# English Stage 4 – careers in poetry



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**Anticipated resource review date**: Resources are reviewed every 12 months for currency and relevancy as part of the Career and Workplace Learning team’s evaluation plan.

**Alignment to School Excellence Framework:**

* Learning domain:Curriculum; Teaching and Learning Programs
* Teaching domain:Effective Classroom Practice; Lesson Planning

**Alignment to** [**Australian Professional Standards for Teachers**](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards)

* Standard 2.1.2 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
* Standard 2.6.2 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

**Consultation**: Career Learning in Curriculum (CLiC) documents have been written in consultation with curriculum writers from various key learning areas; Curriculum Secondary Learners and Career and Workplace Learning.

## Rationale and background information

Learning for life beyond school is supported when subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings. NESA syllabuses identify work and enterprise as important learning across the curriculum content for all students.

Career learning resources have been developed to enrich existing teaching and learning programs to facilitate effective career education for students, supporting students to link classroom learning to workplace applications, including developing career management skills.

Career learning activities embedded within existing curriculum have been aligned to the themes from the [K-12 Career Learning Framework.](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework) Activities may relate to one or more of the themes:

* Identity – building and maintaining a positive self-concept, responding to change, and developing capabilities.
* Experience – discover, investigate, and consider opportunities in lifelong learning and work exploration.
* Empower – learning to self-manage, engage in career decision making and developing skills and capabilities to make informed decisions.

### Career competencies

This resource supports students develop career management skills relating to:

| Career management skills. | Australian Blueprint for Career Development career management competencies. |
| --- | --- |
| Theme: Experience  Locate and use career information. | Learning area B: Learning and work exploration.  Career management competency 8: Understand the changing nature of life and work roles.  Phase: Learn to recognise gendered life and work roles and to question their appropriateness.  Performance indicator: Student uses online resources to locate career information to inform their poem. |
| Theme: Empower  Broaden understanding of stereotypes in careers. | Learning area B: Learning and work exploration.  Career management competency 5: Participate in lifelong learning supportive of career goals.  Phase: Understand the importance of lifelong learning to the career building process.  Performance indicator: Develop a timeline of anticipated personal career progression. |

[Australian Blueprint for Career Development](https://www.yourcareer.gov.au/resources/australian-blueprint-for-career-development) © Commonwealth of Australia 2022

### Syllabus outcomes

* **EN4-ECA-01** – creates personal, creative, and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
* **EN4-ECB-01** –uses processes of planning, monitoring, revising, and reflecting to support and develop composition of texts.
* **EN4-URA-01** –analyses how meaning is created through the use of and response to language forms, features, and structures.
* **EN4-URC-01** –identifies and explains ways of valuing texts and the connections between them.

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## Learning experiences

This resource will enable students to meet the text requirements: A collection of poetry; short prose texts. Students complete this sequence of five activities at the end of a poetry unit.

**Students will:**

* use the skills and understanding of poetic features to respond to and compose texts about careers.
* experiment with poetic features of language and textual forms.
* engage personally with concepts about careers and to represent ideas in collaboration with their peers.
* work in a group task to produce an anthology of poems representing careers.

**Suggested duration:** 2 x 60 minutes

**Audience:** To participate in this activity, it is assumed that students have a basic understanding of the following Stage 4 English content:

* Reading, viewing, and listening to texts; understanding and responding to texts; expressing ideas and composing texts.

### Resources required.

To complete these activities students, need:

* access to a computer
* internet (note: delivering teacher to check weblinks provided to external websites, prior to the lesson)
* paper and pens or word document
* student workbooks.

### Activity 1 – Responding to poems about careers.

Read a selection of poems that represent a particular career. Students can choose poems to meet their needs and capacity. Poems from diverse cultural backgrounds can also be sourced.

Some suggested poems which can be found at [PoemHunter.com](https://www.poemhunter.com/) include:

* Running a farm: [Farming](https://www.poemhunter.com/poem/farming-3/) by Douglas Alan Stromback
* Teacher: [Teaching. A Noblest Profession](https://www.poemhunter.com/poem/teaching-a-noblest-profession/) by Elvira Marchan
* Nurse: [To Nursing Today](https://www.poemhunter.com/poem/to-nursing-today-international-nursing-day-2014-05-12/), Dr John Celes
* Personal Assistant: [A personal Tribute: In Praise of a Personal Assistant](https://www.poemhunter.com/poem/a-personal-tribute-in-praise-of-a-personal-assistant/), Dr Hohnn Celes
* Professional Boxer - [Working Out of a Corner Office](https://www.poemhunter.com/poem/working-out-of-a-corner-office/), Tom J. Mariani
* Actor – [Acting](https://www.poemhunter.com/poem/acting-9/), Sandra Feldman

Students select one poem that represents a career or job that they find interesting to construct a series of enquiry questions. These questions can be guided using the strategy [Question Formulation Technique (QF](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3)T) using the [digital learning selector tile](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3).

### Activity 2 – Research

Advise students that in subsequent activities they will be required to compose a poem about a career. This may be a career that they aspire to for their own future or a career which they admire or appreciate the services they provide.

Before composing the poem, students will need to build their background knowledge of the career. To do this, students engage in research about the career they want to write about. This could include using the internet to look at job descriptions or the student could interview someone they know who is currently working in the career they want to represent. To write an authentic poem, students should be advised that they must have a very good understanding of the specific tasks a person who undertakes the career must complete. To show this understanding, the student will be required to complete a roles and responsibilities statement and what they would do in those positions.

**Teacher Notes**: to support students investigate a career of interest, navigate to [myfuture](https://myfuture.edu.au/home) or [skillsroad](https://www.skillsroad.com.au/career-advice/explore-careers/browse). Model to the class how to identify, key words and how they can be incorporated into their writing, relating this to an industry or specific skills required for a job. Work through the steps in writing a poem together as a class. [How to write a poem](https://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-poems.html) is one resource that could be used with the class.

### Activity 3 – Drafting

Students will use the prior research and their acquired knowledge of poetry techniques to compose a poem representing a particular career.

[How to write a poem](https://grammar.yourdictionary.com/grammar-rules-and-tips/tips-on-writing-poems.html) provides some tips to assist students to write a poem. Students are to think or search for a job they would like to pursue once they leave school, or any occupation they can think of that they could write about.

Initially students could brainstorm ideas on paper or using a learning activity from the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/). Then when ready, transpose the information into a program such as [Canva](https://www.canva.com/) (this is a free site where students can create an account using their school email), or other publishing sites to add images or create a more creative result.

It would be beneficial if students could use a variety of poetic techniques within their new poem. Teachers to decide how many quotes they should include and whether they want rhyme as one of them or in addition to the quota (as this technique is often used with Stage 4 students).

To support all students in finding words that rhyme, they can use [Word Hippo](https://www.wordhippo.com/) to help them. This site enables students to put in words and find rhyming words they can use in their poems.

### Activity 4 – Sharing and editing

When students have completed their poem, they should share it with other students or their teacher to see whether brainstorming will improve the overall product. The student can use the information given to edit their poem, ready for publishing.

### Activity 5 – Finalising and publishing

When students have drafted, written, shared and edited their poem, it should be ready to publish. The teacher could ask the students to share their poems with the rest of the class (or these could be included in a class created anthology). Alternatively, the students could vote to nominate the best five poems, which may be shared at a grade or school assembly or published in the school newsletter or newspaper.

**Teacher notes**: poems could be place on displayed in a ‘[gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3)’ around the classroom and students may be asked to respond to their peer’s questions about the representation of a career. The structure of a gallery walk can be obtained from the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=f25b3).

Extending on this gallery walk, students could complete a reflective writing piece on how poetry allowed them to represent a job in a new and interesting way.

### Conclusion

The teacher reviews the lesson’s concepts to ensure student’s understanding through questioning, discussion or exit slips. The teacher can also ask students to complete a peer review of the final poem and provide feedback to the reviewed student and teacher.

### Differentiation

The website [PoemHunter](https://www.poemhunter.com/) enables students of all abilities to choose a poem that suits their learning needs. The Poem Hunter resource also includes audio functions which meets the needs of students with reading and sight issues. Poems with Aboriginal and multi-cultural content are also available on the linked resource.

Students can get further support through [Word Hippo](https://www.wordhippo.com/) website, where they can access a range of tools.

For support with differentiation of this lesson, visit [Career Learning and Vocational Education](https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework).

### Extension activities

Explore the occupations that are involved in the process of having a poet publish an anthology through a publisher. Research the process for one of the jobs involved, including:

* commissioning editor/assistant
* copyeditor
* production manager
* typesetter, text designer, cover designer
* proofreader
* Printer
* Distributor or warehouse
* publicist
* marketer
* sales manager: digital or main book shops
* book buyers at shops
* bookseller

## Evidence base

Evidence-based refers to researching practices to apply proof, reliability, and ethical standards to ensure quality. Evidence-based provides credible knowledge that has been created and tested through rigorous methods.

In addition to being designed in response to the outcomes and achievement standards of the NSW syllabus, a wide range of literature and resources highlighting the importance of career learning from an early age were considered from both a local and international sources. These include research papers from the OECD (Organisation for Economic Cooperation and Development) (Career Ready, Mann et. al), UK (What Works, Hughes et. al) and Career Education: every teacher has a role (myfuture, Education Services Australia).

For the complete list of academic research that informed the development of Career Learning in Curriculum resources, visit the [K-12 Career Learning Framework](https://edit.education.nsw.gov.au/editor.html/content/main-education/en/home/teaching-and-learning/curriculum/career-learning-and-vet/curriculum-support/k-12-career-learning-framework.html) website.

## Feedback

The Career and Workplace Learning team would appreciate you taking the time to complete this short feedback form. Please use the [Career Programs feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kdR9XgNzBt1AheGePVM3QdNUNzE1OEYwRzhEOVZJNkNHTFVTWDdGMVhQNyQlQCN0PWcu) or QR code below to provide an evaluation or feedback on this resource.

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