Embedding career education in the Victorian Curriculum F–10

Intercultural Capability, Levels Foundation to Level 2

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, Foundation to Level 2

**Relevant content description:** Identify and discuss cultural diversity in the school and/or community ([VCICCD003](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD003))

 Identify what is familiar and what is different in the ways culturally diverse individuals and families live [(VCICCB001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB001)

**Existing activity:** Identifying and discussing the cultural diversity of the school community and exploring how culturally diverse classrooms can enrich learning experiences.

**Summary of adaptation, change, addition:** Identifying and discussing cultural diversity in the workplace.

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 |
| Using the culturally diverse demographics of the school community, teacher designs a ‘Culture Club’ where different family and student representatives share knowledge, customs, traditions and language with students. | Existing activity runs unchanged. |
| At Culture Club, students use questions to prompt and guide exploration of the different aspects of culture such as knowledge, customs, traditions and language by posing questions. For example, students ask questions like, ‘What languages do you speak? What events do you celebrate over a year? Where in the world are you from?’  | Teacher invites culturally diverse members of the wider community to speak to ‘Culture Club’, with an emphasis on their jobs and work experiences. Speakers could include people whose work is centred around their culture/culture about which they are knowledgeable. For example, speakers could include people who run specialty food stores or restaurants, carers for elderly people from culturally diverse backgrounds, or doctors who speak languages other than English. Speakers could also be community members who work in culturally diverse workplaces but whose roles are not necessarily about their culture. Students’ learning could be scaffolded so that they ask speakers questions about their experiences, including how their workplace and cultures intersect. For example, students ask questions like, ‘What languages do you speak at work? What do events and holidays look like at work? Do you work with people from the same place as you?’ |
| Students explore a variety of culturally diverse learning experiences and reflect on the similarities and differences between their own culture and the culture they are learning about. | Reflection activity runs unchanged.  |
| From the insights collected during Culture Club, students could create posters about various cultures in their school community.Teacher helps students explore different cultural events discussed in Culture Club and schedules them on the yearly calendar to be celebrated at shared school events or noted in the school newsletter. | Teacher supports students to think about where else they might expect to see cultural diversity in the workplace. Students should be encouraged to understand that Australia is a multicultural society and diversity can be seen in workplaces that have a specific cultural focus (like a restaurant with a certain cuisine), and those that do not (like banks or schools). Students integrate knowledge about different workplaces into their posters from the existing activity.  |

Considerations when adapting the learning activity

* Teachers will need to be mindful of to avoiding reinforcing cultural stereotypes when selecting speakers for work roles
* Students at this age will also need guidance on how to formulate relevant questions that explore cultural diversity in appropriate ways.
* Teachers will need to consider the school’s cultural diversity when planning the ‘Culture Club’ component of the activity and find alternative methods of learning about different cultures if required.

Additional resources to help when adapting the learning activity

* For further resources on cultural diversity, consult your local council or local cultural groups for opportunities to build networks and celebrate the cultural diversity in your local community.

Benefits for students

Know yourself – self-development:

* As they ask questions of the speakers, students develop their capacity to work with others.
* Intercultural opportunities give rise to tolerance and respect towards other people’s opinions and cultures.
* Students will begin to understand how clear communication and the ability to employ strong listening skills are essential during all interactions.

Know your world – career exploration:

* Seeing how different cultures interact in society and understanding how people adapt to be part of a new community allows students to recognise the value of being a lifelong learner.
* Students begin to understand work and the importance of diversity in the workplace as they interview community members about their jobs.

Manage your future – be proactive:

* Students begin developing their capacity to understand how career goals can be achieved not only through content knowledge and skills, but also personal capabilities such as intercultural capabilities.