**Elaborations**
Assess the benefits of developing an 'entrepreneurial mindset' and its relevance to 21st century work and enterprise (ACWSCL029)	• 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 • recognising the need to develop their own distinct profile by investing in their skills and capabilities to enhance future work prospects

Examine the creative and problem-solving techniques used within workplaces to resolve the tensions arising in business and community projects (ACWSCL030)	- researching regional and online businesses or community projects and identifying how they balance organisational needs with human and community wellbeing and environmental sustainability ✦ - explaining the importance of work–life balance - identifying the requirements of various stakeholders and the strategies used to resolve conflicting interests - determining how businesses or community projects, both within Australia and from the Asia region, balance organisational needs with human and community wellbeing and environmental sustainability ᐱᐱ ✦
Complete an action project utilising entrepreneurial behaviours to address an identified challenge or opportunity (ACWSCL031)	- choosing a local or national business or community challenge or one from the Asia region and justifying their choice ᐱᐱ - developing a project proposal designed to address the challenge - completing 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 providing a tracking mechanism for potential progress, for example, expenditure and budget forecasting and cost-benefit analysis

Career and life design

Career development and management	Elaborations
Apply knowledge of self to career decision-making processes (ACWSCL032)	- applying learning from work exposure activities to self-awareness and career decision-making - comparing knowledge of self with possible career and life scenarios - evaluating their current learning and identifying future learning needs - investigating the implications of career options for financial management and lifestyle - investigating the costs of post-school learning and the different options available to cover these costs

Use career decision-making processes to filter career scenarios (ACWSCL033)	- identifying people who can support career decision-making
	- researching a range of print and digital resources to help career decision-making
	- investigating what local and global labour market data and information trends mean for career opportunities, including in the Asia region
	AA
	- examining how external, cultural and local factors impact on individual career decision-making
	- refining their set of career planning scenarios based on their knowledge of self and research into factors affecting career opportunities and decision-making
	- implementing initial stages of career plans in relation to immediate decisions around senior years of school and beyond

The nature of work	**Elaborations**
Analyse emerging approaches to work and the implications these have for workers to be flexible, proactive and responsive (ACWSCL034)	- investigating trends in ways of working
	- examining the implications of changes in work for future work opportunities and ways of working
	- exploring factors impacting on work challenges and opportunities, including globalisation, the increasing economic influence of the Asia region, the need for more sustainable patterns of living, technological advances and knowledge-intensive service industries
	AA ✤
Investigate the relationships between work cultures, work arrangements and the individual (ACWSCL035)	- comparing 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
	- building scenarios of what work culture and arrangements might look like in the future by examining the factors contributing to their evolution, including the need for sustainable patterns of living
	✤
	- understanding that personal attributes and dispositions have implications for the 'right fit' within an organisation and future work opportunities

Explain the roles of a range of services and agencies that support employment, self-employment and unemployment (ACWSCL036)	- investigating support structures for employed, self-employed and unemployed people such as professional associations, government agencies and non-government organisations in their community - exploring the implications of the changing world of work on support structures relating to work contexts - analysing the changes in support structures within the workplace such as employee assistance schemes, child care and training, and identifying the factors contributing to these changes
Gaining and keeping work	**Elaborations**
Use a range of tools, methods and skills for accessing work relevant to 21st century recruitment and selection processes (ACWSCL037)	- preparing and maintaining the relevant personal documentation for accessing work opportunities - distinguishing criticism from 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
Examine the implications for work when work relationships are cross-cultural and can be local, national, regional or global (ACWSCL038)	- explaining the importance of knowledge of and respect for diverse cultures and languages in a global labour market - incorporating protocols relating to Welcome to Country and acknowledgement of the traditional custodians of the land ♒ - identifying essential attributes for individuals working in culturally diverse work contexts - investigating the growth of workplaces and enterprise partnerships between Australia and countries of the Asia region △△
Explain how diverse work arrangements are impacting on the rights and responsibilities of employers and workers (ACWSCL039)	- identifying the challenges for maintaining entitlements and defining responsibilities of workers and employers - investigating the factors that impact on professional protocols, behaviour and presentation in diverse work arrangements - investigating the effects of diverse working arrangements on how workers and employers take responsibility for environmental quality ☙

Work Studies

Year 10 Achievement Standard

By the end of Year 10 students explain the relationship between changing circumstances, learning and 21st century work opportunities and identify the skills needed to manage changes. They evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They analyse emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students explain the roles of agencies associated with employment support. They outline 21st century approaches to recruitment and selection, and skills required in responding to them. Students explain the benefits of different cultural perspectives in managing work and problem-solving. They identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts and tensions.

Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders. They synthesise increased self-knowledge and career information to school and career-based decisions and create potential career scenarios. Students research a range of information and data to identify trends in work arrangements emerging over time and evaluate agencies and organisations that support various employment situations. Students practise using and responding to 21st century recruitment and selection tools, methods and skills for accessing real and created work opportunities. Students collect and interpret information on different cultural approaches to ways of working. They explain the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students apply conflict resolution methods and skills to work-related contexts.

Work Studies

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. Core content can be integrated within an option.

Options Content Descriptions

Option 1: School–industry cooperative project

Collaborate with industry/business and/or community, individuals or groups to plan a work-related project (ACWOP040)	• 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 for example, time, information, materials and equipment, financial considerations • 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, roles and responsibilities, and finances
Complete the work-related individual or group project plan in collaboration with industry/business and/or community partners, individuals or groups (ACWOP041)	• 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
Communicate the school–industry cooperative project outcomes to an audience (ACWOP042)	• reflecting on decisions made and identifying what can be learned • reflecting on the meaning of the collaborative project for their career development and updating their personal profile • reporting on the school–industry cooperative project to an audience

Option 2: Contemporary work challenges and opportunities

Identify contemporary work challenges and opportunities relevant to changing 21st century work contexts and arrangements (ACWOP043)	• identifying contemporary work challenges and opportunities at the local, national, regional 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 • engaging in stakeholder consultation to seek their views on the opportunities and challenges they perceive and possible solutions they propose to address the challenges
Investigate responses from stakeholders to address the challenge/opportunity (ACWOP044)	• 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

Analyse alternative responses and their likely impact over the short to medium and long term (ACWOP045)	• 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

Use digital technologies to communicate with their peers to identify and agree on a collaborative project that is environmentally sustainable (ACWOP046)	• 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 states or countries or the region to identify possible enterprises and using decision-making processes to choose an enterprise project
	• using digital tools for collaboratively developing project plans, including goals, methodology, communication, timelines, roles and responsibilities, finances and sustainable management

Negotiate project outcomes and plans and their implementation (ACWOP047)	• using digital tools to monitor project progress, conducting meetings, clarifying problems and generating solutions, adjusting plans and related actions with team members, tracking finances and projected expenditure
	• liaising with mentors to help with cross-cultural communication and translation
	• evaluating and reporting project outcomes

| Communicate the cross-cultural project and its outcomes to an audience (ACWOP048) | • 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

| Investigate concepts of self-identity from Aboriginal and Torres Strait Islander perspectives and the significance of these in work, life and culture (ACWOP049) | • 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 |

Identify Aboriginal and Torres Strait Islander Peoples' connections to communities and working life (ACWOP050)	• identifying traditional Aboriginal and Torres Strait Islander approaches to work and community life
	• identifying a variety of Aboriginal and Torres Strait Islander contemporary 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
Investigate the impact of a significant work-related event on employment and work opportunities for Aboriginal and Torres Strait Islander Peoples (ACWOP051)	• using sources of online information, written text, audio-visual, and other data research tools and outlining the context of the work-related event; for example, the Wave Hill Strike in the Northern Territory or the Stolen Wages and Savings reparations case in Queensland
	• analysing any positive and unintended consequences of the event and its impact on Aboriginal and Torres Strait Islander employment and community wellbeing
	• identifying ongoing challenges faced by Aboriginal and Torres Strait Islander People in work and the strategies designed to overcome them

Option 5: Gender and work

Investigate the effects of socialisation and culture on education and career choices (ACWOP052)	• examining 'traditional' perceptions of male and female and the impact of stereotyping and expectations on education and career choices in society
	• identifying the factors contributing to the perpetuation of these perceptions and formulating ideas to redress the perceptions
	• reflecting on own perceptions and misconceptions relating to education and career choices and how these may inhibit personal choices and options
	• revising career preferences and plans by expanding the range of career and course options being considered to include non-traditional options on the basis of gender
Analyse the impact of gender on subject choice, work aspirations, further education, career choices and resultant outcomes (ACWOP053)	• analysing education and employment data indicating the breakdown into male and female participation in a range of subjects/courses and occupations
	• exploring the implications for the individual and society of non-participation by males and females in certain subjects/courses and occupations

Analyse the impact of gender imbalance on the workplace and the community (ACWOP054)	• identifying the types of gender imbalance occurring in the workplace such as career advancement opportunities, earnings capacity
	• examining the factors that contribute to gender imbalance in the workplace
	• exploring the relevant legislation and the associated agencies that deal with gender imbalance such as equal opportunity and anti-discrimination
	• proposing strategies to address gender imbalance in the workplace

Option 6: School-developed option

A maximum of 4–5 content descriptions. Content description must commence with a verb (ACWOP055)	• A maximum of 4–5 elaborations for each content description
	• Content elaborations must commence with a verb in the present continuous tense

Glossary

Aboriginal and Torres Strait Islander People and Aboriginal and Torres Strait Islander peoples

Upper-case 'P' is used when reference is to all Aboriginal and Torres Strait Islander People

Lower-case 'p' is used when reference is made to a range of groups or tribes in a collective sense

applied learning

the use of skills, knowledge and understanding to complete tasks, solve problems and/or implement projects in a particular context or environment

Asia-relevant capabilities

the universal capabilities for the 21st century contextualised within the Asian region, including open-mindedness, observation, creative thinking, analytical thinking, respectful interaction, effective communication, and knowledge and understandings of the countries of Asia and its peoples

career

the sequence and variety of work roles (paid and unpaid) undertaken throughout a lifetime, including life roles, leisure activities, learning and work

career development and management

individuals managing learning, work and life and the ever-changing contexts that occur throughout their lifespan

community-based project

the connection between meaningful community activity and classroom experiences and then addressing specific community problems, issues or practices

dispositions

the tendencies to act or think in a particular manner under given circumstances; a state of mind regarding something; an inclination or characteristic attitude

distinct profile

building an inventory of work skills, personal strengths, values, talents, motivations, goals, and experience that highlights personal attributes, skills and distinctiveness and can be used to enhance access to work opportunities

enterprise

an organisation such as a business, community or government agency

entrepreneur

someone who undertakes a significant project or activity finding new and better ways of doing things; they are opportunity aware, take risks and utilise a range of behaviours, such as initiative and innovation, that create value and contribute to their success

entrepreneurial behaviours

behaviours that demonstrate confidence, initiative, innovation and creativity, global competency and empathy, an awareness of opportunity and a willingness to take risks that can all be applied to a range of contexts

entrepreneurial mindset

the group of personal dispositions which contribute to identifying and/or creating opportunities, and implementing these dispositions in a productive way in a work context

intrapreneur

a highly self-motivated, proactive and action-oriented individual who displays initiative, leadership, risk-taking and creative thinking within an organisation or workplace for the benefit of the organisation or workplace

life design

career management that pursues contextual possibilities, responds to dynamic processes and change, non-linear progression and personal patterns

lifelong learning

the ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skills development for either personal or professional reasons – enhancing personal development, competitiveness and employability

project-based activity

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

reconciliation

the respect for Aboriginal and Torres Strait Islander heritage, valuing justice and equity for all Australians and the unity and respect between Aboriginal and Torres Strait Islander Peoples and other Australians

reflection

the capacity for individuals to exercise introspection to learn more about their fundamental nature and purpose, their skill set, to learn from mistakes and gain deeper insight, to develop self-awareness and grow personally and professionally, to help with clarifying priorities, strengths and goals, and build resilience

self-advocacy

an individual's ability to communicate effectively, convey, negotiate or assert their interests, know their rights and responsibilities, make choices and decisions and take responsibility for themselves and their decisions

social and policy entrepreneur

an entrepreneur with a social mission to create and sustain social value; they pursue new opportunities to serve the social mission and engage innovation, adaptation and learning to add social value

unemployment

a situation in which an individual is without paid work and is actively seeking work

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 work environment including the policies, protocols and accepted practice of a particular workplace. It includes the way people interact with others in the workplace, go about their work and the practices they undertake in this environment.

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 knowledge, skills and attributes required to gain work and become an effective participant in work including the skills related to career development and managing transitions

work-related learning

learning that predominantly provides the key work-related knowledge, skills and competencies needed to participate effectively in the world of work