Embedding career education in the Victorian Curriculum F–10

Personal and Social Capability, Levels 1 and 2

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 and levels:** Personal and Social Capability, Levels 1 and 2

**Relevant content description:** Identify personal strengths and describe how these strengths are useful in school or family life ([VCPSCSE009](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE009))

**Existing activity:** Establishing student capacity to identify personal strengths and interests in order to benefit learning.

**Summary of adaptation, change, addition:** Linking personal strengths and interests with career aspirations.

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

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher establishes a positive classroom experience that allows students to reflect on what makes them unique and how their personal strengths contribute to the classroom community. | Teacher establishes a positive classroom experience where students reflect on their personal strengths, interests and aspirations by designing an ‘Our Futures Look Bright’ display (see Additional resources for an example). |
| Teacher plans for small group role-play scenarios that demonstrate a variety of strengths that can be used in different learning contexts. For example, students could show that good listening is a valuable skill when the teacher is giving instructions or when a classmate is sharing ideas. | Teacher plans for small group role-play scenarios that demonstrate a variety of strengths that can be used in different work contexts. For example, a student could show that listening carefully is an important skill that a doctor uses every day with their patients.A ‘Profession Day’ could also be held, where parents and friends of the school can deliver short presentations about their work and the personal strengths that were necessary for them to achieve success in their chosen careers. |
| Teacher explains that the strengths focused on help create and sustain productive environments to learn and grow in. Teacher designs different rotational activities that use a variety of strengths to achieve a common outcome. For example, create a short play, or conduct and present research on a topic, assigning different roles within the group. | Teacher explains that the personal strengths identified help create and sustain productive work environments. Personal strengths that students have identified are used to demonstrate not only how they are useful in the classroom but that they can be extended to a variety of professions and contexts. |
| Teacher continues to reflect and build on strengths to acknowledge positive behaviours in the classroom and relate achievement back to student’s identified personal strengths through reflection and goal setting, reinforcing that personal qualities can continue to grow and develop throughout life. | Teacher continues to reflect and build on strengths and relate the identified personal strengths to self-understanding and goal setting both in the short-term and long-term.  |

Considerations when adapting the learning activity

* Teachers organising a ‘Profession Day’ event will need to consider their socio-economic context and how best to address the needs of their learning community. Special Developmental Schools or Deaf Schools could consider inviting guests relevant to meeting their student needs by providingexamples from different workplaces.
* Most young learners come to school with dreams and aspirations already. Enabling students to begin to make the link between who they are now, and who they want to become, is a powerful means of building understanding between current development and future aspirations. Students at this age should be inspired to think about their future while leaving it open. It is important to reflect with students on their multitude of personal strengths and interests and how strengths can be applied across a variety of different professions. If students can only identify a range of professions that interest them, then parallels can be made between the skills relevant to all of those professions. For example, nurses need to show empathy and so do fire fighters. The similarities and differences between the professions are a good starting point for further discussion and exploration.
* Students may identify areas of weakness that may make them feel unsuitable for certain jobs. Teachers should use these insights as teaching points to set personal goals with students that allow them to draw the link between their short-term learning goals and long-term career aspirations.

Additional resources to help when adapting the learning activity

* Teachers Pay Teachers, [Writing: My Future’s So Bright I Have to Wear Shades](https://www.teacherspayteachers.com/Product/Writing-My-Future-Is-So-Bright-I-Have-To-Wear-Shades-1240318)
* [Make a strengths chain](https://assets.ctfassets.net/p0qf7j048i0q/uvqC72wUOXlmeeSapX3Y6/7c0fcc7b9271d4374c7a9afdcabd8b08/Strengths_Chain_Understood.pdf)

Benefits for students

Know yourself – self-development:

* Developing introspectionenables students to be aware of their strengths, interests and skills.
* Students foster a positive self-conceptand set personal goals that can help them become lifelong learners.

Know your world – career exploration:

* Students will be able to identify the relevant skills and knowledgefound in a range of different professions, allowing them to understand work.
* By linking personal strengths with skills needed in the workplace, and seeing what strengths are used daily in different jobs, students are introduced to possible career pathways.

Manage your future – be proactive:

* Students will begin to understand the variety and demands of different professions, and how their personal strengthsmay help inform their future career decisions.
* Students begin their journey to understanding that careers are built over a lifetime,and that long-term and short-term goals can assist in developing strengths that will assist in their future careers.