

CONSTRUCTION
FUTURES



**SCHOOL
EXCURSION**
PROGRAM

YEAR 12

CAREERS IN CONSTRUCTION



PURPOSE OF THE LEARNING ACTIVITY

Students collect and organise information to investigate career development opportunities in the construction industry.

As an outcome of this series of activities, students will develop a career plan designed to support them in accessing a chosen career in the construction industry.

LEARNING ACTIVITY OVERVIEW

Students research roles in the construction industry and identify which may be suited to them, developing a career plan to support them in accessing their chosen role.

CURRICULUM LINKS

Students in Year 12 typically undertake specialised programs of study. This sequence of learning activities has been designed to accommodate the learning focuses of a range of students and can be addressed from a number of different curriculum perspectives.

The main purpose of these activities is to provide students with a meaningful context in which to examine and discuss a range of roles in the construction industry and to assess how elements of supply and demand impact the availability of these roles.

Teachers are advised to use the curriculum links as a guide to ensuring these activities support their planned learning and teaching programs.

And overarching learning focus can be drawn from the General Capabilities that are part of the Australian Curriculum.

These activities can be implemented in the context of the **Career and Enterprise ATAR Course**, Year 12, focusing on:

- Outcome 2 – Career and enterprise investigations.
- The nature of work.

For students not studying the **Career and Enterprise ATAR Course**, the following curriculum links are relevant.

English Year 12 - Create a range of texts:

- Transforming and adapting texts for different purposes, contexts and audiences.
- Sustaining analysis and argument.
- Using appropriate quotation and referencing protocols.
- Using strategies for planning, drafting, editing and proofreading.
- Using accurate spelling, punctuation, syntax and metalanguage.





LEARNING ACTIVITY

BEFORE VISITING THE CONSTRUCTION FUTURES CENTRE

Students brainstorm and then research jobs in the construction industry.

In groups, students classify the jobs they have identified, so that they are grouped according to the type of work and/or the stage of the construction process.

Individual students write a shortlist of three to five jobs they would like to learn more about while they are at the CFC.

DURING THE VISIT

Students engage with exhibits of the CFC with the purpose of identifying and categorising jobs including:

- job title;
- job description;
- construction stage;
- attributes required; and
- personal affinity.

Students identify a role or roles in which they have a particular interest and note pathways into these roles and where/how they can find further information.

AFTER THE VISIT

Students research a role in which they have a particular interest to find out what study or training pathways they will need to undertake to prepare for each job.

Students write a career plan showing the stages and timeline to get from where they are to accessing the job they have identified and noting what they will need to do to successfully progress into the job.



SKILLS RELATED TO THE CONSTRUCTION INDUSTRY

The Construction Futures Centre has identified core skills that relate to careers in the construction industry. As students complete learning experiences before, during and after their visit to the Construction Futures Centre, they should be encouraged to work in ways that enable them to apply and demonstrate these core skills and to identify how these relate to and are applied in roles in the construction industry.

THE CORE SKILLS ARE:

- reading;
- writing;
- speaking;
- listening;
- numeracy;
- technology;
- teamwork; and
- problem solving.

SUGGESTED WEBSITES

www.joboutlook.gov.au/
www.designandconstruct.com.au/
www.graduatecareers.com.au/
www.buildyourcareer.com.au/
ctf.wa.gov.au/careers/
www.aapathways.com.au/



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