Embedding career education in the Victorian Curriculum F–10

Geography, Levels

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:** Geography, Levels 7 and 8.

**Relevant content description:** The challenges of managing and planning Australia’s urban future [(VCGGK126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGK126).

**Existing activity:** Designing a new urban area to meet Australia’s future needs.

**Summary of adaptation, change, addition:** Exploring the roles associated with managing and planning urban environments.

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 leads a discussion introducing urban centres, and what makes something environmentally, economically and socially sustainable. Teacher introduces activity where students will design a new urban area to meet Australia’s future needs.  | Introduction runs unchanged. |
| Students discuss the urban area surrounding their home, school or somewhere they go often, addressing questions such as ‘What does it look like?’, ‘How do you move around in it?’, ‘Why do you go there?’. Using visual prompts such as historical images or Google Earth’s Historic function, students explore what the urban areas used to look like. This will enable them to understand how their areas have changed already. | Teacher introduces the idea that an urban area is planned and may take years to plan and build. Teacher leads a brainstorming session on the roles involved in turning an empty block of land into a house or street. Students list all the careers that they think may be involved in the creation of a new urban area. Teacher should be prepared to introduce roles that students may not be familiar with (e.g. surveyors, developers, urban planners, and engineers), as well as more visible roles (e.g. builders and landscapers).Then, in small groups or pairs, students list what they know of the roles listed.  |
| Students brainstorm ideas about the extent to which the current ‘urban plan’ of their area meets the needs of its future residents without change. Teacher uses the [Infrastructure Australia Interactive Map](https://www.infrastructureaustralia.gov.au/future-cities-interactive-map-melbourne) to show how things might potentially change over time in Melbourne. Students consider if those changes are positive or negative. Would they meet future needs? Why or why not? They also consider if the changes address the economic, social and environmental sustainability factors identified at the beginning of the activity. | Students discuss how they would measure the needs of a future population, who would be in charge of conducting research into a population’s needs (e.g. sociologist, demographer, urban planner), and what sorts of skills a person in that position might need (e.g. mathematical, research, data collection and analysis, communication skills). |
| Using the Infrastructure Australia website, students pick one of the issues or needs urban planners consider when planning Australia’s urban future, and conduct research into how this need is integrated into a plan (see Considerations…). Teacher could assign individual or group research task that culminates in a whole class project planning a new urban centre on the rural urban fringe in an area near them. | In small groups, students investigate a particular issue or need and what roles/careers would help meet the needs of a future population for that issue or need. They also explore what roles would be associated with delivering components of the urban area linked to that issue or need (e.g. jobs linked to the issue of ‘demand for green spaces’ could include landscapers, park rangers, guides, groundskeepers). |
| If possible, teacher could arrange for someone associated with urban development to speak to the class about urban planning. | Speaker would also be prompted to discuss their career path and specifics of their role in more detail. |
| Students create a class visual presentation that details what the new urban area would look and be like. They should consider what rules they would have for essential elements such as housing, infrastructure needs, waste, jobs, green spaces, and transport networks. | In their visual presentation, students include summaries of the roles associated with urban development.  |

Considerations when adapting the learning activity

* Needs of the future population according to [Infrastructure Australia](https://www.infrastructureaustralia.gov.au/sites/default/files/2019-06/Australian_Infrastructure_Plan.pdf) are performance of the transport network, access to jobs, access to and demand for social infrastructure, access to and demand for green spaces.
* A career practitioner could assist with organising a visit from someone associated with urban planning (e.g. urban planner, engineer, surveyor, census taker, architect).

Additional resources to help when adapting the learning activity

* Infrastructure Australia, ‘[Future cities – interactive maps, Melbourne](https://www.infrastructureaustralia.gov.au/future-cities-interactive-map-melbourne)’
* Introduction to urban design, [Creating Places for People, An Urban Design Protocol for Australian Cities](https://urbandesign.org.au/content/uploads/2015/08/INFRA1219_MCU_R_SQUARE_URBAN_PROTOCOLS_1111_WEB_FA2.pdf)
* Teachers could assist students in creating an overlay map for the new urban area using resources from [ESRI Australia](https://esriaustralia.com.au/gis-for-schools/learning-materials) or [Contour Education](http://contoureducation.com/resources).

Benefits for students

Know your self - self-development:

* By recognising the needs of a growing population and understanding how various jobs address those needs, students learn to be adaptable and respond to challenges with a flexible mindset.
* Working in pairs or small groups and reporting findings back to the class develops students’ ability to use communication skills to work effectively with others.

Know your world - career exploration:

* As they explore various roles associated with urban growth, students gain a deeper understanding of the world of work and the relationships between work and society.
* Students learn about a range of careers (from government employees through to builders, farmers, and real estate agents), and realise that jobs with different skill levels and interests work together.

Manage your future - be proactive:

* Students use research skills to gather information about the changing needs of Australia’s population, and the roles associated with managing these changes, enabling them to explore the labour market.
* By linking urban planning to sustainability, and learning how various roles tackle new challenges, students begin to understand the need to embrace change and be ready for changes in the world of work.