Embedding career education in the Victorian Curriculum F–10

Indonesian: F–10 Sequence, Levels 5 and 6

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:** Indonesian, F–10 Sequence, Levels 5 and 6

**Relevant content description:** Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class [(VCIDC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC036)

**Existing activity:** Hosting ‘Indonesia Day’ activities as assigned by teacher.

**Summary of adaptation, change, addition:** Leading cultural activities rather than assisting teachers.

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 organises an ‘Indonesia Day’ program and outlines goals of the event (e.g. to raise profile of learning Indonesian, to celebrate Indonesian cultures). Teacher assigns students to specific roles to fill on the day. | Instead of assigning roles, teacher guides students in deciding what activities they will lead/assist during Indonesia Day. Students consider what they would like to share, and strategies for meeting their goals and the goals of the day. |
| Teacher organises guest presenters (if required) and provides instructions for other teachers running activities (e.g. mask making, dance, traditional games). Students are designated as helpers to facilitate activities. | Students (in groups) take responsibility for preparing for, and running, the Indonesia Day activities. With teacher assistance they learn how to do the activity they will lead and practise the language they will need to use (e.g. giving instructions). Students can work with teacher to decide how to deliver these messages to younger students: by drawing pictures, or labels with the translation, or by translating to English. |
| Teacher provides students with materials and/or instructions for helping the teachers (and presenters) who lead activities. | Student groups (with teacher assistance) formulate a running sheet and equipment list for each activity and take primary responsibility for ensuring rooms are set up for their activity. |
| Students use Indonesian to welcome and thank guest presenters and thank classroom teachers on the day. Then, students assist classroom teachers running workshops with younger students. | Students develop their language skills as they use Indonesian to welcome and thank guest presenters and to give instructions to workshop participants on the day through activities that they have designed.  In the adapted activity, students and teachers swap roles as teachers assist students running workshops with younger students. Students use their language and leadership skills to run their chosen activities. |
| During and after the event, teacher assesses students’ language use (in posters, thank you speeches and cards). | In addition, teacher prompts students to reflect on their language development from initial practice to presentation day, as well as the experience of leading activities for younger students. They identify skills they developed through the activity, and how they might use these skills in the future. |

Considerations when adapting the learning activity

* If students are working in small groups with high autonomy prior to the event, teachers should ensure there is a regular ‘check-in’ process to head off problems and stay in communication with classroom teachers to ensure that issues with group dynamics are dealt with early.
* ‘Support’ roles such as checking running sheets, looking after equipment, setting up rooms, helping guests with equipment and returning equipment and furniture after the event present opportunities for students with a range of skills to take on responsibility.
* Teachers may wish to link the responsibilities undertaken/skills developed in the activity to employability skills or explicitly discuss how these skills are used in the workplace, to enhance the career education component of the activity.
* To build authentic activities and extend the career focus, teacher could consider tapping into programs that link artists with schools (e.g. [Creative Learning Partnerships](file:///C:/Users/02257017/Desktop/Internets%20down%20Sep%204/Indo/creative.vic.gov.au)) or use personal/professional contacts to enable students to form a relationship with an Indonesian artist over time, learn from them and then share their learning with younger students.
* Suggestions for managing the scope of this activity: do a pilot program (e.g. one Grade 6 class working with one Foundation class on rotating activities for half a day) before scaling up in subsequent years; work with another specialist (e.g. the Performing Arts and/or Visual Arts teacher) to share the workload; start planning at least 6 months before the event and make sure the event day is fixed in the school calendar. Classroom teachers should also be engaged ahead of time to allow time allocation for preparation as required.

Benefits for students

Know yourself – self-development:

* Working in a team to organise an event helps students to understand and value their own and others’ strengths, interests and skills, and develops their ability to communicate effectively.
* Taking responsibility for the planning process requires the ability to be adaptable and respond to challenges with a flexible mindset, as students face logistical hurdles or differences in opinions in their group.

Know your world – career exploration:

* Students see the links between skills learnt at school and those used in different roles outside the classroom. This helps them to understand the relationship between work and society.
* Students use Indonesian in real-world contexts (thanking presenters, giving simple instructions to younger students). Students can consider how they have used their language skills while in their different ‘jobs’ and be scaffolded to see the connections to the world of work.

Manage your future – be proactive:

* Students use organisational, planning and self-management skills to work in teams and lead activities for a public audience, which helps them begin developing these skills for later in life.