Embedding career education in the Victorian Curriculum F–10

English as an Additional Language (EAL),

Pathway A2: Level 3

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 A2:   
Level 3

**Relevant content description:** Write sustained texts using sentences based on simple repetitive, modelled patterns [(VCEALL151)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL151)

**Existing activity:** Writing a biography of a famous person.

**Summary of adaptation, change, addition:** Writing a biography of someone whose career has been influenced by a love of, or talent for, the English language, exploring their career journey.

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 presents a range of biographical texts to students, drawing attention to the features of a non-fiction text and biographical writing. Teachers may present videos and/or pre-recorded interviews to complement the study and to engage EAL learners. | Teacher focuses on individuals who have studied English or those who are renowned for their work in literature, film, theatre or another writing pursuit. |
| Teachers ask students to choose a famous person to research. | Teacher provides students with a list from which they can select an individual to research. The list may include poets, playwrights, authors, filmmakers and journalists to demonstrate a wide range of potential careers relating to the study of English or a love of writing. |
| Students research the early life, achievements and setbacks/hurdles of a selected famous person. | In addition to researching the early life and general facts about the person, students explore aspects of the individual’s career journey, including their:   * education background * first occupation * career setbacks and/or turning points * career achievements * reasons for choosing their career * plans or hopes for the future when they were younger. |
| Teacher introduces types of language and syntax (sentence structure) associated with biographical texts. Teacher models a text structure and sentences that may be used in the construction of a student’s own biography.  Examples may include:  *Paul Jennings was born in England in 1943. Now, he lives in Australia.*  *He is a famous writer, known for his humorous short story collections and novels for young people.*  Teacher may provide sentence stems or frames to assist EAL learners to form accurate sentences for their biography. Teachers may need to provide some EAL learners with a partially completed biography to offer them a more explicit scaffold as a starting point. Some examples of cloze sentences may also be of assistance. | Teacher can direct students to consider career influences and shifts using sentence structures including:  *Paul Jennings studied teaching.*  *His first job was as a teacher at Frankston State School.*  *He changed careers and became a speech pathologist and later, a lecturer.*  *A challenge was when he did not have enough money so he had to be a lecturer and a writer at the same time.* |
| Students produce a biography of a famous person. | Students produce a biography of a famous person, with an emphasis on their career path and educational journey. |

Considerations when adapting the learning activity

* Teachers may encourage EAL learners to use their home language to learn new English terms such as ‘author’, ‘journalist’, ‘filmmaker’ and ‘poet’.
* Teachers will need to spend time preparing a list of suitable case studies and basic profiles, for example flashcards or short descriptions, either for their own use in the brainstorm or as visual stimulus for students.
* EAL learners should be encouraged to choose an individual they are familiar with, and teachers should make an effort to include individuals on their list from a range of cultural backgrounds.

Additional resources to help when adapting the learning activity

* Biography Online, ‘[Famous writers](https://www.biographyonline.net/writers.html)’
* Reading Rockets, ‘[Video interviews with top children’s authors and illustrators](https://www.readingrockets.org/books/interviews)’

Benefits for students

Know yourself – self-development:

* Students can be encouraged to reflect on the stories of others’ lives and relate these to their own aspirations and experiences.
* Students learn how to write non-fiction texts with an authentic purpose to document and inform, enhancing their literacy and communication skills.

Know your world – career exploration:

* Students learn about a range of careers and educational paths individuals can take, and may consider a variety of careers they had not previously been aware of.

Manage your future – be proactive:

* Researching career journeys of people they are interested in is an opportunity to learn and explore career pathways and options.