Embedding career education in the Victorian Curriculum F–10

Economics and Business, 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:** Economics and Business, Levels 9 and 10

**Relevant content description:** Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work ([VCEBW025](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEBW025))

**Existing activity:** Using the most recent Australian Jobs Report to research the composition of jobs and industries in Australia and create a graph or infographic showing this data.

**Summary of adaptation, change, addition:** Researching areas of growth in jobs and industries. Creating a job advertisement for a future work opportunity.

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 facilitates class discussion about the jobs held by family, friends, and adults in students’ lives.Students use the most recent Australian Jobs Report to research the current composition of jobs and industries in Australia.Students create a graph or infographic showing Australia’s current job market.Students predict areas of potential growth in job opportunities based on this data | Students do a ‘think, pair, share’ to brainstorm what types of new jobs they think will exist in 10–20 years’ time, and what types of current jobs will no longer exist. Students then use the most recent Australian Jobs Report to research growing and shrinking industries in Australia and compare these findings with their brainstorming results.Students use the findings from their research to identify a job there is likely to be an increase in demand for in the future. Then, they create a job advertisement for that job, including key selection criteria, experience, and skills required.Students may need to be guided through the elements in a common job advertisement prior to writing their own, such as the difference between job specific (technical) skills and transferable skills that can be applied to a range of jobs. |
|  | Students reflect on their own skills, interests and experience and compare these to those in the job for which they have written an advertisement. If this is not a job that interests them, they can be encouraged to think about opportunities within this growing industry that might be a better fit for their skills and interests. Teacher can scaffold student reflection on the connection between their existing interests/skills and employability skills by using questions such as the following during class discussion:* What skills do you already have that could be used in this job?
* What skills are you able to build at school or by doing your hobbies that you could use in this job?
* Would you like to do this job? Why or why not? Does your answer have anything to do with the skills you already have?
* What other jobs would you be able to use your skills and interests in?

This insight can be used to update a career action plan in an e-portfolio, set study or work goals, explore work experience options, or update a résumé in preparation for either casual/part-time work or future opportunities. |

Considerations when adapting the learning activity

* Students will need access to the Australian Jobs Report. This can be found online or provided to students in hard copy. Schools receive 20 copies each year. Where a school has a career practitioner, teachers should approach them in the first instance to locate this report.
* The Foundation for Young Australians research on [future jobs](https://www.fya.org.au/our-research-2/) could be utilised. Teachers could look at the data and bring student attention to the areas of potential growth in job opportunities identified.
* This activity provides an opportunity to highlight job opportunities in growth areas, and teachers can encourage students to explore opportunities in these industries regardless of their individual career goals. For example, students who voice a wish to move into law can explore opportunities for law-based work in the health industry (a growth area).

Additional resources to help when adapting the learning activity

* [Australian Jobs 2019 Report](https://australianjobs.employment.gov.au/)
* [Jobs for Youth](http://www.jobsforyouth.org.au) (entry and mid-level job advertisements);
* [Seek](https://www.seek.com.au/)
* [100 Jobs of the Future](https://100jobsofthefuture.com/)

Benefits for students

Know yourself – self-development:

* Creating a job advertisement allows students to understand the type of skills and experience will be required in their future careers. This assists students in developing self-awarenessregarding what skills they possess, are developing, and what skills they might need to build to have career success.

Know your world – career exploration:

* Brainstorming the types of jobs likely to exist in the future will help students gain a broader understanding of career opportunities.
* Researching the changing job market in Australia will help students understand that career opportunities are not static. This provides students with the opportunity to see a career as a processor a pathway. It also provides up-to-date information on the labour market, and shows students where they can locate this information in the future.

Manage your future – be proactive:

* Creating a job advertisement allows students to identify the type of skills and experience that are commonly required across a range of jobs or in specific careers, which is knowledge to be used to plan and build their careers.
* Students use insight gained regarding their skills and experience to populate a résumé or career plan tool such as an e-portfolio, or set career/study goals.