Embedding career education in the Victorian Curriculum F–10

Personal and Social Capability, Levels 7 and 8

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 7 and 8

**Relevant content description:** Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team ([VCPSCSO041](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO041))

**Existing activity:** Exploring what leadership and team roles look like in a given context.

**Summary of adaptation, change, addition:** Exploring the link between growing automation in the workplace and the human traits/roles needed for the future.

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 introduces concept of leadership through resources such as Mark Taylor’s interview about leadership in cricket (see Additional resources). Teacher guides an activity based on an exploration of what leadership looks like in a given context. | Teacher discusses the growing trend of automation in the workplace and explains that the future of work is rapidly changing. Teacher explains that because of automation, many roles for humans in the future will require moving away from manual labour towards roles that require problem-solving, leadership and teamwork.Given this, students are to think of traits that are uniquely human. Following on, teacher asks: do machines require leadership, or could a machine ever be a leader? Why do humans need leadership and what qualities do humans need to demonstrate leadership? |
| Teacher designs a collaborative learning task that requires a leader and team members to perform a variety of roles and achieve a common outcome. | Teacher assigns an activity that requires positive collaboration traits and leadership to achieve success in the task. For example, the task requires the ability to ask questions or offer feedback, sharing ideas irrespective of roles, equality of agency and voice. The concept of strong leadership encouraging these traits (as established in the existing activity) should be reinforced through the activity. In addition, positive body language and vocabulary that assist with productive collaboration are taught and built into the defining and reflective components of the activity. Students should be prompted to refer back to the question of whether a machine could ever be a leader. |
| Teacher assists students with understanding their assigned roles within the task as well as building a list of things that are necessary in these roles to achieve success. | Over the course of the collaborative activity, teacher assists students to reflect on successful leadership traits, including capacity to support members of a team, and whether robots can show these traits. For example, a human would be better suited to a leadership role that requires the ability to understand social complexities when negotiations and choices need to be made. Teacher reminds students of growing automation in the workplace, and how students will need to develop empathetic leadership skills.  |
| Teacher and students use insights from the collaborative learning tasks to explore the similarities and differences between being a team leader and team member in a class discussion, in particular when supporting other team members.  | Using insights from the collaborative learning task, teacher facilitates a discussion that explores a variety of strategies that were required by the roles and responsibilities in order to achieve successful outcome, particularly focussing on the leadership traits and supporting team members. These positive collaborative traits are then linked with the growing demand for collaboration as an essential element of success in an increasingly automated economy.  |

Considerations when adapting the learning activity

* Most areas of the curriculum are facing increasing automation in their respective industries. For example, machines built to minimise harm in medical procedures or diagnose diseases are redefining what it means to be a doctor and increasingly intelligent machines are redefining the need for labour and workers in different trade industries. Discussing ‘What can’t a machine do?’ in any relevant profession is a rich starting point to explore what collaboration and leadership look like.

Additional resources to help when adapting the learning activity

* Audio of Mark Taylor [interview](http://www.scootle.edu.au/ec/viewing/R10000/index.html) on leadership
* Interesting short article on [the jobs robots can’t do](https://www.thinkbusiness.ie/articles/jobs-robots-cant-do/)

Benefits for students

Know yourself – self-development:

* Learning through collaboration allows students to name characteristics that are not yet strengths, and set goals for future improvement.
* Students develop their capacity to work in a team by demonstrating respect and empathy, and developing communication skills.

Know your world – career exploration:

* Students develop their understanding of how society is impacted by the economy and this transforms the nature of work that people are doing. This understanding helps students embrace change.
* Students develop their understanding of how they can plan to participate in society by developing an appreciation of their strengths as humans.

Manage your future – be proactive:

* Students develop organisation skills that allow them to work productively in a collaborative setting.
* Students explore aspects of the labour market and identify traits needed to be successful in roles within changing industries.