Embedding career education in the Victorian Curriculum F–10

Design and Technologies – Food and fibre production, Levels 9 and 10

An existing learning activity linked to a particular learning area or capability in the Victorian Curriculum F–10 can be easily adapted to incorporate career education, enriching students’ career-related learning and skill development.

1. Identify an existing learning activity

**Curriculum area, sub-strand and levels:** Design and Technologies – Food and fibre production, Levels 9 and 10

**Relevant content description:** Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes [(VCDSCD064)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD064)

**Existing activity:** Learning about a ‘calendar of operations’ or the ‘annual production cycle’ within the agricultural industry. Completing a calendar of operations for a chosen industry.

**Summary of adaptation, change, addition:** Researching careers for each stage of the annual production cycle and linking skills involved to their own abilities.

2. Adapt the learning activity to include a career education focus

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher leads students in learning about the ‘annual production cycle’ or ‘calendar of operations’ within agriculture.  Calendars of operations are organisational recording tools that assist the producer with planning. The two most common types of calendar presentations are in either tabular form or cyclical. | Introduction to the annual production cycle and calendar of operations runs unchanged. |
| Students learn about management tasks that are required on a farm to ensure successful production. | Students research the roles within each management task and explore commonalities in skills and tasks across them. Teacher assists students to understand how some skills they are already developing can transfer into different career environments. For example, the ability to record and organise information, communication skills, and leadership skills are all qualities that are widely sought after and are developed at school. |
| Teacher selects a food or fibre industry, or agriculture business, to investigate with students to demonstrate an annual production cycle.  Students complete a calendar of operations as a class based on the chosen industry and production cycle. | Teacher’s discussion of the chosen industry or business includes unpacking the career options at each stage of production. Again, this involves identifying tasks and skills involved which relate to students’ own experiences.  Teacher selects an industry that has a virtual tour available or a video that explains the calendar of operations for that industry (see ‘Additional resources’). |
| Students each select or are given a food or fibre industry, or agriculture business, to investigate. They list and briefly describe the management tasks for that industry, and then research the timing of management tasks to create a calendar of operations for that industry/business. | Students research apps and programs that are used within the industry to help with planning a calendar of operations, and use them to help build their own.  Alternatively, teacher could organise a visitor from an agricultural industry to discuss how they plan their calendars, and the information and resources they use. |
| Students make a poster that shows information gathered.  Posters are presented to peers. | Students produce an infographic poster featuring the calendar of operations, management tasks, and careers at each stage of the production cycle. Students indicate the various skills or activities involved in these stages/roles. |

Considerations when adapting the learning activity

* Teachers need to have information on one industry to demonstrate an annual production cycle.
* This activity lends itself to highlighting some of the transferable skills that are relevant across industries, as it may alert students to the opportunities in the agricultural industry. At these levels, students should be reflecting on their own skills in a very concrete way in terms of future planning and decision-making.

Additional resources to help when adapting the learning activity

* Calendars of operation for some industries can be found at the following websites:
* [Forestry](https://forestlearning.edu.au/find-a-resource/article/62/calendar-of-operations-for-an-enterprise-production-cycle.html)
* [Cotton](https://cottonaustralia.com.au/how-is-cotton-grown)
* [Tocal college virtual tours](https://www.tocal.nsw.edu.au/farm-and-facilities/tocal-farms/tocal-virtual-farm-navigation)
* [Job Outlook](http://www.joboutlook.gov.au) (for information about agricultural industry careers)
* [Developing EmployABILITY](https://developingemployability.edu.au/)

Benefits for students

Know yourself – self-development:

* By exploring employability skills in different roles and relating them to their own developing abilities, students better know themselves.
* By researching the production cycle and associated roles, as well as creating a calendar of operations, students improve their technology skills.

Know your world – career exploration:

* Students gain an understanding of careers across a number of food and fibre industries.
* Students can gain insight into the scope of important growth industries such as agriculture, and may see opportunities for themselves that they had not considered previously.
* Students see the use of technology within the food and fibre industry through investigating apps that are used by producers.

Manage your future – be proactive:

* Students experience work by completing a calendar of operations and seeing the organisation and thought that is required to run a successful business.