Embedding career education in the Victorian Curriculum F–10

English, Level 9

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 9

**Relevant content description:** Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts [(VCELT435)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT435)

**Existing activity:** Closely examining a range of short texts with different purposes, intended audiences, cultural and social contexts.

**Summary of adaptation, change, addition:** Working with texts drawn from fiction and non-fiction to explore different perspectives on work and careers.

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 short texts with different purposes, intended audiences, cultural and social contexts. | Teacher selects a range of short texts with different purposes and intended audiences, which include descriptions of work or careers.  Example texts include ‘The Drover’s Wife’, by Henry Lawson and ‘Life of Ma Parker’, by Katherine Mansfield. |
| Students complete a set of questions on the variety of short texts that consider the author’s choices of structure and style, and how they have shaped the text to meet a particular purpose and audience. Students consider questions like:   * Who is the author of the text? * What is the form of the text? (excerpt from a novel, poem, letter, podcast) * When was the text produced? * What period in history was the text set? Is this different to the period in which it was written? * What is the purpose of the text? (to inform, to persuade, to entertain) | As per the existing activity, students complete a set of questions on a variety of short texts that consider the author’s choices of structure and style, and how they have shaped the text to meet a particular purpose and audience. They consider additional questions like:   * What occupation is shown in the text? * How is the occupation shown? * What comments about work are made within the texts? * Who is the intended audience of the text?   Students reflect on the text’s depiction of work and careers and if they are positioned to agree or disagree with the messaging in the text. They consider their own attitudes to work, and if the text has influenced their thinking. |

Considerations when adapting the learning activity

* Teachers could select short texts that complement the genre or form that is being studied in class. These texts can be used as models to support students in their understanding of the structures and features comprised in that specific text.
* Teachers could select short texts that enhance students’ understanding of a specific historical and social context to support the primary text for study.

Additional resources to help when adapting the learning activity

* Library staff could recommend a range of suitable texts on different subjects and occupations that are drawn from both fiction and non-fiction collections. Both print and digital texts could be used to support this activity.

Benefits for students

Know yourself – self-development:

* Students read a range of texts that are written for various purposes and audiences that will help them to identify the different conventions of genre and form.
* Students work independently and collaboratively to read, synthesize and reflect on the experiences of work that have been presented.
* Students reflect on their own ideas about work, and the way they see themselves as employees in the future. This enhances self-awareness.

Know your world – career exploration:

* Students explore the experiences of others in particular professions and make more informed judgements about the areas of work that are of interest to them.
* Independent research may follow for students as they explore an area of work that has been of interest to them.

Manage your future – be proactive:

* Students consider a range of perspectives on different occupations and expand their understanding of the requirements of a range of fields.
* Students gain a broader understanding of the kind of skills, behaviour and learning that are required for a variety of occupations, expanding their knowledge of the world of work in general.