Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL),

Pathway B2: Level 5

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 as an Additional Language (EAL), Pathway B2:   
Level 5

**Relevant content description:** Write simple texts that present a point of view [(VCEALC377)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC377)

**Existing activity:** Writing an application for a leadership position at the school, such as for school captain or student council.

**Summary of adaptation, change, addition:** Exploring job application cover letters and adapting the letter of application to include common cover letter features.

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 guides students in a discussion about different positions of responsibility in a school environment, including:   * school captains * vice school captains * house captains * Prep buddies.   Applying for these positions in one’s school career often requires an application letter and an interview or short presentation. | Teacher discusses the real-life, authentic parallels of applying for positions of responsibility in schools, in the context of applying for jobs. Teacher guides students in a discussion about how individuals may present information about themselves when applying for a job. They explain that applying for a job usually entails:   * an application form and/or letter * a curriculum vitae (CV) * an interview. |
| The skills, experience, attributes and values required by potential leaders are explored. These may include:   * maturity * teamwork * kindness * community spirit * commitment * resilience. | Teacher shows students a simple job advertisement and leads a discussion about the general skills required in most jobs, such as the ability to be organised, work well with others and being punctual. They also identify skills specifically required in the sample job advertisement. |
| Teacher asks students to reflect on their own skills and experiences. Students may complete a personal profile, write a journal entry or make lists in pairs or small groups to facilitate discussion of their own unique personal characteristics. | Students reflect on their skills and experiences demonstrating the skills identified. They include these in the personal profile/resource created in the existing activity. |
| Teacher models the production of a persuasive text, in the form of a written application for a school leadership position. Teachers may explicitly teach phrases and sentences including:  *With my skills in \_\_\_\_\_\_\_\_\_\_, I would be an ideal leader.*  *An example of my previous experience is \_\_\_\_\_\_.*  *I have achieved \_\_\_\_\_\_\_\_\_, which means I would do an excellent job \_\_\_\_\_\_\_\_\_\_\_\_.*  *If I were appointed in this position…* | Teacher shows students a simple job advertisement and corresponding cover letter. They compare and contrast the features of a cover letter with the model application letter from the existing activity. |
| Students write their own letter of application for a school leadership position, promoting themselves as an ideal candidate for a position of responsibility in their class and/or school. | Students to adapt their letter of application for a leadership position to become a cover letter that includes their experience, skills and attributes as relevant to the sample job advertisement. |

Considerations when adapting the learning activity

* Teachers may provide a partially completed template for some EAL students to support their language and graphic organisers to support the development of personal lists of attributes and skills to be used in the written texts.
* Bearing in mind that an EAL learner at Level 5 may have a chronological age within a much wider range, a cover letter may or may not be suitable as the sample document. Teachers will need to scaffold this by reflecting on which documents relating to a job application are suitable, and what other categories might be suitable alternatives for some categories in lower age brackets, for example at primary school.

Additional resources to help when adapting the learning activity

* Sample curriculum vitaes (CVs) or resumes - [Microsoft Office CV template](https://templates.office.com/en-gb/simple-cv-tm00002110) or [Youth Central](https://www.youthcentral.vic.gov.au/jobs-and-careers/applying-for-a-job/sample-resumes-and-cover-letters)
* Entry-level job advertisements which can be further simplified can be found at [Jobs for Youth](https://www.jobsforyouth.com.au/)
* The [Career Education Framework](https://www.vcaa.vic.edu.au/curriculum/CareerEducation/Pages/WhatDoStudentsNeedtoLearn.aspx) ‘skills and attributes’ page is a good place to identify relevant skills.

Benefits for students

Know yourself – self-development:

* Students reflect on, and recognise the importance of, their own unique skills and attributes. They also identify what skills and attributes are commonly sought after by employers.

Know your world – career exploration:

* Students distinguish between the distinct processes required when formally applying for a position of responsibility, both at school and in a work context.
* As they adapt a school task to be relevant to a job application, students connect their learning to the world of work.

Manage your future – be proactive:

* Students reflect on their capacity for growth and the potential to progress from one position to another, through recognising how skills and attributes are transferrable.
* As they create cover letters, including reflecting on the skills they possess already and identifying those that are often desirable, students develop skills to help them plan and manage their future careers.