Embedding career education in the Victorian Curriculum F–10

Personal and Social Capability, Levels 5 and 6

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:** Personal and Social Capability, Levels 5 and 6

**Relevant content description:** Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles ([VCPSCSO032](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO032))

**Existing activity:** Developing role descriptors for collaborative teams to achieve a common task.

**Summary of adaptation, change, addition:** Reflecting on how defining roles might be useful in the workplace.

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 sets an interdisciplinary task and identifies pre-existing roles that are needed to achieve success in the collaborative learning activity. These roles could be existing roles students have assigned in the classroom, or prescribed Team Roles such as in the document in Additional resources. | Within any given curriculum area, and with a relevant task in mind, teacher collaborates with students to develop and define roles and distribute work in a manner which they understand as contributing to the success of the collaborative learning activity. |
| Teacher organises and assigns the predetermined roles and facilitates a discussion on what might be expected of each role in order to build descriptions of those roles for the collaborative learning activity. | Using student definitions of the responsibilities given to each role, parallels are drawn between how these might contribute to the success of the collaborative learning activity and how the same process of defining roles and expectations benefits a variety of different professions. For example, many roles contribute to a magazine: writers are responsible for finding and creating content, editors are responsible for checking content and giving feedback, designers are responsible for how it looks, and the publisher is responsible for guiding the entire product (see Considerations for further examples). |
| Students describe their own and team’s performance drawing on their knowledge of expectations associated with the role, and teacher assesses based on this and their own observation of the how the student’s role contributed to the success of the activity. | Teacher facilitates discussion and reflection for students to assess how their role and personal contribution to the team helped to achieve success in the activity. Students evaluate how successful the role definitions were with regards to achieving the outcome of the task. They also explore why it is important to define roles and responsibilities before undertaking a collaborative activity, and how this could help them when they are older and in the workplace. |

Considerations when adapting the learning activity

* If specific curriculum areas need to be explored, ‘chain of command’ is one way to define the roles and responsibilities. For example, scientific research uses chain of command to research and understand how the world works; professional sporting teams require a chain of command with differing expertise at each level to achieve success; at a newspaper, staff follow chains of command throughout the editing and publishing process. The organisational chains of command associated with ‘scientist’, ‘athlete’ and ‘journalist’ could be established to model the variations in chains of command across different workplaces. Students can then identify and describe the roles and responsibilities in each chain, and structure activities to perform those roles as they would be in those professions.

Additional resources to help when adapting the learning activity

* [Team Roles](https://primaryconnections.org.au/sites/default/files/classroom-displays/Team%20roles.pdf)

Benefits for students

Know yourself – self-development:

* Learning through different roles allows students to reflect on their personal strengths and preferences as well as establish goals that allow them to improve in different areas.
* Learning through a variety of roles and responsibilities builds resilience as students work through challenges and develop flexibility and adaptability when faced with adversity.

Know your world – career exploration:

* Students will begin to understand how different skills and knowledge are necessary to fulfil a variety of roles and responsibilities in different professions. Students can then draw links between the strengths they employed within these roles, and their relevance for career exploration and aspirations.

Manage your future – be proactive:

* Students will begin to develop the ability to prioritise their time when completing a variety of different roles and responsibilities, which is a valuable skill in the workplace.
* Students will understand that there are a variety of roles within different professions, each with their own associated skillset. They will learn to associate their strengths with various roles and professions.
* Students develop insight into what type of work people in society do by simulating roles that may appear in a workplace and reflecting on the world of work and life within a workplace.