

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 Dance Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Dance Units 1-2 key knowledge and key skills relate to information required to pursue a career in dance (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 Dance Study Design for the complete list of key knowledge and key skills, available from the VCAA website at <http://www.vcaa.vic.edu.au>.

Please note: Although the alignment below identifies links between VCE Dance and preparing for an audition, it is important for students to understand that auditions will require a quite specific performance and/or folio. Work developed for VCE may be adapted for audition purposes but may not be sufficient in itself. Students are advised to always use information provided by the organisation/institution when preparing for auditions.

Victorian Careers Curriculum Framework		VCE Dance Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	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	3		<ul style="list-style-type: none"> Move with an awareness of others in a group, and use and reproduce group formations accurately
	3. Identify attitudes, behaviours and skills that	1	1	<ul style="list-style-type: none"> Cultural influences on the choice of expressive 	<ul style="list-style-type: none"> Describe cultural influences on the choice of

	contribute to overcoming bias and stereotyping in the workplace			intention, selection of body actions and the use of technical and physical skills in their dance work; for example, the student's dance background and training, cultural, geographic and social contexts and/or gender issues	expressive intention, selection of body actions and the use of technical and physical skills in their dance works	
		2	1	<ul style="list-style-type: none"> Cultural influences on technical and production aspects of dance traditions, styles and/or works such as performance space, costume, lighting, sets, and, where appropriate, properties, make-up and/or mechanical devices 	<ul style="list-style-type: none"> Describe cultural influences on two technical and/or production aspects used in dance traditions, styles and/or works 	
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"> All 	<ul style="list-style-type: none"> All 	
		1	1	<ul style="list-style-type: none"> Dance language and terminology 		
		1	1, 2, 3		<ul style="list-style-type: none"> Use appropriate dance language and terminology 	
		2	2			
		1	2	<ul style="list-style-type: none"> Use appropriate dance language and terminology 		
		1	3	<ul style="list-style-type: none"> Appropriate dance language and terminology 		
	2	1				
	5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	1	1		<ul style="list-style-type: none"> Identify and document the expressive use of body actions to communicate the intention in own and other choreographers' dance works 	
2		3	<ul style="list-style-type: none"> Document processes of learning, rehearsing and performing a solo or group dance work 			
Career Management	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	1	1	<ul style="list-style-type: none"> The communication of the expressive intention in own and other choreographers' dance works through the safe use of technical and physical skills expressively executed through a range of body actions 	<ul style="list-style-type: none"> Describe the expressive intention in own and other choreographers' dance works 	
		1	2	<ul style="list-style-type: none"> Complete structured solo and/or group improvisations Rehearse and perform own solo or group dance work Demonstrate performance skills 		
		1	3		<ul style="list-style-type: none"> Execute expressively in performance the range of body actions and movement sequences of a learnt dance work Perform a learnt dance work demonstrating an understanding of the expressive intention 	
		2	2		<ul style="list-style-type: none"> Perform own solo or group dance works before an audience 	
		2	3	<ul style="list-style-type: none"> Expressive execution of movement vocabulary including the body actions and variations of elements of movement in a learnt dance work Demonstrate the appropriate use of technical and physical skills required to expressively perform a learnt dance work Memorise and rehearse a learnt dance work and perform it before an audience 		

For more information about the Framework, please visit www.education.vic.gov.au/careersframework.