Embedding career education in the Victorian Curriculum F–10

Intercultural Capability, Levels 9 and 10

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 9 and 10

**Relevant content description:** Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world ([VCICCD019](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCICCD019))

**Existing activity:** Identifying the benefits of shared facilities within a diverse community.

**Summary of adaptation, change, addition:** Emphasising the importance of diversity in a work context, with a focus on shared facilities.

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 leads class brainstorm about the different ways that people share physical facilities in a society, with reference to a local case study.  For instance, a sports and recreation club helps people maintain healthy and active lifestyles within their local community. (See ‘Considerations…’ section on following page for additional suggestions relevant to other learning areas.) | Teacher leads students to identify the different jobs (both paid and volunteer work) connected to these shared facilities. For example, in the context of sporting facilities, roles include gym/swimming instructors, health professionals, maintenance workers, and administration staff. Students consider which of these roles interact with CALD people who use the facility and in what capacity. |
| Students identify local shared facilities. They note how different groups of people interact with these facilities.  This might be guided by questions such as:   * Do different groups share some facilities? For example, at a sports club, groups could include gym/swimming classes for different age groups, school groups, physiotherapists and clients. * Do some people who use the facility fall into different groups? * Are the facilities used by or accessible to people from culturally and linguistically diverse (CALD) backgrounds? | Students explore the career paths to the roles identified above, and the tasks/skills involved in doing the jobs well. Students consider what skills or tasks in these may benefit from intercultural capabilities. |
| In small groups, students create a mind map or Venn diagram, identifying:   * ways in which facilities are shared by diverse groups * benefits achieved from the shared facility welcoming people from CALD backgrounds.   Students could investigate ways the facilities currently encourage participation from CALD people and suggested ways to enhance this participation, such as through signage and multilingual pamphlets. | Teacher arranges a guest speaker from a local facility to share pathways to careers at the facility and insight into day-to-day activities of various roles. Speaker could also discuss how the facility has worked to be inclusive to CALD people. This could involve a discussion about diversity of staff at the facility as well as efforts to ensure access for CALD members of the community. |
| In small groups, students create poster outlining the benefits to having a welcoming and inclusive facility for CALD people, with a focus on intercultural inclusion. | Students could consider how prioritising diversity would look in a work context, e.g. hiring culturally diverse workers, valuing a community language on someone’s résumé, having all workers undertake cross-cultural training.  Teacher encourages students to reflect on work opportunities identified through the activity and associated future pathways, with an emphasis on how intercultural capability skills can benefit their futures. For example, they may use administration skills at a reception desk at a sport centre and rely on intercultural skills to liaise with diverse community members. |

Considerations when adapting the learning activity

* This activity can be further adapted in a co-curricular context. It could be adapted simply in the context of teaching Health and Physical Education, as described. A similar activity in Geography could compare how intercultural factors influence our response to environmental changes.
* School connections with outside organisations should be utilised. For instance, in this example a school may have contacts through their school swimming program, or an interschool sports organisation.

Additional resources to help when adapting the learning activity

* Our Community, ‘[How to make groups more inclusive](https://www.ourcommunity.com.au/article/view_article.jsp?articleId=3489)’
* VicSport, ‘[Welcoming sport](https://vicsport.com.au/welcoming-sport)’

Benefits for students

Know yourself – self-development:

* Identifying how resources and skills can have transferable value is important for students to understand, as it stresses the importance of being adaptablewithin a work context.
* As students learn about the roles in shared facilities and the ways the community engages with the facilities, they understand the importance being able to work with others.

Know your world – career exploration:

* A focus on local facilities can help students to reflect on the mutual dependence of work and broader society, particularly relating to cultural practices that we may take for granted, such as publicly accessible parklands or buildings.

Manage your future – be proactive:

* Students can reflect on how even volunteer work within a community organisation can lead to the development of transferable skills.
* Examining recreation and the work that surrounds it means that students gain experience thinking about how to balance work and life.