Embedding career education in the Victorian Curriculum F–10

English, Level 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:** English, Level 8

**Relevant content description:** Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate. ([VCELY420](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY420))

**Existing activity:** Presenting an informative presentation on a set topic.

**Summary of adaptation, change, addition:** Students use results of research into potential jobs of the future to create imaginative and/or informative content as an interview with someone working in a specific role of the future.

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 the task: the subject, elements to be included, such as use of technology, slides and visuals, as well as length and presentation conditions.  Teacher provides a list of useful and credible resources to support research. | With teacher’s guidance, students research potential jobs of the future. These might include jobs that are currently emerging as well as jobs that don’t yet exist, but are predicted to be necessary. Students choose one of these jobs or create one of their own, for which they will write a series of interview questions and answers for someone in this role. |
| In small groups, students prepare an informative presentation based on the parameters of the task. This is presented in real time or is videoed. Students must work co-operatively to achieve the outcome. | Students individually brainstorm and list questions that will be relevant for their interviews. For example, what does someone in this role do every day? What kinds of skills, training, education and experiences do they need in order to perform it well? What kinds of personal characteristics are helpful? What are the opportunities and challenges of such a role? |
|  | To extend the activity further, the interviews can be performed and recorded, and later used to form the basis of a virtual future-focused careers “event” where students share and discuss their findings and ideas. |

Considerations when adapting the learning activity

* Teacher should identify suitable websites for students’ research and can check with their school’s Careers Practitioner about whether the school subscribes to careers websites such as The Careers Department.
* Performing and recording the interviews can be done in collaboration with a Media Arts class.

Additional resources to help when adapting the learning activity

* [100 jobs of the future](https://100jobsofthefuture.com/report/100jobsofthefuturereport-SCREEN.pdf) (see pages 40–1)
* [What will future work look like for you? quiz](https://100jobsofthefuture.com/quiz/)
* [Which job cluster best suits you? quiz](https://this.deakin.edu.au/career/which-job-cluster-best-suits-you-take-the-quiz)
* Information and tips for successful job interviews:
* myfuture, [Job interview tips](https://myfuture.edu.au/career-insight/details?id=job-interview-tips#/)
* Youth Central, [Job interviews](https://www.youthcentral.vic.gov.au/jobs-and-careers/job-interviews)

Benefits for students

Know yourself - self-development:

* Students develop skills in the areas of research, communication, organisation and presentation, which are all useful in a work environment.
* Students who participate in videoing interviews can identify strengths and weaknesses in their verbal communication skills.

Know your world - career exploration:

* Students plan for and reflect on possible future jobs, including use of an ePortfolio.
* Students build an understanding of interviews and interview questions.

Manage your future - be proactive:

* Students develop an awareness of interview skills and the elements of communication required for the workplace.