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:** Identify the challenges and benefits of living and working in a culturally diverse society ([VCICCD015](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD015))

**Existing activity:** Designing a tourist brochure identifying unique cultural factors and promoting cultural diversity in their local area.

**Summary of adaptation, change, addition:** Identifying local work opportunities or jobs that could be created if new people moved to the area and how local businesses can promote cultural diversity.

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 a list of cultural and geographical factors, such as food, landmarks, regular events, demographics, climate, languages, and leisure activities. Class discusses examples of each from their local area, with teacher taking notes on the board. Teacher provides tourist information brochures from local council as stimulus, where appropriate.  | Discussion of local cultural factors runs unchanged. Teacher places further emphasis on local industries where possible. |
| Students consider culture differences between their local area and other areas of the world, with the aim of identifying cultural factors from the local area that might be unique or interesting to others. Students also brainstorm what cultural factors in their area would be familiar and appealing to people from CALD backgrounds.Teacher identifies student background knowledge of countries and places to draw on their expertise where appropriate. For instance, are there students who have a migrant background? Who have family overseas? Who have travelled or lived overseas? This knowledge can be used to identify local factors that are unique and interesting to diverse communities, as well as local cultural factors that other students may not be aware of that could appeal to a range of communities. | In addition, students refer to notes from the class discussion to identify the cultural challenges that new residents might encounter when migrating to the local area. Students consider how local businesses and organisations can create an inclusive environment to foster cultural diversity in the area.Teacher guides a discussion about the varying reasons that people migrate to Australia, and the benefit to local areas that this brings, including work opportunities or jobs. See ‘Additional Resources…’ for suggestions about this aspect of the task.  |
| As individuals or in small groups, students select two unique cultural factors from the class discussion. They write a brochure explaining why cultural diversity in the local area in relation to these factors makes it a worthwhile destination for people to visit. Students use their own knowledge and tourist information provided by teacher in completing their writing, including pictures if possible.  | When developing their brochure, students also consider how the local area could benefit from an increase in people living there, including what new skills or services they think would help this area. Students speculate about what cultural factors in the area might appeal to people who are able to provide these skills or services. |
| Students present their finished brochures to the rest of the class.  | Teacher invites someone with insight into a migrant perspective to class to assist with the assessment of the finished brochure, such as a family member who has moved to Australia to take up a work opportunity.  |

Considerations when adapting the learning activity

* The type of activity described could be taught alongside of a number of other learning areas, for example, when teaching a unit on ‘Place and Liveability’ in Geography, or when teaching ‘Personal, Social and Community Health’ within Health and Physical Education. Similar modifications could strengthen a careers focus in Languages other than English.
* Teachers should ensure to support students from vulnerable backgrounds (for instance, students from a refugee background). Teachers should consult with students in private before calling on them to share their own experiences.

Additional resources to help when adapting the learning activity

* Teachers can find brochures and other tourist information for their local area through their [local council](https://knowyourcouncil.vic.gov.au/), or at visitor centres where available.
* [AMES Australia’s Cultural diversity program](https://www.ames.net.au/employers/cultural-diversity-program) (Information on how business can foster and benefit from cultural diversity)
* ABC’s ‘[Immigration Nation](https://education.abc.net.au/home#!/media/2893164/an-immigration-nation)’ (Information on why people migrate to Australia and the challenges they might face)
* A case study about the benefits of migration to local industry can further support this activity. For instance, examining the impact of [Karen-Burmese refugees on the township of Nhill](https://www.sbs.com.au/topics/voices/culture/feature/karen-road-nhill).

Benefits for students

Know yourself – self-development:

* Exploring what motivates other people to move for work can help students to empathise and understand difference. This is important for learning how to work with others.

Know your world – career exploration:

* Discovering relationships between migration and work can help students make sense of the global, interconnected nature of work.
* Examining cultural practices and work can emphasise how work is inseparable from broader life goals, such as integration within a community or lifestyle.

Manage your future – be proactive:

* Students will practise looking at the types of work around them, as well as identifying areas where work could grow within their local community. This enables reflection on potential work opportunities for them.
* Reflecting on why people move between places can help students to appreciate how people learn to adapt to new environments and embrace change when pursuing work.