



Teachers' notes

Year level
Year 6, 7, 8, 9, 10

VELS
Level 4, 5, 6



Time One hour (and ongoing)

Purpose

Prepare a personal careers portfolio to be added to throughout school and beyond, which can be used to demonstrate areas of expertise and support applications for courses, volunteer and paid work.



Rationale

A portfolio is a compilation of work samples and documents gathered during a student's school years and presented in a structured manner. A careers profile should include the student's goals, progress, achievements and competencies in an organised, accessible and purposeful format.



Activities

Schools can develop their own style of plan which incorporates the main points outlined below.

Teachers should introduce Year 7 students to portfolios, if they haven't already begun them in Primary School. Each year students can review and update their portfolio to include their skills development and goal setting activities.

The purpose of the portfolio is to:

- present goals, progress, achievements and competencies to a range of audiences, including new schools and teachers, course enrolment counsellors, prospective employers and parents;
- establish a focus for a range of learning activities, including goal setting, decision making, pathway planning, prioritising and negotiating; and
- enhance student self esteem by profiling positive achievements, including academic, sporting, leisure, work experience and cultural activities.

Ideally, students will view their portfolios as essential and relevant to their own career development and will be given responsibility for keeping them secure, up to date and presentable.

1. Using the *Careers portfolio* sheet as a guide, students individually collect and collate the relevant information and documentation for their portfolios, such as:
 - cover sheet;
 - photocopy of birth or citizenship certificate;
 - basic resume or curriculum vitae;
 - school reports;
 - list of achievements;
 - samples of work from all school areas demonstrating identified competencies and outcomes;
 - certificates of achievement awards, e.g. Duke of Edinburgh, subject based prizes or awards;
 - non school experiences of work, e.g. employer and community based certificates of participation or reports;
 - passport photograph;
 - references – school, employment, character.



Careers portfolio

2. Discuss with students what they may need to include as they get more work experience and training. Possibilities are:
 - referee lists;
 - job descriptions;
 - applications;
 - training certificates;
 - professional licences;
 - awards;
 - thankyou letters from customers or colleagues;
 - work samples or photos;
 - articles about jobs or companies in which they are interested;
 - job search logs.

The portfolio can be used to assist students (and parents) with the selection of units for further study. The portfolio can include goal statements, pathway plans and interest inventory results.

Portfolios may also be relevant in the assessment and reporting of outcome statements.

3. Having collected material and produced a range of items for their portfolios, students need to develop strategies to present the information and ideas on how and when it can be used. The portfolio can be drawn on for different purposes, for example, not all of the material would be taken to an employment interview.

Students brainstorm ideas on possible ways of presenting their information.

Teachers should guide students on the method of presentation, sequence of information and deadline for it to be completed.

4. Working in pairs, students complete the *Peer assessment* to assess the work of a friend.



Resources

- Copies of the *Careers portfolio* sheets (2 pages)
- Copies of the *Career portfolio peer assessment* sheet (1 page)
- The Facts section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://www.jobguide.dest.gov.au>
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>

Victorian Essential Learnings (VELS)

Level 4, 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Personal Learning	The individual learner Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Information and Communications Technology	ICT for visualising thinking ICT for creating ICT for communicating
	Thinking Processes	Reflection, evaluation and metacognition