Embedding career education in the Victorian Curriculum F–10

English, Level 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 and levels:** English, Level 8

**Relevant content description:** Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to these groups [(VCELT405)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT405)

**Existing activity:** Reading multimodal texts about different groups in society and discussing the ways the language and images used position the audience.

**Summary of adaptation, change, addition:** Reading multimodal texts about different occupations, careers and courses, and discussing the ways the language and images used position the audience.

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 selects a range of multimodal print and digital texts that contain both words and visual images, such as photographs, illustrations, graphs and tables. | Teacher directs students to websites that provide information about different occupations and careers. This may include information about related higher education courses, but this element is not essential. Students should be directed to explore a wide range of possible fields in the first instance. For example, the list could include, but should not be limited to:* nursing
* engineering
* teaching
* finance
* hospitality
* landscape gardening
* plumbing
* defence force.
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| Teacher selects one text to read aloud with students.  | Teacher guides students through a selected website to explore the ways that the words and images work to create a particular view about the career. The focus could be on representations of gender, the way people are dressed, the age of the people presented, the facts and figures provided about the role or the language used to describe the kind of work completed in these roles. For example, students consider things like:* What adjectives are used to describe the role?
* Describe the visual images that are included.
* What are the people in the images doing?
* Describe the facial expressions of any people in the images.
* What information is provided in graphs and tables (if included)?
* How does the whole text position you to think about the occupation or career?
* What kind of person is being targeted through the text?
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| Students present their ideas about the ways the text positions the audience to feel a particular way about a group. This includes reference to specific words, phrases, sentences and the visual images, and the way these sit within the context of the whole piece. | Students each select another website from the list provided by teacher. If none of the websites capture a student’s interest, they should be supported to select their own. Involving students in the selection of their own website (from a curated list) enhances career-related learning.  |
| Students are provided with a multimodal text of their own to read. Students explore the ways language and visuals work together to support a particular position. | Students explore the websites and respond to the above questions about how they are positioned by it. |

Considerations when adapting the learning activity

* Teachers may need to provide a multimodal print text as an example of a career or occupation before they move students to a website that contains an interactive element.
* This activity may be tailored to the specific needs, abilities and interests of a cohort, such as trades and apprenticeships or health.

Additional resources to help when adapting the learning activity

* [JobOutlook](https://joboutlook.gov.au/Career)
* Monash University, [Alumni stories](https://www.monash.edu/science/alumni-archived/graduates) (features range of texts showcasing different careers)

Benefits for students

Know yourself – self-development:

* Students interpret information to make informed, critical decisions about future career paths.
* Students develop self-awareness as they understand the ways they are positioned by texts such as career-related materials.

Know your world – career exploration:

* By self-selecting a career website to analyse, students find out more about a career or occupation of interest to them.
* A number of tasks associated with this activity provide experiences that may be replicated in some workplaces, such as independent research, consideration of overall layout of information, the capacity to understand when an audience is being positioned by a text.

Manage your future – be proactive:

* Students explore data drawn from or about the workforce to help to form a clearer picture of the workplace and some of its requirements and demands.
* Students build their knowledge of the world of work and the relationships between work and society.