Embedding career education in the Victorian Curriculum F–10

Ethical 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:** Ethical Capability, Levels 7 and 8

**Relevant content description:** Investigate criteria for determining the relative importance of matters of ethical concern ([VCECU016](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU016))

**Existing activity:** Identifying ethical concerns in relation to an issue, and considering how and why different interest groups would rank the importance of the concerns.

**Summary of adaptation, change, addition:** Identifying how job roles shape, and are shaped by, ethical concerns, in relation to an issue.

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 students to a familiar ethical issue, relative to a learning area, such as the tension between conservationists and developers in relation to clearing land to build houses. Students identify the ethical concerns or priorities related to the issue. They discuss which issues are the most important to themselves, and why. Students then consider the different interest groups related to the ethical issue and discuss how those groups would rank the concerns/priorities identified. They rank the importance of the concerns from the perspective of the different interest groups. | As an extension, students consider interest groups involved in the given issue in relation to work/jobs, and link this to the ethical issues identified. For example, an interest group related to land use may be a construction business that employs 20 people, who rely on work building houses for income. Conversely, conservationists may argue that preserving the natural environment could boost local tourism, or employ people who work to preserve the land.Students then consider how and why the work roles of the groups impact on their thinking. For example, people working in construction or development would probably rank economic benefits as the most important concern relating to land use, while conservationists would prioritise sustainability and/or environmental concerns. |
| Students explain why it is important to consider the reasons behind a range of views and the impact these may have on how people view and rank issues of ethical importance. | Students discuss tensions that may arise between personal and professional interests and priorities in relation to ethical issues. They discuss how they personally would react to the ethical dilemma presented, and how they may respond if their professional interests were in opposition to that. They discuss if the activity elicited insight into potential careers that link to their interests and priorities. |

Considerations when adapting the learning activity

* Teacher will need to share an issue with various ethical considerations. Students may have differing views on the ethics of the issue based on their own life experience and knowledge. Teachers should help students recognise that there are different positions on ethical issues and their importance.

Benefits for students

Know yourself – self-development:

* Students build self-awareness by evaluating their own beliefs and values and exploring how these influence their self-concept.
* Students adapt flexibly to change and grow by evaluating their own and other’s opinions as well as revaluating their own opinions in light of new information.

Know your world – career exploration:

* Students understand how society is affected by a range of views and interest groups, and vice versa, and that this has an impact on the type of work that people do.
* Students develop awareness of the different ethical issues involved with different careers.

Manage your future – be proactive:

* By considering how and why different groups prioritise ethical concerns, students think critically and creatively to interpret information.
* Students develop their ability to weigh up options and make considered steps to making informed decisions about career plans.