

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 Food and Technology Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Food and Technology Units 1-2 key knowledge and key skills relate to information required to pursue a career in food and technology (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 Food and Technology 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 Food and Technology 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	2	2		<ul style="list-style-type: none"> Work independently and as a member of a team
	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	2	2	<ul style="list-style-type: none"> Social and cultural influences that have an impact on meal planning, such as <ul style="list-style-type: none"> lifestyle of consumers at a specific stage of the 	<ul style="list-style-type: none"> use the design process to plan and prepare meals to meet the requirements of specific design briefs such as <ul style="list-style-type: none"> particular social or cultural influences on

				<ul style="list-style-type: none"> life span, for example childhood and adolescence ○ purpose of the meal ○ beliefs and customs ○ use of Australian indigenous ingredients ○ vegetarianism 	consumers
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	2	<ul style="list-style-type: none"> • The design process (including the design brief, criteria for evaluation, research, the design plan and evaluation of processes and products) and its role in the planning, and safely and hygienically preparing and processing foods in a way that maximises the qualities of key foods • Plant or animal origin, structure, and classification of key foods, including cereals, fruits, vegetables, nuts and legumes, meats, seafood, daily foods and eggs 	<ul style="list-style-type: none"> • Use the design process to plan and safely and hygienically prepare and process key foods to maximise quality
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	2	<ul style="list-style-type: none"> • Considerations in food selection, including food quality and ethical issues such as fair trade and intensive farming practices 	<ul style="list-style-type: none"> • Make informed decisions about food selection
		2	1	<ul style="list-style-type: none"> • Technological developments in tools and equipment for domestic use, such as the latest advances in cookware and appliances 	<ul style="list-style-type: none"> • Investigate technological developments in tools and equipment, and analyse their impact on food preparation
		2	2	<ul style="list-style-type: none"> • Environmental considerations in planning to minimise waste and effectively use resources such as consideration of food miles and use of seasonally available ingredients 	<ul style="list-style-type: none"> • Research and develop strategies to minimise food waste and resource use

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