

## VICTORIAN CAREERS CURRICULUM FRAMEWORK

The Victorian Careers Curriculum Framework (the Framework) focuses young people's attention on realising their aspirations by creating opportunities, making informed choices and defining their career goals. The Framework is based on the eleven competencies identified in the Australian Blueprint for Career Development.

The Framework is designed to assist teachers, trainers, careers practitioners and curriculum coordinators in the preparation of young people to make a successful transition into further education, training and employment.

Learning Outcomes in the Framework are focused on the three Stages of Career Development: Self Development, Career Exploration and Career Management. The focus for these Learning Outcomes is providing opportunities for young people to build their career skills, knowledge and capabilities.

Learning Outcomes for Year 11 are:

Stage	Self Development			Career Exploration			Career Management	
Learning Outcome	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	2. Explore innovative interpersonal and group communication skills; including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	6. Engage in career planning and development that takes into account changing economic, social and employment trends	7. Use career information resources to identify career opportunities that are available to someone with your skills, knowledge, aspirations and assess the reliability of the information	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level

The table below demonstrates alignment between the Framework Learning Outcomes and selected key knowledge and key skills from the VCE Art Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Art Units 1-2 key knowledge and key skills relate to information required to pursue a career in art (e.g. Learning Outcome 4). Teachers may choose to design additional activities to embed the Framework into learning and teaching practice, such as asking students why they chose the subject (e.g. Learning Outcome 1) or using the Job Guide or myfuture website to identify career opportunities in the subject area (e.g. Learning Outcome 7).

As the table of alignment is against a selection of key knowledge and key skills only, teachers must refer to the VCE Art Study Design for the complete list of key knowledge and key skills, available from the VCAA website at <http://www.vcaa.vic.edu.au>.

Victorian Careers Curriculum Framework		VCE Art Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	1	1	<ul style="list-style-type: none"> <li>Social and personal interests, experiences and intention of artists</li> </ul>	<ul style="list-style-type: none"> <li>Research and discuss how art reflects the personal interests, experiences and intention of the artist</li> <li>Formulate personal opinions with reference to artworks</li> </ul>
		1	2	<ul style="list-style-type: none"> <li>The meaning of visual language to explore issues and ideas of personal interest and</li> </ul>	

				imagination		
	2. Explore innovative interpersonal and group communication skills; including discovering the importance and benefits of being able to interact with diverse groups of people in all areas of life	1	1	<ul style="list-style-type: none"> <li>• Factors that influence responses to artworks</li> <li>• Aspects of the Formal Framework and the Personal Framework</li> <li>• Social and personal interests, experiences and intention of artists</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the Formal Framework and Personal Framework to analyse and interpret artworks</li> <li>• Research and discuss how art reflects the personal interests, experiences and intention of the artist</li> </ul>	
	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	2	1	<ul style="list-style-type: none"> <li>• How artworks can reflect the beliefs, values and traditions of different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast artworks from different cultures</li> </ul>	
Career Exploration	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	All	All	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>	
		1	1	<ul style="list-style-type: none"> <li>• Art language for the expression of discussion and research</li> </ul>		
		2	1			
			1	2	<ul style="list-style-type: none"> <li>• Art language for the purpose of documentation and annotation</li> </ul>	
			2	2		
		5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	1	2		<ul style="list-style-type: none"> <li>• Document thinking and working practices</li> </ul>
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	2	1	<ul style="list-style-type: none"> <li>• The role and purpose of art in cultural contexts</li> </ul>		
Career Management	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1	2		<ul style="list-style-type: none"> <li>• Communicate personal ideas and concepts through the development of a visual language</li> </ul>	
		2	2	<ul style="list-style-type: none"> <li>• Visual language used to explore issues and ideas of personal and cultural interest</li> </ul>		

For more information about the Framework, please visit [www.education.vic.gov.au/careersframework](http://www.education.vic.gov.au/careersframework).