

**Balga Senior High School**

**Aboriginal Cultural Business Model – Work Studies Management Element**

**Course Outline 2017**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title** | | **Teaching team** |  |
| **Duration** | 1 lesson a week, 3 terms, 60 lessons | | |
| **Rationale** | **The class is composed of year 9/10 Aboriginal and Torres Strait Islander Students participating in the Aboriginal Cultural Business Model. The program seeks to develop student knowledge and pride in Aboriginal culture as well as developing knowledge of business enterprise practices and real world entrepreneurial skills.** | | |
| **Unit Outline**  ***Achievement Standards***                        ***Specific Program Elements*** | * Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) the importance and components of self-directed and lifelong learning. They [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) the skills and personal qualities associated with a range of occupations and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the importance of teamwork and collaboration. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the types and purposes of communication in workplaces, including social media. Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the relationships between self-awareness and career planning resources. They [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) opportunities associated with these changes. Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the contribution of diverse cultures to work and workplaces. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) formal and informal recruitment processes. * Students plan and implement strategies to improve their learning and strengthen their individual learning skills. Students research and [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) information, [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) teams, and communicate effectively using appropriate types of communications in a given context. They propose explanations and [predict](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Predict) outcomes. Students practise entrepreneurial skills and attributes and propose actions in response to identified work and community challenges.     This element of the cultural business program focuses specifically on the following content descriptors and their elaborations:   * Identify the attitudes and skills required for self-directed and [lifelong learning](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=lifelong+learning) [(ACWSCL003)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL003) * Explain the importance of active and [lifelong learning](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=lifelong+learning) for personal and community development [(ACWSCL004)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL004) * Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing [(ACWSCL005)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL005) * Investigate a wide range of occupations, and the skills and personal qualities required in these fields [(ACWSCL006)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL006) * Identify types of workplace communication and the effect of context on the choice of communication [(ACWSCL007)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL007) * Differentiate between work-related and personal use of social media [(ACWSCL008)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL008) * Identify types of [entrepreneurial behaviours](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=entrepreneurial+behaviours) and their opportunities for application to 21st century [work](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=work) and [enterprise](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=enterprise) [(ACWSCL010)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL010)   + investigating the skills and attributes common to regional intrapreneurs and business, social and policy entrepreneurs   + examining Aboriginal and Torres Strait Islander entrepreneurial models * Explain how the application of [entrepreneurial behaviours](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=entrepreneurial+behaviours) can address a range of [work](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=work) and community challenges and provide benefits personally and to the community [(ACWSCL011)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL011)   + identifying successful young entrepreneurs in the private, public and community sectors and outlining the risks they took in establishing themselves * Practise the skills and attributes underpinning [entrepreneurial behaviours](http://www.australiancurriculum.edu.au/glossary/popup?a=WS&t=entrepreneurial+behaviours) [(ACWSCL012)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACWSCL012)   + exploring various project management skills such as problem-solving techniques, generating and evaluating ideas and organising activities and resources including people and finances   + identifying risk management strategies to maximise success   + identifying the need for sound financial management, both personal and business | | |
|  |  |  |  |

|  |
| --- |
| **Assessment Progress** |
| * Personal Development Journal * Student Individual Pathway Plans * Business Model administration components – business plans, spreadsheets, marketing strategies.   Assessment process is holistic and comprises reflective work on students on work journey and success of the business and the practical success of the tools they develop to assist in running the Cultural Enterprise. |

|  |  |  |
| --- | --- | --- |
| **Desired Results** | | |
| The course seeks to develop students’ knowledge of the day to day necessities of running a businesses, whilst encouraging and developing knowledge of their own cultural practices and attitudes towards work and how these may be used in a western business context. | | |
| **Whole Year Learning Outcomes** | | |
| Note – units 2, 3, and 4 are to run concurrently. | | |
| ***Unit 1 – Intro to Business***  **Learning objectives**   * define and write business plan: identifying target market an audience * identify appropriate marketing strategies * develop and design logo * understand key vocabulary | | ***Unit 2 – Managing Finances***  ***Learning Objectives***   * define profit & loss * produce profit/loss projections * maintain monthly accounts receivable/accounts paid * monitor monthly expenditure * monitor and maintain resources and stock |
| ***Unit 3 – Project Management***  ***Learning Objectives***   * developing project timelines and workflow analysis * monitoring and productivity and efficiency through cost minimization and innovation. * understanding and developing client relationships | | ***Unit 4 – Work and Me***  ***Learning Objectives***   * identify own skills and characteristics * Identify and develop skills valued in Western work world: (e.g. direct communication) * Identify Aboriginal and Torres Strait Islander entrepreneurial models and how these could apply to me. * Develop IPP for work place |
| **General capabilities in the Australian Curriculum** | |  |  |  |  | | --- | --- | --- | --- | | * x | Aboriginal and Torres Strait Islander histories and cultures |  | Ethical understanding | |  | Asia and Australia's engagement with Asia | * x | Information and communication technology capability | |  | Sustainability | * x | Intercultural understanding | | * x | Critical and creative thinking |  | Numeracy | | | |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching and Learning Sequence – Term 1** | | | |
| **Term 1 – Introduction to Business** | | | |
| **W** | **Learning Intentions** | **Sequence of activities** | **Resources used** |
| **5-10** |  | | * Business and Enterprise textbook * Track my spend * 2016 financial documents * business.gov.au website templates |
| I can:   * explain the key elements of a small business * identify the target market and purpose of our business * develop a marketing strategy to go with our business * develop a business plan which clearly articulates the businesses goals and projects. * Identify the businesses current assets | **Hook:** Logo design & T-Shirt Production.   1. Mindmap of business components and resources required for each 2. Profit/loss statements for last year 3. Marketing strategies 4. Outline and setting of goals current year 5. Inventory of current asses 6. Develop business plan |
|  | | | |
|  |  |  |  |