Embedding career education in the Victorian Curriculum F–10

Critical and Creative Thinking, Levels 9 and 10

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 9 and 10

**Relevant content description:** Investigate the characteristics of effective questions in different contexts to examine information and test possibilities ([VCCCTQ043](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ043))

**Existing activity:** Contrast different types of questions to determine the best way to approach an inquiry or research task.

**Summary of adaptation, change, addition:** Contrast different types of questions that relate to career interests or goals.

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 the broad topic of the inquiry or research task. Teacher then draws a quadrant diagram on the whiteboard, depicting two axes of opposed types of questions:   * Open questions 🡨🡪 Closed questions * Textual questions 🡨🡪 Intellectual questions.   Teacher explains each of the four sections of the quadrant with examples related to recent studies. See ‘Additional resources…’ section for a visual example of this type of quadrant diagram. | To adapt for a career focus, the broad topic of inquiry or research task should be able to relate to careers in some way, for example a career goal or career of interest. This may include different types of jobs in the field, as well as transferrable skills or knowledge. Where possible, teacher includes explicit teaching of this information when introducing the broad topic of inquiry. Explanation of question types using quadrant diagram occurs unchanged. |
| Students write different questions they have about the broad inquiry topic, ensuring that they have at least one question in each corner of the quadrant diagram.  See the ‘Considerations…’ section for how this activity could be further adapted for different learning areas. | In addition to their inquiry questions, students ask and classify different types of questions relating to their career-related inquiry. For example, questions related to researching a career of interest could include the career goal, such as:   * What skills might I develop in relation to this goal? * What knowledge or experience would help me be successful in achieving this goal? |
| Teacher initiates a class discussion where students volunteer to compare the types of questions they have asked.  The class decides which types of questions would be most suitable to help structure their inquiry or research. Teacher models how to refine the suitable questions to be good/effective research questions. Characteristics of effective research questions include being clear, researchable, and possible to answer. | In addition, students write a short reflection on which type of questions relating to the broader inquiry are most relevant for their career goals.  Relevance to personal careers goals should be one consideration when determining the questions used in the broader inquiry or research. Students identify one or two questions with a career focus as part of their inquiry. |
|  | Teacher encourages students to collate their insight in a career planning tool such as a Career Action Plan (CAP) or e-portfolio. For example, once students have answered the refined/effective questions relating to their career goal, they incorporate their findings into the CAP. |

Considerations when adapting the learning activity

* This activity can exist in a cross-curricular context by connecting with subject-specific inquiries, identifying a broad topic and asking smaller questions in response. For example, in a Level 9–10 Science inquiry on the ‘origin of the universe’, questions could range from ‘What do our books say about the age of the moon?’ (Closed/Textual question) to ‘Could a universe have developed if physical constants were slightly different?’ (Open/Intellectual question). A career-related question to consider could be ‘What training does an astrophysicist need?’.

Additional resources to help when adapting the learning activity

* Philosophy in Education, [Question quadrant](http://www.philosophyineducation.com/resources/Question+Quadrant.pdf)

Benefits for students

Know yourself – self-development:

* By asking questions that relate to both their learning and their future, students can better understand their own goals and aspirations, or identify new areas for personal growth.

Know your world – career exploration:

* Asking and classifying questions helps students to take ownership of their learning, which is an important part of becoming a lifelong learner.
* Asking open-ended questions in particular can help students to reflect on the role that work should have in their own lives, as well as in broader society.

Manage your future – be proactive:

* Breaking bigger topics down into smaller parts by using different types of questions is one way that students can develop their decision-making skills: for example, identifying how to tackle an open-ended problem, or to weigh up different potential approaches to an issue.