

Focus

Vision:	Focus aims to provide young women with the essential leadership skills they need to engage in a successful, meaningful career.		
Description:	The program involves female students working in small groups with female executives who act as role models and mentors. It is designed to support the young women to develop their own leadership skills, to aspire to senior roles in business and the community, and to foster a sense of self-belief that will encourage them to aim high. A key feature of the Focus program is the mentoring provided by industry professionals through each Connection Circle session.		
Impact Areas:	Diversity and leadership	Key Skills & Mindsets:	Leadership, goal-setting and future orientation
Years:	Years 10-12	Duration:	Face to face program: 6 hours Digital program: 6.5 hours
Australian Curriculum General Capabilities:	<p>Literacy</p> <p>Numeracy</p> <p>Information Communication and Technology</p> <p>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"> • Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments <p>Maths:</p> <ul style="list-style-type: none"> • Describe and interpret data <p>History:</p> <ul style="list-style-type: none"> • Analyse the causes and effects of events and developments and explain their relative importance • Analyse sources to identify motivations, values and attitudes <p>Health and Physical Education:</p> <ul style="list-style-type: none"> • Critically analyse contextual factors that influence identities, relationships, decisions and behaviours • Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing <p>Work Studies:</p> <ul style="list-style-type: none"> • 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 • Collect and interpret information on different cultural approaches to ways of working 		

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
<p>1. Introduction to Leadership</p> <ul style="list-style-type: none"> Understand key leadership themes and the development of a personal leadership style Understand different leadership qualities and attributes of female leaders Recognise the importance and value of leaders/mentors/role models 	<p>Composing texts through speaking, writing and creating: Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts</p> <p>Understanding ethical concepts and issues: Distinguish between the ethical and non-ethical dimensions of complex issues</p> <p>Recognising culture and developing respect: Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world</p>	<p>(L) Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes</p> <p>(I) Teach, model and promote values and behaviour in order to create and maintain supportive and safe learning environments</p>
<p>2. Realising Strengths and Developing Leadership Habits</p> <ul style="list-style-type: none"> Develop an awareness of females as leaders Identify and prioritise strengths and determine areas for improvement Develop time management skills and systems to set priorities and improve productivity 	<p>Grammar knowledge: Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments</p> <p>Interpreting statistical information: Evaluate media statistics and trends by linking claims to data displays, statistics and representative data</p> <p>Inquiring – identifying, exploring and organising information and ideas: Pose questions to critically analyse complex issues and abstract ideas</p> <p>Self-awareness: Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</p> <p>Self-management: Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes</p> <p>Reflecting on intercultural experiences and taking responsibility: Critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels</p>	<p>(SV) Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness</p> <p>(SV) Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum</p> <p>(P) Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support or all students and families, including those from vulnerable groups</p>
<p>3. Your Leadership Picture</p> <ul style="list-style-type: none"> Recognise qualities and skills of a leader Develop confidence in becoming a leader Develop positive self-belief and understanding of inner strengths Identify strategies used to build resilience, embrace change and grow from failure Understand the importance of self-reflection <p>Develop an understanding about the value of establishing and celebrating short-term goals to improve self-esteem; and achieve ambitions.</p>	<p>Generating ideas, possibilities and actions: Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action</p> <p>Analysing, synthesising and evaluating reasoning and procedures: Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action</p> <p>Social Awareness: Articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views</p> <p>(Digital Focus ONLY) Communicating with ICT: Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge</p>	<p>(S) Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community</p>