Embedding career education in the Victorian Curriculum F–10

Personal and Social Capability, Levels 3 and 4

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 Social Capability, Levels 3 and 4

**Relevant content description:** Identify personal strengths and select personal qualities that could be further developed [(VCPSCSE017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE017)

**Existing activity:** Allowing students to identify their personal strengths and build a learner profile to set goals for future learning.

**Summary of adaptation, change, addition:** Establishing a list of enterprise skills and providing examples of how these strengths are relevant to student career aspirations and wellbeing.

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 uses their schools’ preferred framework for teaching personal strengths that are used to help students identify their personal strengths. For example, the Growth Mindset or Gardner’s ‘Multiple Intelligences’. | Teacher introduces the concept of ‘enterprise skills’ to students and creates a list of the skills as a framework in order to help students identify their personal strengths. (See Additional resources for examples). |
| Teacher moves students through a variety of activities that operate within these strengths in order to achieve an outcome. For example, students may visually represent the personal strengths they have learned, using a diagram to show how they fit in categories from ‘Multiple Intelligences’. | Teacher moves students through a variety of activities that embody different enterprise skills. For example, students may link enterprise skills to coding a short program to perform a task, or working in a group to solve a fictional or real school problem such as how many reams of paper the school consumes.Once activities are complete, students reflect on what they found easy or challenging, and which activities they enjoyed most. |
| Students build a learner profile of themselves, their interests, strengths and aspirations based off what they have learnt about themselves throughout the learning process.  | Teacher designs an activity where students build a profile of themselves, focusing on a career that they might like to pursue and the personal strengths they have that are associated with the enterprise skills necessary for those careers. |
| Teacher asks students to reflect on their personal strengths and set goals for future improvements in learning. | Teacher works with students to assist them in using their career aspirations, personal strengths and student insights into their enterprise skills to shape short- and long-term learning goals. |

Considerations when adapting the learning activity

* Teachers are encouraged to investigate which skills and knowledge have been identified as fundamentally important to students. Teachers could use the Principal’s statement on the school website to demonstrate the school’s goals, and relate that to how the school sets out to achieve instilling necessary skills and knowledge, such as enterprise skills, in students.
* Identifying personal strengths allows people to find occupations they are suited to. Job satisfaction and professional fulfilment is often reported to be significantly higher when in line with personal attitudes, values and preferences. Introducing students to as wide a variety of professions as possible, linking skills with professions, and guiding students to identify where their skills and interests align with different professions are important steps in setting them up for career success.

Additional resources to help when adapting the learning activity

* Enterprise Skills as identified in the [Foundation for Young Australians Report](https://www.fya.org.au/wp-content/uploads/2015/11/Enterprise-skills-and-careers-education-why-Australia-needs-a-national-strategy_April2016.pdf).

Benefits for students

Know yourself – self-development:

* Students can identify personal strengths, name characteristics that are not yet strengths, list how they can develop these areas and give reasons for why they think these are important and relevant in their lives.

Know your world – career exploration:

* Students begin to learn enterprise skills enabling them to begin preparing for a rapidly changing world and unknowable future.
* By identifying the relevant skills of different professions, students are encouraged to participate in lifelong learning supportive of career goals.

Manage your future – be proactive:

* Identifying personal strengths, setting personal goals and knowing the labour market and subsequent skillset allows students to make informed decisions, and think critically and creatively about making career-enhancing decisions.
* By identifying the application of enterprise skills across the vast domain of different professions, students can begin to understand that their careers are managed and built over a lifetime.