Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, 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:** Civics and Citizenship, Levels 7 and 8

**Relevant content description:** Describe how Australia is a secular nation and a multi-faith society ([VCCCC024](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC024)).

**Existing activity:** Using data from the ABS website to produce a graph showing trends in religious observance in Australian society.

**Summary of adaptation, change, addition:** Reflecting on what sort of careers are available to people who enjoy working with data, and exploring how data about Australia’s population is used in a variety of careers.

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 shows students the Australian Bureau of Statistics website and how to use it to search for data. | Teacher introduces a range of careers that collect or use data, focusing on those that collect data relating to society. Examples could include statistician, market researcher, advertising executive, actuary, or policy advisers in government. Teacher explains how gathering data to better understand human behaviour can improve how governments decide to fund things, how organisations develop and market products, and how governments and organisations predict future needs.  From the list of careers, students select the career that appeals to them the most, and use a website such as [JobOutlook](https://joboutlook.gov.au/) to find out more about pathways to the role, and day-to-day tasks involved. |
| Using statistics from the ABS and a spreadsheet, students produce a series of graphs showing how religious views have changed over time.  Using this data, students create a visual resource to show and explain trends in religious observance in Australia. For example, they could create pie charts showing percentages of Australia’s population that ticked various religious affiliations on the latest census, including how many people chose not to answer this question (the only optional question on the census). | Students produce a visual resource that explains how the role they have investigated uses data. They reflect on the link between work and society by exploring how data collected or analysed by people in this role might bring about changes in our society. For example, knowing about changes in religious observance might affect the development or marketing of a product. The availability and improved signposting of kosher and halal foods in supermarkets could be discussed as an outcome of this data analysis. |
|  | Students reflect on whether or not they enjoy working with data, and whether this would be something they would enjoy doing as part of a career. They consider if the job they researched still appeals to them, and if so, what that job’s career pathway would look like.  Teacher introduces and explains the concept of employability skills. Teacher asks students to explain what employability skills they practised while completing this activity, such as communication, problem solving, and technology-related skills. |

Considerations when adapting the learning activity

* Teacher will need to prepare a list of careers that use data about human behaviour before beginning this activity.

Additional resources to help when adapting the learning activity

* Australian Bureau of Statistics, [Religion in Australia, 2016](https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Religion%20Article~80)
* [Employability skills for students](https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have)
* [JobOutlook](https://joboutlook.gov.au/)

Benefits for students

Know yourself - self-development:

* By reflecting on whether working with data is an activity that they enjoy, students can develop self-awareness about whether a career in this area would suit them. They can then explore potential career options in that field.

Know your world - career exploration:

* Students will research the career opportunities that are available for people who enjoy working with data, allowing them to connect their learning with the world of work.

Manager your future - be proactive:

* Interpreting data and presenting it in a way that is easy to understand and digest allows students to develop problem-solving and communication skills. If students use computer software to create graphs of this data, they are also developing technological skills required in the workplace. Teachers can explain to students how these skills can be included in careers documents, such as résumés.