

### Rationale

The Short Course in Career Education is designed to develop students' knowledge, skills, attributes, and attitudes that support informed decision-making and effective participation in future study, work, and career pathways. It strengthens the connection between school and post-school life as part of the lifelong process of managing learning, work, and personal development.

In a world where work is rapidly evolving, the course prepares students to navigate new challenges and opportunities. It emphasises readiness for employment and proactive career management.

Students become more independent and self-directed learners, engaging in purposeful learning aligned with their personal career and employment goals. They explore a range of strategies to plan, monitor, and reflect on their learning, drawing on prior experiences to enhance future outcomes. By understanding themselves as learners, students gain greater control over their career trajectories.

The course supports students in identifying their learner identity, setting meaningful goals, and organising learning pathways. It fosters self-awareness, resilience, entrepreneurial thinking, and the development of contemporary work skills essential for success in the 21st century.

Through the application of strategies such as information gathering, collaborative learning, and reflective practice, students build their capacity as lifelong learners. They become equipped to adapt, grow, and thrive in a dynamic employment landscape.

### Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn skills, knowledge, attributes that will strengthen their knowledge of future directions in training and career pathways.

### Objectives

1. Demonstrate knowledge. Students demonstrate a knowledge of self, work practices and career opportunities to prepare for their working life by describing, explaining and using visual representations.
2. Examine information. Students use information and workplace texts to identify common workplace activities and work-related and career opportunities, using provided information or information they have selected themselves. They explain the meaning of the information, in familiar and some less familiar work and career contexts.
3. Apply knowledge to make recommendations. Students identify similarities and differences or advantages and limitations about their work and career options. They make recommendations related to self-development and work and career opportunities.
4. Communicate using oral and written forms. Students use oral and written language to demonstrate communication conventions and convey information suitable to the purpose, audience and format. They reference their sources to demonstrate scholarship.
5. Appraise learning strategies. Students apply their learning experiences, plans and outcomes to broaden personal decision making and reflection skills. They develop personalised strategies to improve work and career opportunities.

### Delivery (mode, time requirements, lessons)

Students are enrolled for one semester. Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled lessons each week. Lessons and course materials are delivered via our QLearn learning management system.

### Structure and assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One assessment consisting of two parts: <ul style="list-style-type: none"><li>• Presentation (career) — written (Internal assessment 1A)</li><li>• a student learning journal (Internal assessment 1B).</li></ul>	One assessment consisting of two parts: <ul style="list-style-type: none"><li>• Investigation — short response (Internal assessment 2A)</li><li>• a student learning journal . (Internal assessment 2B).</li></ul>