Embedding career education in the Victorian Curriculum F–10

Intercultural Capability, Levels 7 and 8

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 7 and 8

**Relevant content description:** Analyse the dynamic nature of own and others cultural practices in a range of contexts ([VCICCB013](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCB013))

**Existing activity:** Comparing women’s roles over the past hundred years by analysing how cultural practices developed and how they may have changed.

**Summary of adaptation, change, addition:** Comparing the pathways that were available to women over this period and the associated cultural contexts.

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 provides students with brief examples of influential women working within an area of study within the last century. See the considerations on the following page for suggestions as to what this may look like in a cross-curricular context. | Existing activity runs unchanged. |
| Teacher divides class into small groups to complete further research on one influential woman each. Emphasis of this research should be on their achievements, and barriers they faced as women during the time in which they lived, including cultural influences on perceived gender roles. | In addition, the research will emphasise the pathways available to women working in this area of study at the time and the barriers that they faced in relation to having a career or advancing in their field of study. Students could consider the cultural expectations of women during the time they lived and draw links between gender roles and accepted/expected career pathways. |
| Using student research, teacher leads class discussion about changing cultural context (including values and practices) over the past 100 years, with emphasis on the changing roles of women in the chosen area of study.  | Students use their research to develop questions about current career pathways in this area of study.  |
| Teacher instructs students to write a short reflection on changes to this area of study, in relation to values and human activities. | Students use their questions to interview a woman regarded as an expert working in this area of study about how her work has changed in relation to cultural values and practices. Teacher extends the existing reflection to include students’ thoughts on how new insights gained through this activity may have changed how they think about their own planning for the future. Students can be encouraged to link this insight to the setting of personal goals for further study or career exploration, and to add these goals to an e-portfolio. |

Considerations when adapting the learning activity

* This activity can be adapted to a variety of curriculum areas. For example, in the study of Science as a human endeavour, students could investigate influential figures such as Lise Meitner, Jane Goodall, or Katherine Johnson. A similar activity in Health and Physical Education could investigate changes to women’s participation in sport over the past century.
* Research into the historical pathways available to women may need to be scaffolded via a templated worksheet that allows students to capture information such as ethnicity; class; access to education (restricted legally and/or by social expectations); family structure and attitudes; attitudes of mentors and colleagues. Such a template enables students to easily identify commonalities across experiences.

Additional resources to help when adapting the learning activity

* Teachers can draw on their school’s broader curriculum planning when seeking experts to interview. For instance, planned excursions may bring students in direct contact with women working in relevant industries. School may participate in mentoring programs such as [*In2science*](http://in2science.org.au/), which would also provide opportunities to adapt this activity to teaching Science.

Benefits for students

Know yourself – self-development:

* Students learn the importance of perseverance and how to develop strategies to deal with challenging contexts. The case studies of people who have succeeded despite facing significant challenges can provide role models for students, regardless of whether this is a career pathway they are interested in.

Know your world – career exploration:

* Students reflect on how society and the economy benefit from increased equality of opportunity by identifying challenges that marginalised people have faced in their career pathways.
* Through exploring the pathways that influential women have taken, rather than just focusing on their achievements, students see the value of being a lifelong learner.
* Students are provided with a direct source for the experience of a career path through questioning a current expert about their work pathways, including the various pathways that exist within specialisations or industries.

Manage your future – be proactive:

* Students can reflect on how they might adapt to potential future changes in work through identifying how the world of work has changed, and how the workers within it adapted.