Embedding career education in the Victorian Curriculum F–10

Intercultural Capability, Levels 5 and 6

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 5 and 6

**Relevant content description:** Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups ([VCICCD012](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD012))

**Existing activity:** Exploring how people can gain a deeper knowledge and understanding of other cultural customs.

**Summary of adaptation, change, addition:** Organising an intercultural event and considering the links between the event, the workplace and greater society.

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 |
| Teacher asks students to define what ‘culture’ and ‘diversity’ mean. Students evaluate their own definitions by exploring what it means to be ‘culturally diverse’ and how their school community could be strengthened by its cultural diversity. | Activity runs unchanged. |
| Students undertake a cultural survey of their community, either by researching their area and identifying the different cultural groups that are represented, or by analysing the cultural groups present in their school.  Teacher asks: ‘Why is it important to collect demographic data on cultural diversity?’ | Teacher expands consideration of the importance of collecting demographic data to explore a connection to careers. Teacher asks, ‘Where else might you expect to find people collecting demographic data? What might these places do with the data that they have collected?’. For example, local councils might collect demographic data to make informed decisions about what their community needs. Retailers, festival organisers, health centres etc. also benefit from this data. Teacher leads a discussion on how different workplaces mentioned could use demographic data. |
| With teacher support, students organise a community event where different community groups or representatives are welcomed to the school to share their cultural customs. For example, Greek dancing, Chinese lantern making and Indigenous artwork could be offered for students to experience cultural diversity in their local community. | The teacher drives a discussion to lead students to see community events as a culmination of the work of a diverse range of workers and the skills they used to design and facilitate the event for the community. In groups, the students pick skills identified in the discussion to analyse further, and show how they contributed to the event and how those skills would transfer to roles in the workplace. |
| Students reflect on the positives and challenges they faced when they participated in the intercultural experience. Teacher can then prompt them to think about how the representatives from each group felt and some of the positives and challenges that might have come out of the experience for them.  If a cultural event cannot be organised, students can reflect on what goes into a school or community event such as Reconciliation Week or a school fete, and the necessary skills and knowledge to ensure the event is organised sensitively and successfully. Students focus on the intercultural skills that can be used to make an event a success. | Teacher assists students to explore how different community events are shaped by the demographic and cultural diversities present in those communities and evaluate the need for organisations to consider demographics when organising events.  Teacher then assists students to explore other career examples where cultural diversity and intercultural understanding are essential. For example: the Australian Football League (AFL) and their Indigenous partnership; astronomy research and Australian Indigenous Astronomy; Victorian Government and the Melbourne Pasifika Festival etc. |
| Students reflect on the challenges that were faced when engaging with different cultural groups and explore the benefits that came out of the event. | Students are encouraged to identify and reflect on the intercultural skills that are necessary in the creation of successful and culturally inclusive events and experiences, and how these relate to various career paths. |

Considerations when adapting the learning activity

* Teachers will need to consider their demographic context before running the existing activity.
* Designing and facilitating this event is itself reliant upon strong intercultural capabilities,and promoting cultural diversity in the community will be reliant upon applying these capabilities. The first part of this activity is just as important as the reflection as it builds these necessary capabilities.
* A multitude of interdisciplinary links can be made in the design, organisation and facilitation of an Intercultural event such as this.

Benefits for students

Know yourself – self-development:

* Students can develop their ability to work in teams and strengthen their communication skills while positively collaborating in a culturally diverse setting.
* Students can set aside preconceptions by identifying their own cultural biases and develop flexibility and adaptability when faced with challenging or unfamiliar experiences.

Know your world – career exploration:

* Students learn how to learn new skills and knowledge in an intercultural context.
* Students understand the relationship between work and society and explore parallels between school events and events organised by community groups and workplaces.
* Students develop an appreciation for why strong intercultural communication is essential to maintaining productive and professional relationships across a variety of industries.

Manage your future – be proactive:

* Students recognise the need to present and analyse information in different ways to target a variety of different cultural groups.