Embedding career education in the Victorian Curriculum F–10

Critical and Creative Thinking, Levels 7 and 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, sub-task and levels:** Critical and Creative Thinking, Levels 7 and 8

**Relevant content description:** Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions ([VCCCTR038](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTR038))

**Existing activity:** Identifying issues that require technical expertise to understand, by comparing recent controversies in the Australian media.

**Summary of adaptation, change, addition:** Exploring in more detail the pathways that help people to develop expertise, including how specialised experiences may confer authority upon experts.

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 identifies several issues recently discussed in Australian news. For example, a sports or celebrity controversy, television event, or another newsworthy occurrence. Teacher presents examples to students.See Considerations for advice on teaching this activity within various learning areas.  | Teacher emphasises at least one issue that refers to more a common work context.For example, instead of a sporting issue (where comparatively few people work), consider an issue relating to a growing industry, such as aged care or nursing.  |
| Teacher draws a line on the board representing a scale with ‘essential’ at one end, and ‘unnecessary’ at the other. The scale represents how important expertise is to understand an issue.In small groups, students discuss the extent to which experts are required for properly understanding a selected issue. They explore the relationship between expertise, trust and authority. | Discussion of issues from existing activity runs unchanged. |
| Small groups take turns explaining where on the scale they rated the issue they discussed. After each group has rated the issue on the scale, they explain their reasoning, including which experts would be associated with the issue. For example, in a sports controversy, sporting administrators would presumably have more access to expert sources than a social media commentator, and thus would be a more valid source of authority when trying to understand the issue. | In addition to the existing activity, teacher and class discuss how one develops the sort of expertise relevant for this issue, including how different specialisations exist within broader industries. For example, students consider how the study and experiences involved in becoming a nurse may differ from another health specialist, such as an immunologist, although both may have shared background studies in health. Students may examine the career path/experience of experts associated with their topic. |
| As a class, students debate how confident they can be (as a matter of degree) in forming their own judgements on these issues, referring back to the degree of trust we have in different types of expertise.  | In addition to the existing discussion, teacher reinforces contrasts between different specialisations in otherwise related industries, and their shared pathways. For example, teacher could highlight the varied prerequisite VCE studies as an entry point to university studies within the health field.Students research other specialisations within the relevant industry, noting how they are connected.Students can be asked to reflect on how their findings relate to their own interests and skills, or whether this activity has given them ideas for planning future exploration.  |

Considerations when adapting the learning activity

* This activity can exist in a cross-curricular context by exploring how people gain authority within subject-specific work areas. For instance, in the context of Science, teachers may discuss the importance of publishing peer-reviewed research and the role that this process plays in legitimatising scientific research.
* Teachers should prepare for this activity by ensuring that they can explain some contrasts in careers in related industries (such as between a doctor and a nurse), without relying on class knowledge. A discussion that exposes students to the breadth of different options within a given field of interest or study will be effective at this stage of their career development.

Additional resources to help when adapting the learning activity

* Labour Market Information Portal, ‘[Industry Information](http://lmip.gov.au/default.aspx?LMIP/GainInsights/IndustryInformation)’
* Job Outlook, ‘[Your guide to Australian careers](http://www.joboutlook.gov.au)’

Benefits for students

Know yourself – self-development:

* Students develop an appreciation that careers progress over long periods of time, and becoming a lifelong learner is important for pursuing specialisation in any industry.

Know your world – career exploration:

* Students explore new career opportunities that align with existing skills or interests.
* In identifying that specialisations often have a shared background, students can better distinguish between long-term career goals (e.g. become an epidemiologist) and short-term career goals (e.g. work in the health industries).

Manage your future – be proactive:

* Students develop their capacity to think creatively and critically about how issues are presented, and how to evaluate information effectively, which helps them to make informed decisions.
* Focusing on issues relating to common and growing workplace contexts can help students to better their knowledge of the labour market.