Embedding career education in the Victorian Curriculum F–10

Civics and Citizenship, 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:** Civics and Citizenship, Levels 9 and 10

**Relevant content description:** Describe the key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution ([VCCCL033](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCL033)).

**Existing activity:** Visiting a court to help students describe the role of a particular court, such as the Supreme Court, County Court, or Magistrates’ Court.

**Summary of adaptation, change, addition:** Considering and researching the variety of roles in the court system.

2. Adapt the learning activity to include a career education focus

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher plans an excursion to a court. Alternatively, students can take a virtual tour of the [County Court](https://www.countycourt.vic.gov.au/learn-about-court/educational-resources/virtual-tour). | Students attend the excursion/virtual tour with the intention of identifying careers that can be seen in the court, beyond those of lawyer and judge, which would already be familiar to students.Teacher explains that any conversations with court staff (e.g. magistrate, judge, lawyer, judge’s associate) include questions that focus on career-related information, such as their career pathways.  |
| Teacher develops worksheet, questions, or activities for students to complete that will provide information about the role of the court they are visiting. Students answer as much as they can during the tour and complete any missing information by researching online. | Teacher includes career-related questions. For example, in addition to asking students to describe the role of the court, ask students to reflect on the nature and type of roles they saw, and the types of skills and knowledge required for each role. Teachers need to encourage students to include a variety of roles, beyond the roles of lawyer and judge with which they are probably familiar.  |
| Students observe a number of court cases to gain an understanding of court proceedings, who works in the court, and what their role is. | After the excursion or tour, students research in more detail the career pathways of the roles they have identified, and consider the skills and knowledge needed to be successful in the role. As an extension, teacher could arrange a visit from someone working in the court system. Students plan questions to ask the guest speaker about their career journey and the challenges and benefits of the role.Teacher prompts students to reflect on the knowledge they have gained during the activity. For students interested in exploring a career in law, this reflection could include identifying opportunities and career pathways. In addition, all students can be supported to identify the skills they have used during the activity, such as gathering information, conducting themselves professionally, and communication skills. |

Considerations when adapting the learning activity

* School policy regarding excursions and school visits will need to be followed for this activity.
* For the extension, teachers will need to consider how they can arrange for a relevant guest speaker. An excursion to the County or Supreme Court arranged through the Court Education Program will typically include a guest speaker.

Additional resources to help when adapting the learning activity

* The [Court Education Program](https://www.courts.vic.gov.au/resources/school-tours)
* [County Court Victoria virtual tour](https://www.countycourt.vic.gov.au/learn-about-court/educational-resources/virtual-tour)
* County Court of Victoria, ['Day in the life of a judge'](https://www.youtube.com/watch?v=1xhoOeIjVvA)
* [Film: ‘*For the defence’*](https://old.vicbar.com.au/vicbar_oral/for_the_defence_home.asp)*,* an oral history of the Victorian Bar, can be viewed in segments

Benefits for students

Know yourself - self-development:

* Students will find out more about the life of a someone in a legal-related career and may have witnessed first-hand some of the challenges and highlights of this life. This can help to develop self-awareness about whether the student would find this sort of experience fulfilling or challenging. Students’ learning can be scaffolded to investigate this further.

Know your world - career exploration:

* Reflecting on the variety of career opportunities in courts provides students with opportunities to connect their learning with the world of work.
* Asking a guest speaker about their career pathway may help students understand that a career pathway can have many steps that need to be taken to reach their ideal job.

Manage your future - be proactive:

* Students can reflect on additional skills they have learned as part of this task (e.g. planning questions to ask the guest speaker can help to develop communication skills), and on the ways in which communication skills are used in the various roles they observed during the excursion.
* Planning for the journey to the court and ensuring they arrive on time, dressed appropriately, especially if students are to meet the teacher at the venue, can help to develop planning, organising, and self-management skills.