

Situations Vacant

English, Level 3

The Learning Context:

In this unit students will use appropriate written language to write a CV and a letter of application in response to job opportunities. Students will also explore oral language as they prepare for and participate in a job interview.

Job advertisements for students will be made available within the school context and in the local community. Within the school context, there are a variety of jobs for which advertisements can be created: school banking, phone answering services at lunch time, librarian, road patrols, school council, classroom responsibilities and learning activities, etc. And more can be created!! In the students' community there are jobs such as the delivery of a local newspaper, dog walking, etc.

Students will select and apply for a job vacancy that interests them. Local employers will be invited to school to offer guidance to students as they pursue looking for work opportunities.

At the end of the unit students will evaluate their success by seeking feedback from employers and using peer evaluation to critique their CVs and application letters.

Approximately 18 lessons

Achievement Objectives

ENGLISH CURRICULUM: Level 3

Speaking, Writing, Presenting:

LANGUAGE FEATURES: Show a developing understanding of how language features are used for effect within and across texts.

- Uses an increasing vocabulary to make meaning
- Identifies oral, written, and visual language features used in texts and recognises their effects.

STRUCTURE: Show a developing understanding of text structures.

- Understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning

Enterprising Attributes:

- Identifying, assessing, and managing risks.
- Using initiative and drive.
- Matching personal goals and capabilities to an undertaking.
- Negotiating and influencing.
- Collecting, organizing, and analyzing information.
- Communicating and receiving ideas and information.

Teachers to observe and collect evidence of these enterprising attributes in action.

English - Learning Outcomes:

Students will be able to:

1. Identify and respond to written language features used in job advertisements.
2. Write a personal CV that contains appropriate information and features effective language and layout.
3. Write a letter of application for a job that creates impact and engages interest.
4. Answer questions clearly and confidently when participating in a job interview.

Resource Requirements:

- School job vacancy advertisements
- Newspapers with job vacancies
- Internet site: www.seek.co.nz for job vacancies
- Exemplars of CVs, Letters of Application, etc.
- ASK templates
- Local employers as guest speakers
- Referee's template (optional)

Teaching and Learning Sequence:

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship, sustainability and enterprise can be explored during this unit. In writing CVs, students need to explore what it is to be enterprising and record the attributes they have in their CVs. One personal responsibility of citizenship is to seek work and earn an income. This could be working for oneself, or working for others. It could be as an entrepreneur or as an employee, of a business or a non profit organisation. All these organisations set out to provide goods and services for other citizens. Our community is sustained by employment opportunities and people earning income.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' prior knowledge and their subsequent learning needs.

<p>Getting started:</p> <p>The teacher reads a story about getting a job and asks students what they know about the steps to find one.</p> <ol style="list-style-type: none"> 1. Teacher indicates that there are job vacancies in the school and the local community that students can apply for. 2. Using students' prior knowledge the teacher draws a flow diagram that represents the steps people take to gain employment. Identify gaps in students' knowledge to incorporate as 'next step learning' in this unit. 	<p style="text-align: center;">LINKS TO BES Best Evidence Synthesis</p> <p>3. Quality teachers recognize and build on students' prior knowledge.</p>
<p>Teaching and Learning Sequence:</p> <ol style="list-style-type: none"> 3. Students investigate jobs available at school using the vacancy advertisements provided by the teacher. Students also investigate jobs in the community by browsing in the local paper or on the internet. (Learning Outcome 1) Community and participation 4. Students explore how job vacancies are written. Is there a particular writing style and format, etc? What skills and attitudes are workplaces (including school) looking for in people? Are all employers looking for one type of person with the same knowledge, skills and attitudes set? Or are employers seeking a diverse range of people for a diverse range of jobs? (LO 1) Collecting, organising and analysing information, Communicating and receiving ideas and information 5. Record the range of knowledge, skills and attitudes sought by employers on an ASK (Attitudes, Skills and Knowledge) template. (LO 1) Collecting, organising and analysing information 6. Teacher and students explore the following questions: What is a CV? Who do we write CVs for? What do CVs look like? What information is contained in them? What kind of language is used in CVs? The teacher shares a sample of CVs with students to help answer these questions. (Learning Outcome 2) Excellence 	<p>5. Quality teachers link learning to real life experiences.</p> <p>6. Quality teachers plan a range of activities that engage students, enabling them to complete the learning process, so what is learned is remembered.</p> <p>8. Quality teachers ensure tasks and classroom interactions provide support and guidance to facilitate student learning.</p>

<p>7. Students examine a CV more closely in a guided reading lesson. The teacher breaks a CV into chunks for analysis. What information is recorded on the first page? What information is recorded in the body of the CV? What headings are used? What adjectives are used to describe the person's knowledge and skills?</p> <p>Why is it ordered in that way? How is the information set out? Why are bullet points used? Etc. (LO 2) Collecting, organising and analysing information</p> <p>8. Invite a local employer to school to talk about CV presentation. Guest speaker to share their views on effective and ineffective CVs. What attracts them to certain CVs? What puts them off others? (LO 2) Collecting, organising and analysing information, Communicating and receiving ideas and information</p> <p>9. Teacher, students and guest speaker list a set of "success criteria" for effective CVs. The success criteria should cover the layout, content and language of the CV. Criteria could include the following: CV has an eye catching cover page; the student's skills and knowledge are listed using favourable adjectives; previous work experience is recorded with relevant dates; contact details are clearly laid out, etc. (LO 2) Excellence</p> <p>10. Students take a second ASK (Attitudes, Skills and Knowledge) template and stick their photograph in the middle. They record on this template their own attitudes, skills and knowledge. They may wish to ask a friend to give them feedback on what they have recorded and add in any other ideas. If students are having difficulty identifying their strengths they could read past school reports, reflect on awards they have received, ask for assistance from their parents/teacher, etc. (LO 2)</p> <p>11. Each student writes their Curriculum Vitae using the information they have gathered about themselves and the correct conventions for CV writing. (LO 2) Communicating and receiving ideas and information</p> <p>12. Students peer edit one another's CVs to examine the layout, content and language using the shared success criteria as a guide. Students give each other feedback and ideas for enhancement. (LO 2)</p> <p>13. Have students' best friends and caregivers complete a referee's template. (optional) (LO 2)</p> <p>14. Teacher and students explore the following questions: What is a Letter of Application? Who do we write these letters for? What do they look like? What information is contained in them? The teacher shares a sample of job application letters with students to help answer these questions. (Learning Outcome 3)</p> <p>15. Students examine a letter of application more closely in a guided reading lesson. The teacher breaks a letter up into chunks for analysis. What information is recorded at the top of the letter? How does the letter begin? What information is recorded in the first paragraph? What information is recorded in the body of the letter? How long is the letter? How is the letter concluded? Why is it ordered in that way? Etc. Teacher encourages students to consider how a writer can create impact when writing a letter of application – examine the use of convincing language, the promotion of a person's skills and knowledge within the letter, etc. (LO 3) Collecting, organising and analysing information</p>	<p>10. Quality teachers involve students in the process of setting special learning goals.</p>
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<p>16. Teacher and students list a set of “success criteria” for an effective letter of application. The success criteria should cover the layout, presentation and content of the letter. Criteria could include the following: the student’s address and the date is correctly recorded at the top of the letter; the student introduces themselves effectively in the first paragraph; the student outlines why they are suitable for the job in a convincing way; the letter has appropriate paragraphing, etc. (LO 3) Excellence</p> <p>17. The teacher and students write a letter of application together in a modelled writing session. The teacher records the letter onto a big poster using different coloured pens for the different components of the letter. (LO 3)</p> <p>18. Students study various job vacancy advertisements and write a Letter of Application for the one of their choice using appropriate language and conventions. This letter needs to create impact and engage the interest of the reader. Peer editing could be used again to ensure that shared success criteria has been met. (LO 3) Matching personal goals and capabilities to an undertaking, Negotiating and influencing</p> <p>19. Invite a second employer from the community to talk about job interviews. Guest speaker to cover issues such as dress code, likely questions, body language, answering techniques, visual aids, etc. The guest speaker may need to explain the process of a job interview from start to finish as many students would have never experienced one. They could even model a job interview in action. (Learning Outcome 4) Communicating and receiving ideas and information, Identifying, assessing and managing risks</p> <p>20. Students identify the steps that they will need to take to have a successful interview, eg: choose something tidy to wear, practice answers, etc. (LO 4) Collecting, organising and analysing information, Identifying, assessing and managing risks, Using initiative and drive</p> <p>21. Teacher and students list a range of possible interview questions and devise a range of appropriate answers for them. Students buddy up and role-play an interview situation. (LO 4)</p> <p>22. Job interviews are conducted for positions in the school and the community. (LO 4) Using initiative and drive, Negotiating and influencing</p> <p>23. Students discover who the successful applicants were for the job vacancies. Employers give feedback on their decisions.</p> <p>24. Students take their CVs home to share with their parents.</p> <p>25. Principal acknowledges good CVs and distributes awards at assembly to students who have gained positions of responsibility within the school.</p>	<p>10. Quality teachers provide appropriate feedback on students’ achievements.</p> <p>3. Quality teachers support parents and caregivers to understand the learning and skill development in school.</p>
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Reflective Questions:

Exploring new knowledge and skills

- Why do people seek work?
- What are the crucial steps people take to gain work? Can we draw these steps in a flow diagram?
- What are the key personal attributes that employers seek from employees?
- What is a major risk for the person applying for work?
- What are potential consequences if we cannot express ourselves through CVs, letters of applications and job interviews?
- How important are our English skills?

Exploring what it is to be innovative and enterprising

- What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers.
- How could you improve on using the Enterprising Attribute/s for next time?
- Can you transfer this learning to your other topics?

Exploring further future focus issues

- Why do people seek employment to earn an income?
- What contributions are they making to others?
- Why are peoples' enterprising attributes important for CVs and employment?
- How do our values influence our employment opportunities?
- What is the connection between employment and sustainability?

Possible Assessment Activities (Teacher):

Learning Outcome 1: Teacher assesses students' CVs against shared success criteria.

Learning Outcome 2: Teacher assesses students' Letters of Application against shared success criteria.

Learning Outcome 3: Teacher observes students' oral language as they prepare for, or participate in a job interview.

Student reference

This reference is for (name)

Please state the relationship you have with the person named in the reference (e.g. parent, school friend, church leader, etc.)

These are some the competencies and attributes students are developing while at school. Can you please provide examples of these attributes being demonstrated, where relevant, by the person seeking the reference.

Enterprising Attributes

Thinking	
Generating, identifying and assessing opportunities.	
Identifying, assessing and managing risks.	
Generating and using creative ideas and processes.	
Identifying, solving and preventing problems.	
Managing Self	
Using initiative and drive.	
Matching personal goals and capabilities to an undertaking.	
Relating to Others	
Working with others and in a team.	
Negotiating and influencing.	
Being fair and responsible.	

Participating and Contributing

Identifying, recruiting and managing resources.	
Planning and organising.	
Being flexible and dealing with change.	

Other comments:

Teachers Note:

A teacher may wish to change the language for and number of the enterprising attributes in the reference so that it is age appropriate for the student and their community.

ASK Template

Knowledge.....

Skills...



Attitudes and Values...

A.S.K. the question - What knowledge, skills and attitudes do we need to solve this problem?