Embedding career education in the Victorian Curriculum F–10

Critical and Creative Thinking, 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:** Critical and Creative Thinking, Levels 7 and 8

**Relevant content description:** Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives ([VCCCTQ033](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ033))

**Existing activity:** Identifying the benefits of having multiple perspectives or voices involved in a project or team environment.

**Summary of adaptation, change, addition:** Investigating how collaboration can affect successful outcomes in a career of interest.

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 explains how collaboration is one way of suspending judgements and the limiting of ideas.  In pairs, students reflect upon a team or group activity they have completed (e.g. school, sport, other activities). They identify how they worked with others in those group activities. | Teacher and students discuss how collaboration skills are vital to career-readiness.  Teacher guides students in a brainstorm to list situations where collaboration is necessary in the workplace. Examples could include in a surgery, on a construction site, or working on a manuscript at a publishing house. |
| Teacher leads a brainstorm on the various types of collaboration seen in group activities that students considered.  In doing so, the class identifies that there are different methods of collaboration. For example:   * listening to advice from others * hearing new opinions and/or new information * giving advice to others * working in a group * taking feedback from others and changing an approach to a task.   Students identify the possible ways collaboration influences the outcome of an activity. For example, students consider what impact listening to new voices or experiences have on the planning and outcomes of a project, and how listening to others influenced their decision-making. | In pairs, students select an occupation from the list, and consider how collaboration would look in the workplace where that occupation is conducted. For example, to erect a building, architects, engineers, and construction crews have to work together to make sure the building is well-designed, safe, and built to schedule.  Students consider what may happen if there was no collaboration in their selected workplace setting, particularly if a problem arose. How might this impact the end result? For example, if the architect proposed a design for a roof that was attractive, and the engineer found it was not safe, what would happen if the engineer did not notify the architect?  Students identify how collaboration strategies can be used to work through an issue in their identified workplace.  Teacher then leads a discussion how the different perspectives of the roles contributed to the resolution of the issue. For example, in scenario mentioned above, the architect would be concerned with the aesthetics of the design, and the engineer with the safety. Each would have to suspend their primary concern to listen to that of the other, and create an outcome that was a combination of both. |
| Students are supported to consider strategies to improve their collaboration skills. For example, practising asking for input from quiet team members, active listening, supporting, being open to new methods, and reinforcing the contributions of others.  Students complete written reflection on how one activity they often do on their own (e.g. reading, artistic pursuits, sports training, etc.) could be improved and made more varied by involving other voices or perspectives. | Students identify a career they are interested in and research how collaboration contributes to the success of a person in that role. Then they reflect on how the methods of collaboration identified in the existing activity can be developed and applied in that environment, and the benefits of that collaboration. Students should reflect on how the perspectives of people in different roles within a workplace can add value to a single project. |

Considerations when adapting the learning activity

* When considering different types of collaboration, teachers can draw attention to subject-specific forms of collaboration. For example, in the context of an English lesson, the teacher could encourage students to research how the production of a text relies on the input of numerous individuals (writers, editors, proof-readers, publishers). In the context of Science, teachers and students could discuss how experiments are conducted not in isolation, but with input from expert peers and in response to the broader scientific community. This approach has the added benefit of providing students with knowledge about the different types of work available in subject-specific industries.
* Teachers could further extend this activity by providing students with an opportunity to hear from somebody working in an industry of interest. Teachers could facilitate a school visit or video chat where a guest discusses how collaboration is used in their workplace.

Additional resources to help when adapting the learning activity

* Job Outlook, ‘[Career quiz](https://joboutlook.gov.au/careerquiz)’ (career guidance and information)
* [MyFuture](https://myfuture.edu.au/industries#/) (career information and overviews)

Benefits for students

Know yourself – self-development:

* In identifying the different ways in which collaboration may be beneficial and considering how to develop their collaboration skills, students improve their capacity to work with others.

Know your world – career exploration:

* Exploring the types of collaboration required for a particular job can help students to reflect on the types of work that would interest them and better understand work.
* Students further explore the specific skills that are required for the types of careers they are interested in pursuing.

Manage your future – career building:

* Students further identify types of work available, and the pathways involved in pursuing them.