Embedding career education in the Victorian Curriculum F–10

Personal and Social Capability, 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:** Personal and Social Capability, Levels 9 and 10

**Relevant content description:** Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals ([VCPSCSO050](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO050))

**Existing activity:** Suggesting improvements to the process of working in teams by reflecting on a specific learning activity.

**Summary of adaptation, change, addition:** Collating evidence of own ability to contribute to group projects, with critical discussion of group roles, to add to a resume, Career Action Plan or e-portfolio.

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 |
| Students reflect on a collaborative activity they have recently completed using a template created by teacher.  This may include the student’s assessment of:   * the overall success of the group task, in relation to the finished work that was submitted * how roles were allocated amongst group members * how effectively the group communicated their progress with each other * the effectiveness of the group in supporting each other * their own performance, in relation to their role within the group.   This may include written comments or grading on a numerical scale (e.g. 1 = not effective; 5 = very effective). | In addition to the existing reflection, students are supported to use their teamwork reflections in a way that demonstrates to future employers their ability to work in a team. This is then stored in their Career Action Plans (CAP) or an e-portfolio.  Template prompts are modified by teacher to assist in this process.  For example, prompts could include ‘How did you support your team members during the group project, and what was the result?’ or ‘How did you use communication skills to help meet the goals of the project?’.  Teacher can model the Situation-Action-Outcome (SAO) or Situation, Task, Action, and Result (STAR) approach (see ‘Additional resources’) to allow students to create examples that begin or improve a résumé or cover letter, and can be used to highlight their job readiness. Alternatively, students can use this reflection to set goals related to skill development and record these in their CAP. |
| Students undertake research and on a post-it note or other anonymous tool (for example, an online form), suggest a general strategy for improving the effectiveness of group work in the future. | Collection of student suggestions remains unchanged. |
| Teacher selects some of the student strategies for improving group work to present to the class.  Students pair up with someone who was not in their original group and discuss which of these strategies they think is most helpful and why. | In addition, where possible, students reflect on whether the identified strategies would be effective in a work context familiar to them. This may include volunteering, paid work, work experience, knowledge of older siblings’ experiences, and so on.  For example, students consider how effective each teamwork strategy would be when working at a local supermarket, when officiating a local netball game, etc. |

Considerations when adapting the learning activity

* Teachers should emphasise to students that the object of this activity is the collaborative process itself, not reflecting on individual team members. Collaboration can be an emotionally charged experience for many students, and some students may need assistance in taking this perspective. Using a numerical scale instead of written comments can assist in depersonalising the reflection.
* This activity could be extended to include more targeted job seeking elements if appropriate to the cohort.
* If teachers engage with the SAO or STAR approach, they may need to prepare some student-friendly examples in advance, as most advice is aimed at more established workers.
* At Levels 9 and 10, most students are already considering their future career options. Teachers could extend this activity by brainstorming students’ career goals with them and helping them identify examples of group work that will be relevant to those professions, trades or jobs.

Additional resources to help when adapting the learning activity

* Learn more about the [SAO (Situation, Action, Outcome) approach](https://careers.vic.gov.au/how-to-reply-to-selection-criteria) and [STAR](https://au.indeed.com/career-advice/interviewing/how-to-use-the-star-interview-response-technique) to articulating strengths and skills in relation to jobs and careers.
* Youth Central, ‘[Applying for a job](https://www.youthcentral.vic.gov.au/jobs-and-careers/applying-for-a-job)’

Benefits for students

Know yourself – self-development:

* Reflecting on the qualities needed to contribute well to a team will enable students to consider their strengths or to set goals for developing skills in collaboration and teamwork.

Know your world – career exploration:

* Students will benefit from explicitly collating and organising career information, and this step can help students to make the connection between the skills practised at school and broader career contexts.

Manage your future – be proactive:

* Using insight gained through this activity, students can populate different career planning tools, such as a résumé, cover letter or their Career Action Plan. This will enable them to prepare more effectively for real job opportunities.
* Understanding the SAO or STAR approach will prepare students for interview situations, auditions and other situations where they need to demonstrate their suitability for a role, scholarship or award.