Industry Pathways in the VCE and VCAL

Resource for English Teachers – adding industry contexts to VCE English Units 1 and 2

The following is a general introduction to the Industry Pathways program. More specific and detailed information about resources for English Teachers in relation to Industry Pathways in Building and Construction, Community Services and Health, Manufacturing and Engineering, and Sport and Recreation is available on request from the VCAA. To request this additional information, please email the VCAA at <vet.vcaa@edumail.vic.gov.au>.

Introduction

What’s it about?

This resource is designed to assist English teachers of students undertaking an Industry Pathway to connect the learning occurring within English with the Vocational Education and Training (VET) studies from the Industry Pathway. The aim is to better engage students with their English studies and build their ability to transfer English skills across their studies.

Industry Pathways set out a program of studies in the VCE and in VCAL in four broad industry areas:

* Building and Construction
* Community Services and Health
* Manufacturing and Engineering
* Sport and Recreation.

The program descriptors for the Industry Pathways are available on the VCAA website. This document should be read in conjunction with the program descriptors. To attain an Industry Pathway, students must complete the VCE or Senior VCAL, including either the VCE VET program or a school-based apprenticeship or traineeship from the identified industry, English (literacy in VCAL), mathematics (numeracy in VCAL), other studies related to the industry theme and 80 hours of structured workplace learning. It is also highly recommended that Industry Pathways students undertake some learning outside of their VET studies that is ‘contextualised’ to the industry theme. This resource is designed to assist teachers to contextualise English.

How has the industry context been determined?

The context for each industry has been drawn mainly from the VCE VET program for the relevant industry. The different units of competency or modules in the VCE VET program have been analysed to identify skills and contexts relevant to the VCE English Units 1 and 2. This is illustrated in the mapping tables for each industry in this resource.

A set of Contextualised Learning Activities (CLAs) has been developed to illustrate how the industry context can be applied in the English curriculum.

**Note:** The VCE English study has been reviewed and from 2016 its structure differs from that referred to in these resources; however, these resources can still be used as general references.

What the resource includes

* A common introduction that applies to all four Industry Pathways. It provides instructions on how to use the resource and advice on implementing contextualised learning activities.
* A resource for each of the four Industry Pathways industries:
* Building and Construction
* Community Services and Health
* Manufacturing and Engineering
* Sport and Recreation.

Each of the industry resources includes:

* a mapping table illustrating the alignment of the key skills and knowledge in VCE English Units 1 and 2 with the sample CLAs and where possible with the VET program
* sample contextualised learning activities, including relevant resources
* a resource list relevant to all three outcomes in VCE English Units 1 and 2
* a glossary of key terms and activities (terms in the glossary appear in *italics* in the text)
* additional materials, including worksheets and templates related to the CLAs.

Advice on using this resource

Effective contextualisation is more likely to occur when students have the opportunity to work through substantial activities while being taught how English skills can be transferred to their vocational studies. It is recommended that a CLA consist of a minimum of approximately **five hours** of classroom time.

The CLAs have been designed for adaptation by the teacher. Teachers can use one, many, or all CLAs, adapt them to their local circumstances and/or make up their own CLAs. Each CLA is directly linked to a particular English outcome, but has been designed so it can be taught during Unit 1 or Unit 2. Teachers may choose to contextualise more of one particular unit than another – or work with one activity in Unit 1 and then complete the extension activity version in Unit 2.

A resource list is included, covering resources that can be used for each outcome across the year. This demonstrates just how far contextualisation can occur.

Industry terminology and references to key skills and knowledge associated with units of competency have been highlighted with a dotted underline so English teachers are able to remind students of the relevance to their industry of the activity within English studies. This conscious transferring of skills and knowledge from one study to the other is an important aspect of contextualisation.

Some CLAs include significantly more overt industry links than others – but each activity has been designed to connect the English curriculum with skills relevant to the industry.

Duration of a CLA will depend on a range of factors, including class ability, prior knowledge and overall focus, but also on whether extension/alteration activities are being applied. Teachers are advised to look closely at the expectations of each task and allocate appropriate class time.

Advice on developing CLAs

The key for teachers developing their own CLAs is to make the links between the subjects explicit for students. One level of contextualisation is using industry-specific texts as English texts. Using such texts will consolidate the contextualisation for the students and hopefully engage them in their English studies. The next level is building literacy and communication skills that students can transfer between English and VET.

Teachers are advised to speak with the relevant VET teacher to gain a better idea of the industry context, including the requirements for English-related skills in the industry.

Another successful means of developing contextualised learning activities developed in pilot work is to utilise environments outside the school as a basis for contextualised learning at school. This includes attending relevant outreach activities at tertiary providers or industry excursions.

Workplace learning also provides an opportunity to contextualise English studies. For example, a written report on workplace activities can be used as an English piece.

Timetabling and sequencing

The contextualised learning activities are most valuable to students undertaking an Industry Pathway or relevant VET studies. This does not mean that classes need to be timetabled to only include students also undertaking VET. While this may be possible in some schools, it is also likely not to be possible in the majority of cases. For this reason the contextualised learning is designed to meet the requirements of the VCE English Study Design and is equally relevant to students who are not involved in an Industry Pathway.

Using the same CLA in a class that includes students from a variety of different industries

Many of the CLAs are covered in all of the different industries – just utilising different resources and foci for the class to work with. This makes it possible for a teacher to use one of these common CLAs in a class that includes students from a variety of different industries. Using the Potential Resource List from each of the industries, teachers can individualise their lessons to support students from all the four industries in the same class. The title of the CLA and industry or industries to which it applies are set out in the table on page 4.

Contextualised learning activities (CLAs)

| CLA Title | Relevant Industries |
| --- | --- |
| **Area of Study One** |
| Small Group Investigation of a Text | Building and ConstructionCommunity Services and HealthManufacturing and EngineeringSport and Recreation |
| Writers Workshop to Build on Feedback | Building and ConstructionCommunity Services and HealthManufacturing and EngineeringSport and Recreation |
| Exploring Themes through Poetry | Community Services and Health |
| **Area of Study Two** |
| Exploring and Presenting Themes | Community Services and HealthSport and Recreation |
| Exploring Technology and Communication | Sport and Recreation |
| Exploring Workplace Communication | Building and ConstructionCommunity Services and HealthManufacturing and EngineeringSport and Recreation |
| Writing for Specific Audiences and Purposes | Building and ConstructionCommunity Services and HealthManufacturing and Engineering |
| **Area of Study Three** |
| Analysing Texts | Building and ConstructionCommunity Services and HealthManufacturing and EngineeringSport and Recreation |
| Writing Point of View | Building and ConstructionCommunity Services and HealthManufacturing and EngineeringSport and Recreation |
| Using Persuasive Language Verbally | Building and ConstructionManufacturing and Engineering |

Further resources

* VCE VET programs and VCE study designs are available on the VCAA website:
* <[www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx](http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx)>
* <[www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/Pages/vet/programs/index.aspx)>.
* To search for a VET qualification, unit of competency or module, go to:
* Training.gov.au for training package qualifications and units of competency: <[training.gov.au/Home/Tga](http://training.gov.au/Home/Tga)>.
* Department of Education and Training for Victorian-accredited qualifications and modules: <[www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx](http://www.education.vic.gov.au/training/providers/rto/Pages/courses.aspx)>.