Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL)

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 B1: Levels 7, 8

**Relevant content description:** Write ‘real world’ texts ([VCEALC297)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC297)

Use appropriate non-verbal communication to sustain interaction with others [(VCEALA249)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA249)

**Existing activity:** Writing an instructional/procedural text.

**Summary of adaptation, change, addition:** Linking the process of writing and presenting an instructional/procedural text to an occupation.

2. Adapt the learning activity to include a career education focus

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher exposes students to a range of procedural texts. These may include instruction manuals or recipes, and short video clips of instructional texts such as repair videos or home cooking programs.  | Teacher guides students to make links to the different occupations, training or skills associated with the procedural texts explored in the existing activity.  |
| The class discusses and documents elements of a procedural text, including features like:* inclusion of a list of materials
* the use of imperatives
* stepped instructions, with clear language
* use of conjunctive adverbs (first, next)
* visual representations.
 | Activity step runs unchanged. |
| Students select a topic or hobby about which they could instruct others. Possible topics include: * baking cookies
* threading a sewing machine needle
* dribbling a basketball
* planting seeds.
 | Students select an occupation they would like to explore or a career-related skill or knowledge they possess. They select a task or topic associated with the occupation to create their procedural text. Possible topics include:* preparing dough to make bread (chef/cook)
* modelling how to kick a ball (coach)
* modelling an experiment (scientist)
* planting a garden (horticulturalist).
 |
| Students plan and write a short procedural text. | Taking into consideration the role they adopt, students are encouraged to edit their text to include appropriate jargon (special words used in that profession). This expectation can be adjusted based on the language level of individual EAL learners.Examples of occupational jargon include:* preheat, prep, stir, beat, workstation, knead (chef/cook)
* use of idioms such as ‘crunch time’, ‘head in the game’ (coach)
* typical results, methodology, hypothesis (scientist).
 |
|  | Students review their procedural texts, annotating the texts to indicate the visual language they also need to include to make the procedure clear for their audience. This may include gestures, diagrams, images and modelling.  |
|  | Students deliver oral presentation of procedure through a pre-recorded video or live to peers. Students to reflect on, or discuss, each other’s presentations to widen the range of career-related information to which each student is exposed. |

Considerations when adapting the learning activity

* Teachers may adapt the task by allocating students a work role and providing them with prepared text. In this case, students would focus more on the non-verbal communication required for the task.
* Teachers may extend the task as a speaking and listening opportunity, with peers attempting to follow the steps presented in the procedural texts.
* The task may be further extended with students producing manuals, including images, to accompany their presentations. This relates directly to the curriculum: Level B1: Writing: Linguistic Structures and Features: Grapho-phonic awareness.

Additional resources to help when adapting the learning activity

* Department of Education, Literacy Teaching Toolkit – [Procedure Language Features](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/procedurelanguagefeatures.docx)

Benefits for students

Know yourself – self-development:

* As they create and observe procedural texts from different occupations, students will recognise the importance of clear, logical procedural texts in many subject areas and associated careers and develop their skills in this area.
* As they create and present their procedural texts, students develop their capacity to communicate with both verbal and non-verbal strategies.

Know your world – career exploration:

* By reflecting on their own skills and interests and using these to develop their own presentation, students may reflect on their own suitability for, and interest in, different careers.
* Students explore how vocabulary and other features of language can both differ and be transferable across different workplaces.

Manage your future – be proactive

* As they research careers of interest and create procedural texts relating to these careers, students utilise an opportunity to learn and explore career possibilities.