Embedding career education in the Victorian Curriculum F–10

English, 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, Level 10

**Relevant content description:** Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative or persuasive purposes that reflect upon challenging and complex issues [(VCELY479)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY479).

**Existing activity:** Analysing written and spoken persuasive pieces about a current issue, including identifying persuasive language used and how arguments are presented.

**Summary of adaptation, change, addition:** Create a persuasive text that provides advice to young people about an issue related to the world of work, such as the potential impact of a digital footprint on employability.

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

|  |  |
| --- | --- |
| Existing learning activity | Adaptations, changes or extensions that can be made |
| Teacher selects an issue for classroom focus, and provides a range of opinion and audio-visual texts that discuss the issue. | Teacher facilitates an exploration of the role of social media in relation to the workplace. Students reflect on how social media is used in persuasive ways by different workplaces and organisations. For example, advertising available jobs and services, providing online services, marketing products and services. They could look at examples of websites of popular businesses and reflect on how the business’s online presence influences their opinion of that business and whether they would engage with that business.  Discussion can then move to exploring types of social media students are using, and for what purpose. Students reflect on how they would present themselves as a potential “business”. Discuss the term “personal branding” and its likely impact on them as future/active members of the workforce.  Teacher may choose to show one or both of the videos provided in “Resources” to stimulate discussion.  Each student reflects on what a potential employer might see if they were to explore the student’s online presence, and creates a persuasive piece that provides appropriate advice to their peers (their audience) about the impact of a digital footprint on future work opportunities (e.g. potential employees looking at a candidate’s online social media profiles and posts - including photographs, comments and tweets - as part of a background check). |
|  | Students are encouraged to reflect on what this insight means for them personally. They can be encouraged to spend time curating their online presence (in their own time). |

Considerations when adapting the learning activity

* Many students at Level 10 may already be engaged in paid or unpaid work, or seeking employment, and thinking seriously about their next career-related steps, at school or beyond. They are also likely to be reasonably proficient at using social media platforms. Therefore, it’s appropriate for them to start understanding how professional platforms like LinkedIn are used, and the processes by which potential employers assess candidates. Some schools include this type of content in career education classes, such as pastoral care and wellbeing programs, so teachers should check with the staff members running the school’s career education program so they don’t overlap with activities such as CV writing. This activity can enhance those activities significantly if run in conjunction with the career education program.

Resources

* [Short video](https://www.youtube.com/watch?v=i9txd2FJu64) that highlights the importance of matching your online self to the self you want others to see
* [What employers look for when they check people’s online presence](https://www.youtube.com/watch?v=ZX1rHHp8WDw)

Benefits for students

Know yourself - self-development:

* Students build language analysis skills that support the development of critical thinking, and communication skills.

Know your world - career exploration:

* Students consider a range of opinions that may affect their future employment prospects.
* Students consider how language can be used to support and present a particular point of view.
* Students can explore workplace issues that may be relevant to their own work in the future.
* Students can reflect on workplace issues meaningfully.

Manage your future - be proactive

* Students reflect on the importance of strong communication skills in the workplace.
* Group work supports the development of collaboration skills.
* Students consider the different issues that may affect their career development, and discuss ways to resolve some of the issues.