Embedding career education in the Victorian Curriculum F–10

Intercultural Capability, 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:** Intercultural Capability, Levels 9 and 10

**Relevant content description:** Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices ([VCICCB017](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB017))

**Existing activity:** Considering local (such as school, regional, sporting or musical subcultures, etc.) and national assumptions about cultural identity and the impacts of interrelated cultures.

**Summary of adaptation, change, addition:** Considering the interrelationships of different cultures within workplace settings.

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 provide examples to distinguish between the material (e.g. clothing, food, art, etc.) and intangible (e.g. language, values, beliefs, norms, etc.) aspects of culture. (See Additional resources) | Group activity on the concept of ‘culture’ remains unchanged. |
| Teacher initiates a class brainstorm about the stereotypical cultural traits of Australia, including its multicultural aspects. Class refers to the cultural factors previously identified. | Brainstorm on Australian culture remains unchanged.  |
| In small groups, students identify a smaller or local cultural context to analyse using the above distinctions. Students could analyse their school culture, a musical subculture, football culture, gaming culture, or other appropriate subcultures. They then explore cultural interrelationships within these smaller contexts. For example, students could examine the Australian Football League (AFL), and then development of the AFL’s multicultural program, including Multicultural Ambassadors and rounds. They could explore the history of the program, its reception, and how it may have changed AFL or even the broader Australian cultural landscape.Students produce a poster displaying the cultural aspects relevant for their chosen local cultural context (e.g. the AFL) and the effects of the cultural interrelationship analysed (i.e. commentary for games being broadcast in multiple languages, improved sense of belonging for people of diverse backgrounds, higher percentage of players from diverse backgrounds). | Students consider a workplace environment relating to the subculture that they examined in the existing activity. They identify aspects of culture associated with those work environments and consider how interrelationships between cultures have impacts on that environment. For example, what was it like to work for the AFL before the increased focus on multiculturalism? What material and intangible changes may have occurred in this work setting as it became more inclusive?Alternatively, teacher identifies a local business or industry to use as a case study, possibly arranging a guest speaker who students can interview about a workplace culture that has been affected by a culturally diverse workforce (i.e. uniform modifications, the inclusion of prayer rooms, modification of team meals). See Considerations, below, for how this activity could be taught alongside different learning areas.  |
| Students complete individual written reflections on the interrelationship between ‘Australian’ (e.g. national) cultural traits, and those of other subcultures, and how the relationships between cultures impacts both individuals and society. | Teacher provides students with various workplace scenarios and profiles of potential employees. Students reflect on what changes the workplace could make to adapt to the employee’s needs, and what changes (if any) the employee could make to adapt to the work environment. |

Considerations when adapting the learning activity

* This activity can exist in a cross-curricular context by looking at growth industries relevant to these different learning areas. For example, in a Health context, students would look at growth areas with a diverse workforce, such as aged care. In the Arts, the emphasis would be on emerging audiences and contexts that creators work within, such as digital or multimodal creations published online.
* Teachers will need to prepare culturally-diverse employee profiles and accompanying workplace scenarios to present to students for the final stage of the adapted activity.

Additional resources to help when adapting the learning activity

* *CrashCourse* ‘[Symbols, Values & Norms: Crash Course Sociology #10](https://youtu.be/kGrVhM_Gi8k)’
* Scenes from Australian-produced television may help when introducing concepts relating to intercultural dynamics. For example, see *Bush Mechanics* (1998–2001)or *The Family Law* (2016–2019).
* [Victorian Equal Opportunity and Human Rights Commission](https://www.humanrightscommission.vic.gov.au/)
* Labour Market Information Portal, ‘[Employment projections](https://lmip.gov.au/default.aspx?LMIP/EmploymentProjections)’

Benefits for students

Know yourself – self-development:

* Students reflect on the complexities of cultural practices within a workplace context, and how their actions can affect and influence others, reinforcing the need to be adaptable and flexible in how they respond to challenges.

Know your world – career exploration:

* Students examine the relationships between cultures within a workplace context and gain insight into some of the issues inherent in many workplaces, and therefore think about how they will function as part of a workplace later in life.

Know your world – career exploration:

* By reflecting on the adaptation of workplaces to an increasingly diverse workforce, students can grasp the changing nature of life and work roles.
* Students examine growth industries as examples of workplaces, enhancing their knowledge of the labour market and associated opportunities.