

Desirable features

High-quality performance is evidenced by:

- documentation that is well considered (i.e. comprehensive, detailed, complex and perceptive) and that presents viable options and flexible, open-ended 10-year planning.
- options that make sense given the sorts of things that will legitimately affect their scope (e.g. nature of the chosen careers, level of passion and zeal for the chosen path, geographic and socioeconomic factors operating, positions of privilege in accessing employment or funding a business or pursuing high-level study or uncertainties on the international scene).
- realistic self-evaluation and documentation of interests, values, achievements, abilities and aptitudes.

Acceptable performance (successful task completion) is evidenced by:

- documentation that presents the possibility of a few pathways and/or reflects limited circumstances and/or includes some self-understanding of interests, values, achievements and aptitudes.
- attempts to apply the résumé format.

YEARS 7-9
TASK

5



Personal Career Development Plan

New Basics referents

Life pathways and social futures

Who am I and where am I going?

- Learning about and preparing for worlds of work
- Developing initiative and enterprise

Multiliteracies and communications media

- Mastering literacy and numeracy

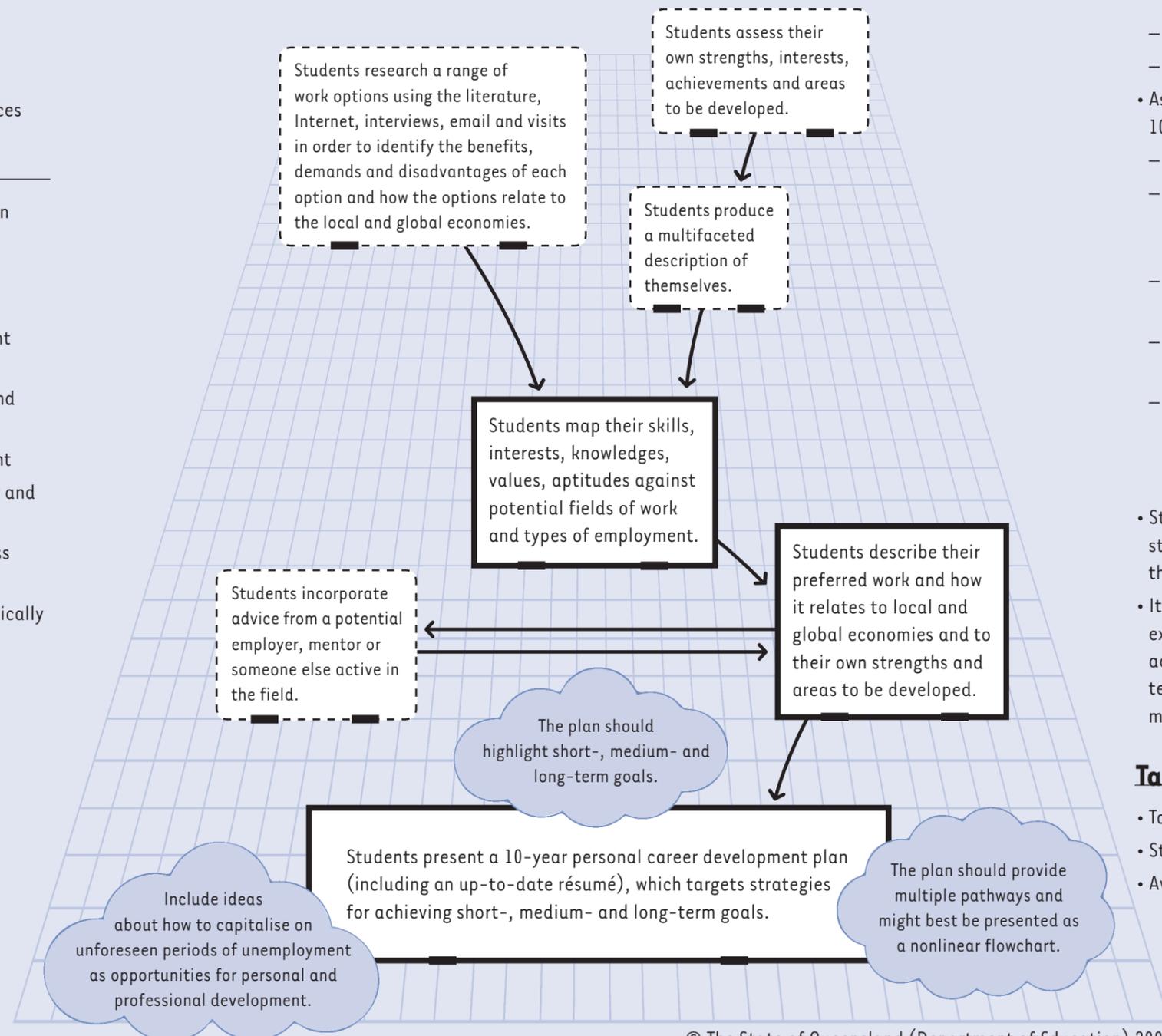
Active citizenship

- Understanding local and global economic forces

Targeted repertoires of practice

- Adopting strategies for coping with frustration and setbacks
- Consulting
- Exploring a multiplicity of possibilities
- Goal-setting and planning for accomplishment of goals
- Identifying and utilising support structures and agencies
- Identifying opportunities for self-development
- Knowing and using systems for understanding and describing self
- Knowing and utilising the language of business and employment
- Presenting complex ideas textually and graphically (e.g. flowcharts and timelines)
- Résumé writing
- Revising goals in the light of experience
- Understanding local and global forces on the labour market

Students will undertake a career planning process. They will describe features of a range of work options and their associated expectations; assess their own existing strengths, interests, achievements and areas to be developed; identify potential careers; and produce an individual career development plan, including an up-to-date résumé.



Ideas, hints and comments

- Possible employment categories:
 - employee: skilled; corporate; professional; trade
 - self-employed: tradesperson; professional (e.g. medical practitioner, studio music teacher, consultant, artist, writer, graphic designer)
 - small business
 - corporate management.
- As is appropriate to the form of employment, the 10-year plan should include:
 - identification of potential providers of employment
 - consideration of the possible options for necessary further education, training, certification, experience
 - investigation of how further skilling might be financed
 - identification of sources of advice/support/funding for small business
 - how relationships might be developed and utilised with other players (e.g. Australian Tax Office, accountants, unions, Centrelink, financial institutions).
- Students might be encouraged to have their strengths and interests assessed by someone in that field.
- It might be helpful all round to prohibit uninvited external critiques of a student's capacity to achieve his/her goals. (Remember, John Lennon's teacher told him he would never make it as a musician.)

Task parameters

- Task intensity: medium
- Students must work individually.
- Available grades: 4