Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL),

Pathway C4: Level 10

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 C4:
Level 10

**Relevant content description:** Extract and manipulate relevant information from a range of texts ([VCEALC759](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC759))

**Existing activity:** Analysing a character and producing a profile of a character from a set text.

**Summary of adaptation, change, addition:** Extending a character analysis to include reflection on the character’s career path and to inform reflection on how a career path can evolve.

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 |
| After reading a set text that features a main character (with an identifiable occupation), teacher asks students to focus on that character. They create a mind map or summary paragraph that provides an overview of the character, including qualities such as physical features, personal characteristics, behaviour, skills, likes/dislikes, dreams, goals and aspirations.  | Teacher extends on the profile task by asking students to consider the character’s career journey and create a personal journal entry that includes a reflection on that character’s job. A prompt such as: ‘My personal journey’ may be used as a guide. Students may select a moment in the text that involves the character’s role, explore their character’s feelings about that particular stage in their life and reflect on how they got to that point.  |
|  | To assist students in taking on the perspective of their chosen character, teacher may scaffold by initially offering a set of questions as guidance, such as:* When you were young, what were your goals for your future?
* What achievements in your life are you most proud of?
* Do you consider yourself successful? Why/why not?
* What was a ‘turning point’ in your life/career that has made you who you are today?
* What future plans do you have? What do you need to do to ensure you achieve these plans?
* If you could design an ideal future job for yourself, what would it be?

Students are encouraged to use evidence from the text to support their ideas and to develop their responses.  |
| Students produce a character profile or mind map that reflects on the key aspects of a character.  | Using their responses to the questions, students plan and produce an extended journal entry from the point of view of the character. Teacher guides students to produce a reflection that addresses how a character’s past, present and future are connected and how their decisions and experiences influence their choices, with a focus on their careers. Students are then encouraged to reflect on how they might use insight gained to inform their own decision-making. Teacher can encourage them to use a career planning tool such as a Career Action Plan or e-portfolio to record their reflections. |

Considerations when adapting the learning activity

* Teachers may further scaffold the task by prompting EAL students to use an interview structure to draft their journal reflections, where a peer asks the questions and they answer each question individually.
* Students could also write their own additional questions and share them with their peers.
* Teachers may offer further scaffolding by providing a graphic organiser that maps the character’s life experiences in the text. The graphic organiser could include pre-filled sections to prompt the students, under subtitles such as: ‘Where I came from’, ‘My strongest memory’, ‘My life’s turning point’, ‘My greatest success/failure’ and so on.
* Students could present their extended response in the form of an interview, a speech or a personal monologue as a variation on the activity.
* Teachers will select a text that is suited to their own class and context. An example of a text that is suited to this activity might be *To Kill a Mockingbird.*

Benefits for students

Know yourself – self-development:

* Students are exposed to different text types, including mind maps and journal entries as literacy tools for understanding texts and recording ideas.
* Students connect more deeply with the characters in texts and gain a greater understanding of how experiences or motivations affect their behaviour.
* Students can work collaboratively with peers to negotiate and complete a task.

Know your world – career exploration:

* By exploring a character’s path to work, and their feelings around their careers, students expand their understanding of the world of work.

Manage your future – be proactive:

* Students can be supported to consider how the extension questions can apply to their own lives, with a particular focus on planning to achieve goals. This insight could be added to a career planning tool such as a Career Action Plan or e-portfolio.