

Interview 2 Impress

Vision:	Interview 2 Impress aims to allow students to experience realistic interview scenarios in a corporate environment.		
Description:	Interview 2 Impress is a half-day program designed to equip students with the practical skills needed to engage in employment options beyond school A key feature of the Interview 2 Impress program is the mentoring provided by industry professionals throughout the session.		
Impact Areas:	Enterprise and employability	Key Skills & Mindsets:	Interpersonal skills and future orientation
Years:	Year 10	Duration:	Face to face program: 3 hours Digital program: 2 hours
Australian Curriculum General Capabilities:	Literacy Numeracy Information Communication and Technology Capability Critical and Creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding	Student Wellbeing Framework: Key Elements	Leadership: Visible leadership to inspire positive school communities Inclusion: Inclusive and connected school culture Student Voice: Authentic student participation Partnerships: Effective family and community partnerships Support: Wellbeing and support for positive behaviour
Australian Curriculum Achievement Standard:	English: <ul style="list-style-type: none"> Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments Develop their own style by experimenting with language features, stylistic devices, text structures and images History: <ul style="list-style-type: none"> Develop, evaluate and modify questions to frame a historical inquiry Health and Physical Education: <ul style="list-style-type: none"> Critically analyse contextual factors that influence identities, relationships, decisions and behaviours Work Studies: <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 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 		

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
Body Language and Communication: Making Introductions <ul style="list-style-type: none"> Develop an understanding on the importance of body language in effective communication and success in job interviews Develop effective verbal and non-verbal communication strategies to create positive impressions on employers Develop interpersonal and collaborative skills to solve challenges Develop confidence in providing constructive feedback to improve communication of peers 	<p>Grammar knowledge: Use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments</p> <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>Interacting and empathising with others: Analyse the complex relationship between language, thought and context to understand and enhance communication</p> <p>Reflecting on intercultural experiences and taking responsibility: Reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others</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>(SV) Provide opportunities for authentic student decision-making over matters that affect them</p>
Mentoring Session <ul style="list-style-type: none"> Develop positive mentoring relationships to support personal growth and aspirations Discover useful strategies for job interviews through experiences of industry mentors 	<p>Comprehending texts through listening, reading and viewing: Listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions</p> <p>Reasoning in decision making and actions: Analyse the objectivity or subjectivity behind decision making where there are many possible consequences</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>
Mock Job Interview and Debrief <ul style="list-style-type: none"> Develop confidence with using effective verbal and non-verbal communication skills for interview processes Apply SAO/ CAR (Situation/Action/Outcomes; Context/ Action/ Result) approach to interview questions Critically reflect on feedback to improve interview skills 	<p>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</p> <p>Analysing, synthesising and evaluating reasoning and procedures: Analyse reasoning used in finding and applying solutions, and in choice of resources</p> <p>Self-awareness: Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability</p> <p>Social management: Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks</p> <p>(Digital Interview 2 Impress ONLY)</p> <p>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>(P) Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive</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>