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|  | Guidelines for Implementing the Victorian Careers Curriculum FrameworkEnglish as an Additional Language |

These Guidelines are provided as a guide to support teachers, trainers and careers practitioners working with young people from English as an Additional Language (EAL) backgrounds. It is expected that the Victorian Careers Curriculum Framework resources will be customised/contextualised to meet the needs of individual learners.

The Victorian Careers Curriculum Framework[[1]](#footnote-1) (the Framework) is an online resource aimed at assisting young people to manage their careers lifelong. It provides a scaffold for a career education program for all young people from Years 7 to 12 and for young learners with VET providers and ACE organisations. It supports the work of teachers, trainers and careers practitioners in the preparation of young people to make a successful transition into further education, training or employment.

For education and training staff working with young people still in the process of learning English as an Additional Language, it is important that the implementation of the Framework recognises each young person’s level of English competency and level of awareness and understanding of career development so that appropriate customisation of the Framework learning activities can be made. EAL teachers and coordinators can assist teachers with planning and implementation of EAL inclusive classwork.

Education and training staff need to be aware of the impact that English language proficiency, cultural differences and life experience may have on some aspects of the Framework for individual young people, and use appropriate teaching practices to support the learning needs of the EAL students. Schools/organisations need to make time available for EAL staff and careers practitioners to work together to develop suitable resources for their learners.

Information on how schools/organisations can customise the Framework for their learning and teaching context is outlined below.

## Three Stages of Career Development

Learning and teaching resources within the Framework are organised into three stages of career development. Education and training staff working with young people from EAL backgrounds may be required to consider the following:

* **Self-development**: Self-development is an important process for all young people, including young people from EAL backgrounds. Young people from EAL backgrounds need to be aware of positive attributes that will assist them in preparing for the world-of-work, recognising existing skills they may already have and use in everyday life. For example, links can be made between unpaid work such as caring for siblings with a career in childcare. Emphasis on the need to strengthen written and oral English will be important in the achievement of career goals. Written and oral English goals are included in existing educational learning plans that the young person may have.
* **Career exploration**: For young people from EAL backgrounds who have recently arrived in Australia, developing knowledge and understanding of the Australian education and training system, and how it links to entry into employment, will be an important focus. Introducing young people to a wide variety of alumni who have successfully transitioned into further education, training and employment can make a valuable contribution to becoming aware of opportunities available and assist in challenging stereotypes about post-school pathways.
* **Career management**: Involving the parent community of young people from EAL backgrounds in their child’s career development journey can help to clarify expectations and increase knowledge. The inclusion of specialist support services to help in transition planning can also assist in the delivery of career management skills. The use of interpreters at parent community information seminars and school/organisation meetings facilitates communication between the school/organisation and home. For information about accessing interpreting and translation services within approved DEECD guidelines, see: <http://www.education.vic.gov.au/school/principals/spag/community/Pages/interpreting.aspx>

## Learning Outcomes in the Framework

A range of learning outcomes has been designed to reflect a developmental continuum of learning in the Framework. A young person’s progression through the learning outcomes may not be linear. Although the learning outcomes are attributed to different year levels, the year levels should be used as a guide only, with an individualised grouping of learning outcomes devised to match individual needs. This is especially important for young people from EAL backgrounds who have experienced disruptions to their schooling or are completing their senior secondary qualification over three years.

Education and training staff should make the English language used in the document more accessible to the student’s level of English proficiency, and ensure that the content is customised to support cultural understanding. Additionally, education and training staff may need to explicitly explain the technical or specialised career development language to ensure young people have clear understanding of the terms. This could be through the elaboration or application of concepts.

## Career Action Plan Templates

The Career Action Plan is a dynamic planning document owned and managed by young people intended to capture their increased career development learning. The Career Action Plan helps young people to develop their awareness and understanding of education, training and employment options required for their preferred course of study, and to develop the skills, knowledge, attitudes and behaviours to effectively manage their careers and transitions throughout their lives. Parental input into the Career Action Plan is highly valued, however schools/organisations should ensure that the content reflects the young person’s plans for their own future.

Young people from EAL backgrounds may complete a standard Career Action Plan template or a template that has been customised for young EAL people. Additionally, although the Career Action Plan templates are attributed to different year levels, the year levels should be used as a guide only, with the year level template used matched to individual needs. Regardless of which Career Action Plan is completed, schools/organisations should further customise the template to meet the unique needs of their learners. This is especially important for young people from extended refugee backgrounds who may have limited knowledge of the world-of-work.

Customisation examples include expanding the “My background” section to include additional information about family history, traditions and experiences, and changing the list of “positive words”, “interests”, “values” and “skills”. The look and feel of the templates can also be changed if young people perceive the grids and boxes to be too similar to a test, and therefore disengage with the process. For young people who have recently arrived in Australia, it may be suitable to remove the “My Progress” section.

Assistance in customising the templates can be sought from EAL school/organisation-based staff, regional-based staff, and specialist support services. This supports a whole-school approach to career development, with time allocation spent on this collaborative work determined by schools/organisations. Examples include:

* **Multicultural Education Aides (MEAs)**: MEAs can assist with communication between EAL students and teachers in the classroom, facilitate the participation of EAL students in classroom activities, assist staff to communicate with parents to engage them in the life of the school, provide staff with insights into the culture and language of the students and their families and assist newly arrived families in their settlement into the new educational community.
* **EAL Coordinator**: EAL Coordinators ensure that teachers are informed about teaching strategies for making the curriculum accessible for EAL students. Teachers of EAL provide information which assists teachers to plan and implement school programs with multicultural perspectives and develop cross-cultural understandings with their students. They assist teachers to assess EAL students’ competence in English, formulating practical goals and objectives for EAL learners and planning programs that cater for the needs of all EAL learners.
* **EAL Regional Program Officers (RPOs)**: RPOs support schools in their region to develop and implement effective EAL programs particularly for students making a transition from English language schools/centres and those with disrupted schooling or no prior schooling. They also assist schools to evaluate EAL programs, provide advice for improving EAL learner outcomes and targeting EAL student support and provide EAL professional learning opportunities for staff.
* **EAL Specialist Coaches**: Schools with high numbers of newly arrived refugee background learners employ EAL specialist coaches to support mainstream teachers to plan and implement curriculum which is inclusive of the needs of EAL learners in particular, EAL learners who have had a disrupted education or have low literacy in their first language.
* **Transitions Officers**: Support the transitions of young people between English Language Settings and mainstream schools.
* **Regional Career Development Officers (RCDOs)**: One EFT RCDO is employed in each DEECD regional office to support education and training providers and stakeholders with the implementation of effective career development programs for young people.
* **Local Learning and Employment Networks (LLENs)**: Where there is a significant young EAL population, the LLENs have partnership strategies included in their strategic plans to improve transitions for young people aged 10 to 19 from EAL backgrounds. You are encouraged to engage with your LLEN.

Career Action Plans are most effective when completed over time and in conjunction with a career education program. This program could include classroom activities embedded across the curriculum, specific “careers” lessons, mentoring or pastoral care programs, subject selection information sessions, attending a careers expo, participating in a trial-a-trade and other similar activities.

Completing Career Action Plans through group-based activities may be preferred for some young EAL people. However, others may prefer an individual approach.

Schools/organisations should retain a copy of each Career Action Plan for 7 years.

## Community Involvement

Parent, carer and community involvement is an important element in effective career planning and the achievement of goals and preferred career paths. Greater acknowledgement of the influence of family members on the career choices of young people may be required from education and training staff working with young people from EAL backgrounds. Schools/organisations need to work with the parent community to ensure they have an understanding of current education and training systems and how to navigate the possible pathways for young people. This could be achieved through information sessions with interpreters and greater use of audiovisual aids.

Before schools/organisations provide information about the further education, training and employment options to the parent community, they need to be aware of the culturally sensitive issues and diverse understandings about the world-of-work in Australia. This can be achieved through engagement with the MEAs, community organisations and cultural organisations that work closely with migrant and newly arrived communities.

The need to move away from the traditional view of having a “job for life” to the contemporary notion of having a “career” may need to be explicitly addressed. This could be achieved by unpacking the breadth of occupations in each industry. For example, studying medicine may not always result in becoming a doctor, as there is a range of different occupations drawing on the same set of transferrable skills. The concept of “pathways” between VET and higher education could be discussed in this context.

## Additional Resources

**General EAL**

* DEECD English as an Additional Language: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/default.aspx>
* DEECD ESL Handbook (located under the heading ‘Support and advice’): <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealcurric.aspx>
* VCAA ESL Companion to VELS: <http://vels.vcaa.vic.edu.au/support/esl/>
* VCAA Senior Secondary translated publications: <http://www.vcaa.vic.edu.au/Pages/lote/lotecontentindex.aspx>
* Languages and Multicultural Education Resource Centre (LMERC): <http://www.education.vic.gov.au/about/programs/cultures/Pages/lmerc.aspx>
* Out of School Hours Learning Support Programs: <http://www.cmy.net.au/LearningBeyondtheBell>
* VicTESOL: <http://www.victesol.vic.edu.au>

**EAL Career Development**

* DEECD Careers Resource Guidelines for ESL and CALD Young People: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/secondlanguage.aspx>
* DEECD Parents Work Experience Guide (including transitions): <http://www.education.vic.gov.au/school/parents/beyond/Pages/parents.aspx>
* DEECD Transition Support for Refugee Students: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealtransition.aspx>

**Community Involvement**

* The Multicultural Education Aides (MEAs) Handbook: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealmea.aspx>
* Talks In (located under the heading ‘Publications and resources available for download’): <http://www.foundationhouse.org.au/resources/publications_and_resources.htm>
* Opening the School Gate: <http://www.cmy.net.au/AllCMYPublications#O>

**Newly Arrived Young People with Disrupted Education (likely refugee experience)**

* DEECD Support for Refugees: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealsupportrefugee.aspx>
* Eastern Refugees Pathways Project: <http://refugeepathways.wikispaces.com/home>
* Building Pathways – Resources to support transitions for young people from refugee backgrounds: <http://www.immi.gov.au/media/publications/settle/transitions.htm>
* Western English Language School (PowerPoints for use with CALD parents and their children): <http://www.youthnow.org.au/system-careers.php>
1. [www.education.vic.gov.au/careersframework](http://www.education.vic.gov.au/careersframework) - developed under the National Partnership on Youth Attainment and Transitions, a joint initiative of the Australian and State and Territory Governments. [↑](#footnote-ref-1)