Embedding career education in the Victorian Curriculum F–10

Indonesian: F–10 Sequence, Levels 9 and 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:** Indonesian: F–10 Sequence, Levels 9 and 10

**Relevant content descriptions:** Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas [(VCIDC072)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC072)

 Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest [(VCIDC073)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC073)

**Existing activity:** Researching a concept or issue drawn from another learning area and create informative texts such as posters, brochures and web pages.

**Summary of adaptation, change, addition:** Viewing or conducting interviews with Australians who have worked in Indonesia, doing further research into their industry then creating a poster or brochure for a careers expo.

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 |
| Students choose an issue from a learning area of interest and conduct research about their chosen issue. | Students and teacher watch interviews with Australians who have worked in Indonesia (see link below in ‘Additional resources’) and collaboratively create mind maps in Indonesian for each interviewee, detailing their job, industry, other jobs in that industry, key vocabulary associated with the industry, entry requirements for the job (education and experience). Students discuss if any of the jobs/industries explored are of interest to them, or if they know of any other job that might take them to Indonesia that appeals more. |
|  | In small groups, students record what they **know** and what they **wonder** about the connections between Australia and Indonesia for each job or industry in the videos. They then share and discuss with the whole class. |
|  | Teacher, provides examples (in English) of careers posters or brochures for class to discuss text-type features and relevant content. Students could reflect on the merits of creating a bilingual resource or one entirely in the target language, reflecting on how this decision will affect the breadth of their potential audience in the careers expo.  |
|  | Each student chooses one interview as their focus and uses the collaboratively generated mind maps and ‘know-wonder’ records as source material. They fact-check these and do further research to gather information for a poster or brochure in Indonesian or both languages designed to encourage Year 10 students interested in a career in the chosen field to continue their Indonesian studies. |
| Students create a poster in Indonesian about their chosen topic. | Using the information they have gathered, and knowledge of what is important to convey via their resource, students create a poster or brochure for a Year 10 careers expo. |
|  | As a whole class, students revisit their **know** and **wonder** notes, add a **learned** column and reflect on how the activity has influenced their thinking about careers. |

Considerations when adapting the learning activity

* Teachers could seek input from the school’s career practitioner when planning this activity to ensure the right types of information are gathered in the discussion and research phase.
* This could be an opportunity to invite a guest speaker or speakers to come to the school or combine with other schools in the region to run a combined forum on Indonesian and Careers.

Additional resources to help when adapting the learning activity

* Asia Education Foundation, ‘[Work and life opportunities](http://www.asiaeducation.edu.au/curriculum/languages/details/asia-skills-in-action)’
* Other case studies might also be sourced from places such as an Indonesian language department at a university, Australia Indonesian Business Council, Indonesian teacher networks, searching SBS or ABC Indonesian language pages for stories (e.g. search terms ‘SBS Indonesia wawancara pemain futbal’ yielded an interview with Robbie Gaspar).

Benefits for students

Know yourself – self-development:

* As they reflect on the jobs they might want to pursue out of those explored in the videos, students build self-awareness of interests and connections with potential careers
* As they work in groups to record what they know and wonder about specific careers, students develop their communication skills to work collaboratively.
* Creating and presenting a written/visual resource develops communication and presentation skills as students produce materials for a specific audience.

Know your world – career exploration:

* Students develop a greater understanding of connections between language skills and career opportunities.
* Students improve knowledge of different jobs within an industry and different pathways in a career.
* Students use technology effectively to research career information and create posters/brochures.

Manage your future – be proactive:

* Students use research skills and reflect on case studies to build knowledge of labour market opportunities, which can help them plan and build their careers.