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 Environmental Science Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Environmental Science Units 1-2 key knowledge and key skills relate to information required to pursue a career in environmental science (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 Environmental Science 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 Environmental Science 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	2		• Collaborate with one or more sectors of the local community in the development or implementation of an environmental project
		2	2		• Work in a team to develop and implement an appropriate monitoring program and prepare a report of findings

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	• All	• All
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	2	• The characteristics and distribution, causes and effects of human-induced environmental changes; for example, salinity, soil erosion, fire regimes, desertification, eutrophication, water pollution, introduced species, ozone depletion, enhanced greenhouse effect, urban air pollution • Human-induced changes that contribute to the conservation and remediation of the environment; for example, revegetation, development and management of wildlife corridors, conservation and management of parks, soil remediation, waste minimisation, environmental stream flows, use of wetland systems for filtering wastewater, treatment of sewage, banning of chloroflurocarbons (CFCs), use of catalytic converters in cars	• Collect and record data from fieldwork and/or practical work to describe the characteristics and distribution of human-induced environmental change • Analyse fieldwork and/or practical work data to describe the effects of human-induced environmental change • Describe and compare conservation and/or remediation projects • Investigate the effects of conservation and/or remediation projects on the environment • Predict and justify the consequences of introducing a conservation and/or remediation project to an ecosystem which has been influenced by human-induced environmental change
		1	3	• Natural long-term environmental changes and their effects in ecosystems; for example, ecological succession, plate tectonics, drying of the Australian continent, extinction of species, evolutionary mechanisms, climate change	• Model natural long-term environmental changes in ecosystems and describe their effects
		2	2	• Role of the monitoring program on the selected local example of environmental degradation or environmental issue • Role of government policies and regulatory bodies including State Environment Protection Policies (SEPPs) and the Environment Protection Authority in pollution control	• Describe the influence of government SEPPs on monitoring and reporting the state of the local environment
		2	3	• Role of government policies and regulatory bodies including SEPPs and the Environment Protection Authority and their use in pollution control • The use of environmental indicators by Victorian Government agencies or corporate organisations to control pollution and/or measure the ecological health of ecosystems • The use of environmental indicators in national State of the Environment reporting	• Identify responsibilities of government agencies or corporate organisations for monitoring and reporting on the state of the environment at local, state and national levels • Analyse the use of environmental indicators in decision-making processes

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