Embedding career education in the Victorian Curriculum F–10

Mathematics, Level 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 level:** Mathematics, Level 6

**Relevant content description:** Interpret and use timetables [(VCMMG226)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCMMG226)

**Existing activity:** Planning a trip involving one or more modes of public transport; developing a timetable of daily activities.

**Summary of adaptation, change, addition:** Planning realistic travel times and work schedules in a specific job or occupation of interest, in a real-world context.

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 provides textbook or real-world samples of timetables, such as for local bus or train services.  Teacher provides textbook or real-world samples timetabled daily or weekly schedules, such as medical surgery appointment lists. Samples are generally ‘static’ printed or paper copies versions.  Students review and discuss as a whole class. | Teacher asks students to nominate a job they are interested in exploring.  Teacher introduces students to online employment sites and demonstrates how these are accessed and used to find job information.  Teacher asks students to access online employment sites to research the following questions: ‘What are some local employers of this job? Where are these located? What types of tasks or duties are required? What are the hours and conditions worked in the role?’ |
| Teacher set students a written simulated problem involving planning a journey getting from A to B using given static timetable copies.  Students plan journey using static timetable, noting necessary times or departure and arrival. | Students research their chosen occupations as per required aspects (see above) by safely accessing the internet and using employment sites.  Students note companies, geographic locations, tasks/duties, meetings and modes of communication with managers and with customers/clients, hours, break times and conditions requisite in their researched job. Teacher scaffolding will be necessary to find information not commonly listed in job ads. |
| Teacher provides students with a list of simulated activities, events or appointment requests and asks students to plan a daily schedule.  Student plans events onto schedule. | Students use software-based calendars to plan a full working week in their researched role, including:   * planning routes, travel times to and from work within required hours (assuming their current address) using public transport; and * scheduling duties, tasks and meetings for the entire working week (however defined), including with managers and/or customers/clients. |
| Teacher collects and marks completed transport timetable and event scheduling activity, checking for accuracy. | Students exchange weekly schedules and have them peer review one another’s work. Students are encouraged to ask questions about their peers’ planning and scheduling: ‘Are you sure you’d get there in time if…?’, ‘Have you thought about…?’ and ‘What would happen if...?’ |
|  | **Extension or enrichment:** Students find a family member/carer, friend or local employer working in their selected role. Students liaise with this real-world contact to review their planned schedule, based on a more informed understanding of the role. |

Considerations when adapting the learning activity

* Teachers should ensure that students access employment websites anonymously – students should not provide sites with identifying information by signing in.
* Teachers should encourage students to consider transition times, such as walking between transport modes or moving between tasks or meetings, in their planned schedules.
* Teachers could build a blank calendar template from spread-sheeting software.

Additional resources to help when adapting the learning activity

* [Public Transport Victoria](https://www.ptv.vic.gov.au/)
* Job/employment sites that do not require login to access include [Jobs for Youth](http://www.jobsforyouth.com.au), [Jora](https://au.jora.com/), [Seek](https://www.seek.com.au/) and [CareerOne](https://www.careerone.com.au/).
* [Google’s free, easy-to-use calendar software](https://calendar.google.com/calendar/r)
* Australian Mathematical Sciences Institute, ‘[Careers](https://careers.amsi.org.au/)’

Benefits for students

Know yourself – self-development:

* Peer reviewing others’ work and providing (and receiving) constructive feedback helps students develop the ability to work with others by listening attentively, being respectful and supporting others’ efforts.
* Planning and re-planning schedules based on peer-review feedback assists students to be adaptable by recognising when they need to change their mind given new information.

Know your world – career exploration:

* Exploring the practical aspects, routines and requirements of real-world roles assists students to understand work by investigating the relationship between work, society and the economy.
* Using online employment sites and electronic calendars develops students’ capacity to use technology and information effectively by researching, organising and integrating career information.

Manage your future – be proactive:

* By developing skills in timetable management and work-related scheduling, students use organisational and time management skills to balance work and life.
* By using problem-solving skills in investigating and adapting transport timetables and work time management options, students learn to make informed decisions.