

Aspirations

Vision:	Aspirations is designed to familiarise high school students with a modern workplace and equip them with the skills to get there.		
Description:	This program focuses on Years 10 and 11 because this is a critical time when students determine what type of further education they will pursue, or whether they will continue with school at all. The program enables students to build an understanding of the types of skills that are required in a modern work environment. The sessions include interview techniques, understanding personal strengths, and development of essential employability skills such as communication and problem-solving.		
Impact Areas:	Enterprise and employability	Key Skills & Mindsets:	Problem-solving, critical thinking and future orientation
Years:	Years 10 and 11	Duration:	Face to face program: 10 hours Digital program: 8.25 hours
Australian Curriculum General Capabilities:	<p>Literacy</p> <p>Numeracy</p> <p>Information Communication and Technology Capability</p> <p>Critical and Creative Thinking</p> <p>Personal and Social Capability</p> <p>Ethical Understanding</p> <p>Intercultural Understanding</p>	Student Wellbeing Framework: Key Elements	<p>Leadership: Visible leadership to inspire positive school communities</p> <p>Inclusion: Inclusive and connected school culture</p> <p>Student Voice: Authentic student participation</p> <p>Partnerships: Effective family and community partnerships</p> <p>Support: Wellbeing and support for positive behaviour</p>
Australian Curriculum Achievement Standard:	<p>English:</p> <ul style="list-style-type: none"> Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments Develop their own style by experimenting with language features, stylistic devices, text structures and images <p>History:</p> <ul style="list-style-type: none"> Analyse sources to identify motivations, values and attitudes <p>Geography:</p> <ul style="list-style-type: none"> Analyse interconnections between people, places and environments <p>Health and Physical Education:</p> <ul style="list-style-type: none"> Critically analyse contextual factors that influence identities, relationships, decisions and behaviours <p>Work Studies:</p> <ul style="list-style-type: none"> Analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork Outline and practise 21st century approaches to recruitment and selection, and skills required in responding to them Select and apply appropriate communication methods in a range of contexts Form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively Apply entrepreneurial skills to plan, implement and complete a negotiated action project 		

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
Program Launch <ul style="list-style-type: none"> Establish connections with mentors Develop an awareness of corporate sectors and nature of work 	Inquiring – identifying, exploring and organising information and ideas: clarify complex information and ideas drawn from a range of sources	(L) Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes
1. Introduction to the Working World <ul style="list-style-type: none"> Develop an awareness of corporate sectors, nature of work and the contemporary work environment Recognise diverse and 'non-linear' career pathways through anecdotal recounts Recognise interrelated skills, attitudes and values of careers Develop collaborative, communication and resource management skills in a range of challenging scenarios 	Using spatial reasoning: Visualise, describe and analyse the way shapes and objects are combined and positioned in the environment for different purposes Generating ideas, possibilities and actions: speculate on creative options to modify ideas when circumstances change Self-management: Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	(I) Teach, model and promote values and behaviour in order to create and maintain supportive and safe learning environments (SV) Provide opportunities for authentic student decision-making over matters that affect them
2. Creating Your "Personal Brand" <ul style="list-style-type: none"> Develop and map their own "personal brand" considering their skills, strengths and values Explore concepts of digital citizenship and social media footprint Develop an elevator pitch to expand network connections outside school 	Composing texts through speaking, writing and creating: Plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience Applying social and ethical protocols and practices when using ICT: Independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities Applying social and ethical protocols and practices when using ICT: Assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use Self-awareness: Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views Interacting and empathising with others: Analyse the complex relationship between language, thought and context to understand and enhance communication Reflecting on intercultural experiences and taking responsibility: Challenge stereotypes and Prejudices critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels	(SV) Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness (P) Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive (S) Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community

<p>3. What Do Employers Want?</p> <ul style="list-style-type: none"> • Discover the key employability skills (communication, team work, problem solving, initiative and enterprise, planning/organising, self-management, learning, technology) • Apply the key skills in action • Develop creative and critical thinking skills through design challenges • Develop communication skills through effective marketing presentations 	<p>Analysing, synthesising and evaluating reasoning and procedures: Use logical and abstract thinking to analyse/synthesise complex information to inform a course of action</p> <p>Social management: Propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely</p> <p>Reasoning in decision making and actions: Consider consequences analyse the objectivity or subjectivity behind decision making where there are many possible consequences</p>	
<p>4. Interview Success</p> <ul style="list-style-type: none"> • Consider strategies for effective CV and cover letter writing • Examine the processes of workplace interviews • Developing an understanding of a SAO / CAR (Situation/Action/Outcomes; Context/ Action/ Result) approach to behavioural based interview questions • Apply interview skills in a range of scenarios • Explore a range of feedback structures to provide constructive feedback to peers 	<p>Analysing, synthesising and evaluating reasoning and procedures: Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified</p> <p>Self-awareness: Assess their strengths and challenges and devise personally appropriate strategies to achieve future success</p> <p>Self-awareness: Reflect on feedback from peers, teachers/other adults, to analyse personal characteristics/skill sets that contribute or limit their personal/social capability</p>	