STEPS TO THE FUTURE

TEACHER EDITION
EBOOK

BY STEVEN McCABE

WELCOME TO STEPS TO THE FUTURE

Mighty Minds Educational Systems Pty Ltd is a consultancy company that specialises in assisting students to achieve their academic potential. The success of *Mighty Minds* is reflected in the outstanding accomplishments of tens of thousands of students and hundreds of schools, Australia-wide, that, each year, utilise the extensive range of services offered by *Mighty Minds.*

In response to client feedback, which has highlighted the need for a comprehensive resource to assist students with course and career planning, *Mighty Minds* has produced **Steps to the Future**.

Steps to the Future:
- is a forward-thinking program that requires students from Year 10 onwards to consider their current education and their future beyond school.
- requires students to self-reflect on a range of important issues such as their skills and abilities (both in and out of school) and their thoughts on future plans.
- directs students to research future options such as employment and further education and training
- assists students gain an understanding and appreciation of the importance of employability skills[1] to future success.

[1]Employability skills are covered in every Nationally endorsed qualification and are embedded in Training Package units of competency. Students in Years 10 to 12 will encounter employability skills if they undertake studies linked to Vocational Education and Training. Many subjects involving career education also require the development of employability skills.

Australian employers have identified eight groups of skills that they consider are essential to successful workplace performance in all employment. These are recognised in the
Core Skills for Work Developmental Framework (CSfW).
https://education.gov.au/core-skills-work-developmental-framework

This resource also includes elements from the new **ACARA Work Studies** syllabus, available shortly for implementation in Years 9 and 10.
http://www.acara.edu.au/curriculum/national_trade_cadetships/work_studies_years_910.html

In addition to linking the activities in **Steps to the Future** to the eight employability skills, *Mighty Minds* has mapped each activity to one or more of the eleven career management competencies from the **Australian Blueprint for Career Development** framework.
http://www.education.gov.au/australian-blueprint-career-development

HOW TO USE THIS BOOK

Steps to the Future includes three (3) sections:
- student text
- teacher eBook
- digital content (for students)

The program contains six (6) chapters, each with a varying number of associated topics. The chapters do not have to be followed in order so a school may decide to commence with Chapter Three, then cover Chapter One next and so on.

Students will require their own workbook in which to complete some activities. In order to effectively ensure all the activities are completed it is suggested that each activity is headed up with the Chapter name and number and activity name with question number. Commencing a new page for each activity would also aid clarity.

Included with this book are a number of online resources. These relate to the process of using an action plan to not only assist with the development of senior course pathways but to ensure their alignment with individual abilities and career aspirations. Additional Mighty Minds App resources are provided to complement other activities in the book.

All ten (10) topics in each of the chapters have an allocated time of sixty (60) minutes. Each activity within a topic has a suggested time provision, dependent on the length and complexity of the activity. Every chapter has a culminating activity/assessment to draw all the main points together and consolidate student understanding. Every chapter contains an overview that is designed as a checking mechanism to ensure all activities are covered.

This program is designed to be a resource to support schools that wish to:
- conduct the QCAA **Short Course in Career Development** and provide the opportunity for students to gain **one (1) QCE point.**
- use **Steps to the Future** as an enrichment course in a comprehensive pastoral care program
- use selected topics from **Steps to the Future** to enhance other curriculum areas or support specific school foci

Please note:
It is the school's responsibility to ensure they comply with all syllabus requirements if registering to offer the QCAA Short Course in Career Development in their curriculum.

ADDITIONAL INFORMATION/RESOURCES
(Especially for schools offering the Short Course in Career Development)

The following pages provide additional assistance for schools that decide to use this resource to assist with the implementation and delivery of the *QCAA Short Course* by completing all three (3) sections of the study plan at: https://www.qcaa.qld.edu.au/10956.html

As such, the information/marking criteria/templates etc. contained on these pages are guides/suggestions only. Schools must ensure they comply with all the guidelines and requirements as outlined in the syllabus document at: https://www.qcaa.qld.edu.au/downloads/senior/snr_short_career_10_syll.pdf

1. Student folio requirements at exit:
   - Three (3) assessment instruments (two (2) extended responses)
   - Copy of revised SET Plan
   - Copy of Action Plan (used to develop SET Plan)
   - Evidence of **competency in all** *Blueprint* performance indicators; 1.3, 2.3, 3.3, 4.3, 5.3, 6.3
   - Evidence of **demonstrated proficiency in a majority** of *Blueprint* indicators; 7.3, 8.3, 9.3, 10.3, 11.3 –

NB. Only performance indicators for 7.3 – 11.3 covered in the text are included on student profile – this satisfies the 'majority' requirement.

2. **Exit standards** using the **Standards Matrix** (in syllabus document) are applied across all **three** assessable dimensions;
   - Knowledge and Understanding
   - Research
   - Decision making and Reflection

Each dimension must be assessed at least twice over the course of study.

3. At **exit, a level of achievement** ranging from **VHA to VLA** must be awarded using the following **minimum combination of standards** table:

VHA	Standard A in any two dimensions and no less than a B in remaining dimension
HA	Standard B in any two dimensions and no less than a C in remaining dimension
SA	Standard C in knowledge & understanding and one other dimension and no less than a D in the remaining dimension
LA	At least Standard D in any two dimensions
VLA	Standard E in the three dimensions
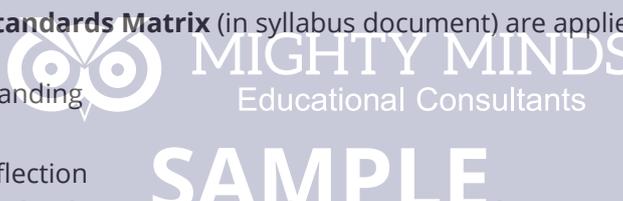
BLUEPRINT CAREER MANAGEMENT COMPETENCIES

The *Blueprint* contains eleven (11) career competencies, grouped into three (3) areas:
- Personal Management
- Learning & Work Exploration
- Career Building

Senior Secondary aligns with **Phase Three** of the four development phases. Each phase has the same eleven (11) competencies divided into the three (3) areas:

Personal Management
1. Build & maintain a positive self-image
2. Interact positively and effectively with others
3. Change and grow throughout life

Learning & Work Exploration
4. Participate in lifelong learning supportive of career goals
5. Locate and effectively use career information
6. Understand the relationship between work, society and the economy

Career Building
7. Secure, create and maintain work
8. Make career-enhancing decisions
9. Maintain balanced life and work roles
10. Understand the changing nature of life and work roles
11. Understand, engage in and manage the career-building process

SAMPLE STUDY PLAN

Timing (school year, semester)	Units of work (Descriptions should indicate how the course is delivered)	Alternate time allocation (hrs)	Unit 1	Unit 2	Unit 3	Optional elective	Assessment (Including task, conditions, length/time, group/individual, etc. Note: It is not necessary to assess every topic, and some assessment tasks may assess more than one unit of work.)	Knowledge & understanding	Research	Decision making & reflection
	Mind Over Matter Course workbook, individual and class activities	11	X				Personal Development Plan using stimulus material • Individual, 300 words, class and own time	X		X
	Well- Balanced Wellbeing Course workbook, individual and class activities	11			X		Videos/ digital presentation for use in an employee or orientation session • Pairs, 4-5 minutes, class and own time	X	X	X
	Logistics of Learning Course workbook, individual and class activities	11		X			Production of a resume and cover letter • Individual, 300-400 words, class and own time	X		X
	Self and Society Course workbook, individual and class activities	11			X		Job Alignment extended response • Individual, 500-700 words, class and own time, draft required	X	X	X
	Tertiary Transitions Course workbook, individual and class activities	11		X			Plan a Career Expo • Pairs, 300-400 words, class and own time	X	X	X
	Redefining Roles Course workbook, individual and class activities	11			X		Workforce Reflection • Individual, 350-400 words, class and own time	X	X	X
			X	X	X		Culminating assessment based on the employability skills Extended responses to a stimulus • Individual, 500-700 words, class and own time, draft required	X	X	X

Disclaimer: It is the school's responsibility to ensure the accuracy of the study plan and its compliance with syllabus requirements.

SHORT COURSE IN CAREER DEVELOPMENT
ASSESSMENT PLAN

Timing	Assessment Task (Note: Three assessment tasks must be summative)		Knowledge & Understanding	Research	Decision making & reflection								
										Exit standards		
										Exit level of achievement		

STUDENT PROFILE FOR THE CAREER DEVELOPMENT SHORT COURSE

Student Name: _____

Class: _____

	Yes	No
A copy of the revised SET Plan	☐	☐
Developed Action Plan	☐	☐

Evidence of the competence in the Blueprint[1] career management competencies											
Competence	**1.3**	**2.3**	**3.3**	**4.3**	**5.3**	**6.3**	**7.3**	**8.3**	**9.3**	**10.3**	**11.3**
Performance indicators	1.3.1	2.3.1	3.3.1	4.3.1	5.3.1	6.3.1	7.3.1	8.3.1	9.3.1	10.3.1	11.3.1
	1.3.2	2.3.2	3.3.2	4.3.2	5.3.2	6.3.2	7.3.2	8.3.2	9.3.2	10.3.2	11.3.2
	1.3.3	2.3.3	3.3.3	4.3.3	5.3.3	6.3.3	7.3.3	8.3.3	9.3.3	10.3.3	11.3.3
	1.3.4	2.3.4	3.3.4	4.3.4	5.3.4	6.3.4	7.3.4	8.3.4	9.3.4	10.3.4	11.3.4
	1.3.5	2.3.5	3.3.5	4.3.5	5.3.5	6.3.5	7.3.5	8.3.5	9.3.5	10.3.5	11.3.6
	1.3.6	2.3.6	3.3.6	4.3.6	5.3.6	6.3.6	7.3.6	8.3.6	9.3.7	10.3.6	11.3.7
	1.3.7	2.3.7	3.3.7	4.3.7	5.3.7	6.3.7	7.3.7	8.3.7	9.3.8	10.3.8	11.3.8
	1.3.8	2.3.8	3.3.8	4.3.8	5.3.8	6.3.8	7.3.9	8.3.8	9.3.10	10.3.9	11.3.9
	1.3.9	2.3.9	3.3.9	4.3.9		6.3.9	7.3.10	8.3.9			11.3.10
	1.3.10		3.3.10			6.3.10	7.3.12	8.3.11			11.3.12
			3.3.11			6.3.11		8.3.12			11.3.13
								8.3.14			11.3.14
								8.3.15			
Demonstrated (✓)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	All performance indicators for all competencies required						Majority of performance indicators for all competencies required				

Mandatory inclusions for a folio have been provided?	Yes ☐	No ☐

[1] **Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) 2009,** *Australian Blueprint Career Development* <**www.blueprint.edu.au**>

STEPS TO THE FUTURE

BLUEPRINT COMPETENCIES

MIND OVER MATTER

CHAPTER ONE	Skill	Competencies	Explanation
Assessing your Position	Literacy	- 1.3.3 - 1.3.8	- Understand the importance of allies (eg. friends, and supporters) to maintaining a positive self-concept. - Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals.
Keeping Tabs	Effective Learning: Self-Assessment/Reflection	- 1.3.6 - 1.3.9	- Identify your allies and external assets. - Assess the part that your allies play in achieving your life, learning and work goals.
Plotting the Purpose	Numeracy	- 1.3.8	- Assess how your personal characteristics and behaviours are reflected in your life, learning and work goals.
Getting Organised	Employability Skill: Planning and Organising	- 1.3.10	- Adopt behaviours and attitudes that will help you reach your life, learning and work goals.
Being S.M.A.R.T.	Visual Literacy	- 1.3.1	- Understand how individual characteristics such as interest, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals.
The Line Between Success and Failure	Literacy	- 1.3.2 - 1.3.4	- Understand the importance of giving and receiving feedback to maintaining a positive self-concept. - Demonstrate giving and receiving feedback in ways that build a positive self-concept.
The Pay Off	Numeracy	- 1.3.4	- Identify your personal characteristics such as your interest, skills, values, beliefs and attitudes.
Judging the Situation	Employability Skill: Initiative and Enterprise	- 1.3.4	- Identify your personal characteristics such as your interest, skills, values, beliefs and attitudes.
Your Visionary Plan	Visual literacy	- 1.3.5	- Identify behaviours and attitudes that reflect your self-concept.
Putting ONE Together	Culminating	- 1.3.10	- Adopt behaviours and attitudes that will help you reach your life, learning and work goals.

STEPS TO THE FUTURE

BLUEPRINT COMPETENCIES

WELL BALANCED WELLBEING

CHAPTER TWO	Skill	Competencies	Explanation
Welcoming Wellbeing	Visual Literacy	- 3.3.2 - 3.3.5 - 3.3.8	- Explore how mental and physical health impact on life and work decisions. - Demonstrate behaviours that maintain your physical and mental health. - Examine your mental and physical health and evaluate its impact on your career decisions.
Getting Physical	Numeracy	- 3.3.1 - 3.3.5	- Describe how change and growth can affect physical and mental health. - Demonstrate behaviours that maintain your physical and mental health.
Stressing Solutions	Literacy	- 3.3.4 - 3.3.6 - 3.3.9	- Identify what places stress on your mind and body. - Apply stress management strategies. - Acknowledge the positive outcomes of actively managing issues that affect your wellbeing.
Communication is Key	Employability Skill: Communication	- 3.3.3 - 3.3.7 - 3.3.10	- Explore effective communication skills to use in stressful situations (eg, assertiveness, conflict resolution or problem solving). - Demonstrate effective communication skills in stressful situations (eg, assertiveness, conflict resolution or problem solving). - Assess your communication skills and adopt those that are most effective in stressful situations.
Seven Faces of Emotion	Visual Literacy	- 2.3.6 - 2.3.8 - 3.3.9	- Express feelings, reactions and ideas in an appropriate manner when dealing with others. - Acknowledge the positive effects of expressing your feelings, reactions and ideas appropriately. - Acknowledge the positive outcomes of actively managing issues that affect your wellbeing.
Budgeting Bonanza	Numeracy	- 3.3.5 - 3.3.9	- Demonstrate behaviours that maintain your physical and mental health. - Acknowledge the positive outcomes of actively managing issues that affect your wellbeing.
Tedious Teamwork	Employability Skill: Teamwork	- 2.3.1 - 2.3.9	- Discover the skills, knowledge and attitudes needed to work effectively with and for others. - Engage in interactions and learning experiences that help build positive relationships in your life and work.
Fundamentals of Feedback	Effective Learning: Collaborative Learning/ Feedback	- 2.3.2 - 2.3.4 - 2.3.7	- Explore appropriate ways of assisting others. - Demonstrate behaviours and attitudes required for working with and for others. - Determine the 'helping' skills you feel comfortable with and wish to contribute in your relationships with others.
Contracts 101	Literacy	- 2.3.3 - 2.3.5	- Examine the nature of the contractual relationship between employees and employers and the nature of the contractual relationship between clients and contractors. - Demonstrate skills for assisting others, such as problem solving and facilitation skills.
Putting TWO Together	Culminating	- 2.3.9 - 3.3.11	- Engage in interactions and learning experiences that help build positive relationships in your life and work. - Adopt habits and engage in experiences that maintain or improve your mental and physical health.
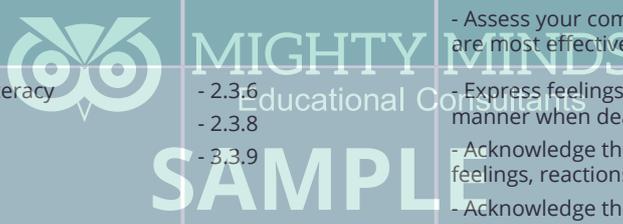
BLUEPRINT COMPETENCIES

LOGISTICS OF LEARNING

CHAPTER THREE	Skill	Competencies	Explanation
A Commitment to Learning	Employability Skill: Learning	- 4.3.4	- Understand why lifelong learning is required in the workplace.
Learning about Learning	Numeracy	- 4.3.7	- Determine the value of ongoing learning to you.
The Value of V.A.R.K	Effective Learning Skill: Learning styles/ Metacognition	- 4.3.9	- Engage in a continuous learning process supportive of your career goals.
Social Media Matters	Visual Literacy	- 4.3.3	- Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments.
Role Requirements	Numeracy	- 4.3.5	- Explore the education and training requirements of various work roles.
Employment Expectations	Visual Literacy	- 4.3.8	- Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments.
Employability Skills Matrix	Employability Skill: Planning and Organising	- 4.3.2	- Understand how lifelong learning enhances people's ability to achieve career goals.
Riveting Resumes	Literacy	- 4.3.1	- Understand how the skills, knowledge and attitudes acquired in a variety of learning programs may contribute to achieving personal and professional goals.
Impressing in Interviews	Literacy	- 4.3.6	- Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.
Putting Three Together	Culminating Task	- 4.3.9	- Engage in a continuous learning process supportive of your career goals.

BLUEPRINT COMPETENCIES

SELF AND SOCIETY

CHAPTER FOUR	Skill	Competencies	Explanation
Sourcing Sources	Literacy	- 5.3.1 - 5.3.6	- Discover how key personnel in selected work roles could become ideal information resources/role models. - Use career information resources such as career directories, occupational classification systems, labour market information, mass media, computer and internet-based career information delivery systems to locate trend information on occupational and industry trends, education and training trends, and social and economic trends.
Investigating Information	Effective Learning: Ideas and Answers	- 5.3.7 - 5.3.8	- Rank the usefulness of career information resources you have explored in terms of their accuracy, currency, reliability and relevance. - Put strategies in place to evaluate career information resources that you locate and use.
Considering the Community	Visual Literacy	- 6.3.5 - 6.3.6	- Demonstrate how your own community or state/territory is affected by society's needs and functions, as well as by the global economy. - Demonstrate how work and learning in your own community or state/territory is affected by social, demographic, technological, occupational and industrial trends.
Trendsetting	Numeracy	- 5.3.3 - 5.3.4 - 6.3.3	- Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles. - Explore how employment and workplace trends impact upon the provision of education and training. - Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities.
Monitoring the Market	Numeracy	- 5.3.2 - 5.3.5	- Understand how labour market information (profiles, statistics, etc.) can be used when making career decisions. - Understand how a variety of factors (eg, supply and demand for workers, demographic changes, environmental conditions, geographic location) impact upon work opportunities.
Societal Impacts	Literacy	- 6.3.1 - 6.3.2	- Understand how society's needs and functions affect the supply of goods and services. - Explore how people's personal values and interests determine the importance placed upon different kinds of work.
The Global Economy	Employability Skill: Technology	- 6.3.4	- Understand the concept of a global economy and how it affects individuals, communities, the states and territories, and the nation.
What Next?	Employability Skill: Initiative and Enterprise	- 6.3.8 - 6.3.9	- Evaluate the impact of society's needs and functions and that of the global economy on you. - Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities.
Valuing Values	Visual Literacy	- 6.3.7 - 6.3.10	- Identify how your own personal values and interests determine the importance you place on work. - Evaluate how your values and interests influence the value you place on different kinds of work.
Putting Four Together	Culminating Activity	- 6.3.11	- Engage in work experiences that satisfy your needs as well as meeting society's needs.