Embedding careers 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 careers 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 descriptions:** Justify a point of view to peers with increasing confidence [(VCEALC741)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC741)

Use pronunciation, intonation, volume and stress to support meaning [(VCEALL756)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL756)

**Existing activity:** Participating in a class debate.

**Summary of adaptation, change, addition:** Debating a current career-related topic.

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

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| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher introduces students to the structure, roles and conventions of a debate. The class brainstorms a range of issues suitable for debate. This discussion focuses on achieving a comprehensive understanding of a persuasive text such as issue, argument, rebuttal and evidence. | Teacher leads a brainstorm what students know about ‘careers’, drawing out knowledge of career pathways, work, jobs and how they relate to the students’ futures. Teacher then asks students to brainstorm a range of debate topics associated with careers. Possible topics may include:   * There are ‘male’ jobs and ‘female’ jobs * Transparency in salaries and rights (explore how language and culture can be a barrier to achieving parity with other groups of workers) * School leavers are not career-ready * Salary should be a priority in career choice. |
| Teacher divides students into groups of three. The groups are paired and assigned an issue; one group is assigned the role of ‘Affirmative’, while the other group is assigned ‘Negative’.  Within their groups, students are allocated a debating role:   * First Affirmative/Negative * Second Affirmative/Negative * Third Affirmative/Negative.   In their groups, students discuss and articulate their initial position on the topic. | Each of the groups selects one of the career-related topics to debate. |
| Individuals research and develop their own arguments and convene to collaborate and achieve a cohesive argument supported by evidence. They also predict the arguments their opponents may make, to strengthen their own position and opportunities for rebuttal. | Activity step runs unchanged.  EAL learners may require further scaffolding to support their individual research and to identify appropriate digital material. |
| The class conducts a debate, with both sides competing to persuade their audience of their position. | Following the debate, students pose questions to speakers to provoke more personal reflections and connection between the issues explored and students’ own experiences. Students could be supported to consider if the issues discussed are likely to affect their futures and how they could work through issues raised.  Reflection on the types of skills they have developed would also be appropriate at this level. This activity is ideal for highlighting different modes of communication for different purposes, how to structure an argument, how to research and present findings, how to think creatively and critically about an issue. Students could be prompted to think about what work environments would benefit from these skills and what this might mean for their personal choices. |

Considerations when adapting the learning activity

* Teachers may need to conduct additional research to ensure that they can support the development of a debate that authentically explores some of the work-related issues and connects these back to the learners’ own experiences, as they may have little personal experience of these.
* Teachers may provide sentences stems or frames to support EAL learners to develop their debating text.
* EAL learners should be encouraged to conduct research using their home language resources, as well as English resources. Actively encouraging this in a mainstream classroom will model respect for others’ cultures and encourage students’ plurilingualism.

Additional resources to help when adapting the learning activity

* [Young Workers Centre](http://www.youngworkers.org.au/) (for information on rights for young workers to support debate research)
* Debaters Association of Victoria, ‘[Speaker roles](https://dav.com.au/resources/itd_speaker_roles.php)’

Benefits for students

Know yourself – self-development:

* Students use communication skills to interact effectively and positively with their peers.
* Students practise presenting and justifying a personal viewpoint, developing their self-confidence.
* Students reflect on skills employed in the activity, building self-awareness.

Know your world – career exploration:

* Students link skills developed (public speaking, justifying a point of view) to those used in a range of careers including politics, journalism, public service, the performing arts and law.
* As students research current career-related topics, they develop their ability to use information and technology effectively.

Manage your future – be proactive:

* As they research current career-related topics, students will learn of some of the barriers they may face as they embark on their careers and anticipate ways to face these challenges. This can also help students make informed decisions about career options.