

## Job Readiness in the Work Studies Curriculum

Student Edge offers online learning courses and in-class outreach sessions to help students navigate the challenges of life. We have a decade of experience in delivering life skills to students across the country, and as an accredited provider of online safety courses, per the Office of the eSafety Commissioner, we are uniquely equipped to teach students how to navigate the internet, digital environments and social media responsibly.

Our online and in-class **Job Readiness** courses are closely aligned to the achievement standards and cross-curriculum priorities of the national **Work Studies** curriculum, with the goal of helping Year 9 and 10 students develop knowledge of the world of work. These courses also ensure students have capacities to manage careers, change and transitions in an uncertain and changing future; interpersonal skills to interact and communicate successfully with others in diverse contexts; and the skills and resilience to meet the demands of their present and future learning and work.

Additionally, our **Career Choices** and **Life After School** courses (the latter also available as an in-class presentation) reinforce the learning of the Job Readiness courses. This document demonstrates how the different areas of our varied Student Edge Learning courses, accompanied by in-class and online activities, have been mapped to the national Work Studies curriculum.

**Job Readiness is divided into five interlinked topics, all closely mapped to the priorities of the curriculum at each relevant year level:**

| Resumes & Cover Letters  | Interview Preparation   | Superannuation  | Tax   | Workers' Rights   |
|--|---|---|---|---|
| <p>Students learn the difference between a resume or CV and a cover letter, and the significance of each.</p> <p>Students learn how to build a resume, and the appropriate structure and formatting of a cover letter.</p> | <p>Students learn how to prepare for common job interview questions.</p> <p>Students learn how to conduct themselves in an interview, as well as how they can present themselves professionally.</p> <p>Students learn about the necessary steps following a job interview.</p> | <p>Students learn what superannuation is and what they need to ask of new employers in relation to super.</p> <p>Students learn about Product Disclosure Statements and why they're worthwhile.</p> | <p>Students learn about tax and the tax-free threshold.</p> <p>Students learn how to apply for a Tax File Number.</p> | <p>Students learn about their rights as employees, including pay rates, duties, employment status and the award their job may fall under.</p> <p>Students learn about the entitlements of casual roles.</p> |

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**Career Choices is divided into four interlinked topics, all closely mapped to the priorities of the curriculum at each year level:**

| Which Career Is Right for Me?   | Jobs & Careers  | Promising Careers of the Future  | Pathways to My 'Dream Career'   |
|---|---|--|---|
| Students learn the questions they should ask themselves when considering which career is right for them (based on skills, passions and preferred study and work methods). | Students learn about the different kinds of jobs, and how they differ from more long-term career paths. | Students learn about the rise of automation, and how to get skilled up for jobs of the future.<br><br>Students learn about a selection of 'future-proofed' jobs that will be essential in the years ahead. | Students learn about the different routes they can take to their preferred job or career. |

**Life After School is divided into four interlinked topics, all closely mapped to the priorities of the curriculum at each year level:**

| University  | VET   | Gap Year   | Work  |
|---|---|--|---|
| Students learn about the university pathway and understand the role ATAR plays in this pathway.<br><br>Students learn about paying for university and bridging courses. | Students learn about the VET options available to them, including TAFE, RTOs and apprenticeships.<br><br>Students learn about the benefits of VET and the career options that follow. | Students learn about the gap year option, as well as ways to make a gap year meaningful. | Students learn about going straight to work after completing their high school study, as well as the kinds of work that will be available to them.<br><br>Students learn about annual leave, tax and other hybrid employment/study options. |

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|                                   | Year 9  | Year 10   |
|-----------------------------------|---|---|
| Learning to learn                 | Outline how past learning experiences influence attitudes towards—and outcomes of—learning. Identify the attitudes and skills required for self-directed and lifelong learning. ( <a href="#">ACWSCL001</a> , <a href="#">ACWSCL003</a> )       | Explain how potential changes in circumstances impact on when, how and why you might learn. Link personal profiles with potential work opportunities. Explain the relationship between lifelong learning and work in the 21st century and its importance for future work opportunities. Focus learning strategies on personal and work-related aspirations. ( <a href="#">ACWSCL020</a> , <a href="#">ACWSCL021</a> , <a href="#">ACWSCL023</a> , <a href="#">ACWSCL024</a> ) |
| Work skills                       | Investigate a wide range of occupations, and the skills and personal qualities required in these fields. Differentiate between work-related and personal use of social media. ( <a href="#">ACWSCL006</a> , <a href="#">ACWSCL008</a> )         | Explain the range of skills and attributes necessary to work effectively in the 21st century. Analyse the skills needed for effective teamwork in varying work contexts. ( <a href="#">ACWSCL025</a> , <a href="#">ACWSCL028</a> )  |
| Career development and management | Recognise the importance of self-awareness in career and life design. Source career information and resources. ( <a href="#">ACWSCL01</a> , <a href="#">ACWSCL014</a> )   | Apply knowledge of self to career decision-making processes. Use career decision-making processes to filter career scenarios. ( <a href="#">ACWSCL032</a> , <a href="#">ACWSCL033</a> )   |
| The nature of work                | Describe the nature of work in Australia and the implications for the most promising current and future work opportunities. Recognise the effects of work culture on ways of working. ( <a href="#">ACWSCL015</a> , <a href="#">ACWSCL016</a> ) | Analyse emerging approaches to work and the implications these have for workers to be flexible, proactive and responsive. Investigate the relationships between work cultures, work arrangements and the individual. Explain the roles of a range of services and agencies that support employment, self-employment and unemployment. ( <a href="#">ACWSCL034</a> , <a href="#">ACWSCL035</a> , <a href="#">ACWSCL036</a> )   |
| Gaining and keeping work          | Investigate formal and informal recruitment processes. Identify the importance of rights and responsibilities for employers and workers. ( <a href="#">ACWSCL017</a> , <a href="#">ACWSCL019</a> )  | Use a range of tools, methods and skills for accessing work relevant to 21st century recruitment and selection processes. Explain how diverse work arrangements are impacting on the rights and responsibilities of employers and workers ( <a href="#">ACWSCL037</a> , <a href="#">ACWSCL039</a> )   |