Embedding career education in the Victorian Curriculum F–10

Intercultural Capability, Levels 3 and 4

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 3 and 4

**Relevant content description:** Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD008))

**Existing activity:** Reflecting on the impact of values and cultural practices on intercultural exchanges, through a shared intercultural activity.

**Summary of adaptation, change, addition:** Exploring the importance of demonstrating respect and intercultural understanding in a variety of professions.

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 designs a cultural exchange experience including negotiating with, and designing of, relevant co-curricular experiences. For example, using student exchange programs, undertaking a collaborative online learning project partnering with a sister-school or organising a pen pal letter writing exchange with a remote regional school in Australia (see Additional resources for an Australia Post’s school pen pal network). Interdisciplinary links could be considered as a means to facilitate a meaningful and relevant exchange. | Students explore the reasons why the exchange has been instigated and explore what types of industries might use exchange, undertake collaborative projects together or communicate via vast distances to achieve an outcome. For example, workers travel overseas to learn how similar businesses operate, just as students travel abroad to learn about schooling in different countries; and companies undertake transnational projects just as schools from different regions work together to complete projects. |
| Throughout the course of the exchange, students are taught a range of strategies that support respectful intercultural understanding. For example, not jumping to conclusions, emphasising similarities rather than differences and exploring ways to respectfully agree or disagree with one another. To demonstrate this, teacher could model respectful intercultural understanding in their interaction with the exchange school and share these interactions with the class. While sharing, they would step the students through the thought process that went into each exchange, and the important issues and values considered.  To extend students, teacher runs an activity where they list all the things students found they had in common with the students in the exchange, and the positive things they learnt from how they found their experiences were different. | Teacher emphasises the importance of respectful intercultural understanding in contexts beyond the classroom, such as the workplace. Practical examples of how this could look in the workplace could include following local etiquette if working overseas; using communication skills like listening and speaking clearly when speaking to people for whom English is an additional language; and being aware of significant cultural events and how they might affect the workplace. |
| The concept of intercultural understanding is further enhanced by reading relevant picture story books (such *as Amelia Ellicott’s Garden* by Liliana Stafford & Stephen Michael King) and exploring the impact of one’s own values and cultural practices when they are confronted by intercultural interactions. The students explore how these interactions can be made more positive through mutual respect and understanding. | Teacher helps students draw parallels between how students are demonstrating intercultural understanding and how different professions demonstrate intercultural understanding. For example, students could view a short video of the Prime Minister visiting the Pacific Islands (see Additional resources). Students could look for examples of intercultural capabilities between him and the people he interacted with and explore the reasons why they think the interaction happened in this way. |
| Teacher unpacks the importance of respectful intercultural capabilities and practices. In particular, how understandings between different cultural groups can be encouraged and how these were beneficial throughout the exchange. | The discussion on the benefits of respectful intercultural exchanges is extended to include variety of different contexts including how this might look for students later in life. For example, working with CALD people directly as part of workplace, or in a role that services diverse communities requires these skills, such as in aged care homes. |

Considerations when adapting the learning activity

* Different interest groups to be considered could be based on cross-disciplinary links being undertaken in other learning areas. For example, building on a school’s language program or using pre-existing Sister School Partnerships. Teachers could also consider cross-disciplinary links with Geography such as working with students from Africa or South America, or closer to home and partnering with Indigenous schools in Australia to complement Civics and Citizenship links.

Additional resources to help when adapting the learning activity

* [ABC video of Scott Morrison's visit to the Solomon Islands](https://www.abc.net.au/btn/classroom/pacific-islands-forum/11414392)
* *Amelia Ellicott’s Garden*, Liliana Stafford and Stephen Michael King, Scholastic, 2004, Australia
* [The Pen Pal Club](https://auspost.com.au/about-us/corporate-responsibility/our-community/literacy-education/pen-pal-club)

Benefits for students

Know yourself – self-development:

* Students will build self-awareness through identifying how their beliefs and values affect their interactions with other people.
* Students will strengthen their communication skills and their capacity for positive intercultural interactions.

Know your world – career exploration:

* The project reflects the real-world challenges faced by different professions as they operate cross-culturally. This helps students connect their learning to the world of work.

Manage your future – be proactive:

* Students will begin to develop an appreciation for the skills and values necessary to work cross-culturally such ascommunication, collaboration, planning, organisation, and critical thinking and self-management.