

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 Foundation English Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Foundation English Units 1-2 key knowledge and key skills relate to information required to pursue a career in English (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 Foundation English 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 Foundation English 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 or 2	4	<ul style="list-style-type: none"> • 'The Study of Texts' <ul style="list-style-type: none"> ○ The conventions of different speaking and listening situations such as turn-taking, responding to questions and comments, collaborating and negotiating, questioning others ○ The importance in speaking and listening situations of volume, pronunciation, emphasis, tone, body language and eye contact 	<ul style="list-style-type: none"> • 'The Study of Texts' <ul style="list-style-type: none"> ○ All

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 conventions of spelling, punctuation and syntax of Standard Australian English 		
		2	2	<ul style="list-style-type: none"> • 'The Study of Texts' OR 'The Analysis and Construction of Argument' <ul style="list-style-type: none"> ○ The conventions of spelling, punctuation and syntax of Standard Australian English 		
	1 or 2	1	<ul style="list-style-type: none"> • 'Communication and the workplace' <ul style="list-style-type: none"> ○ All 			
	5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan	1 or 2	6	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Strategies for monitoring and recording the processes of researching information on a topic ○ Ways of reflecting upon and evaluating learning experiences and achievements 	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Reflect upon and evaluate the learning processes involved, including discussion of key issues, events, achievements and difficulties which illustrate valuable learning experiences 	
Career Management	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	1 or 2	3	<ul style="list-style-type: none"> • 'Technology and Communication' <ul style="list-style-type: none"> ○ Strategies for identifying sources and locating information using information and communications technology ○ Strategies for evaluating the reliability and credibility of a variety of computer-generated texts, such as webs pages and their links 	<ul style="list-style-type: none"> • 'Technology and Communication' <ul style="list-style-type: none"> ○ Use information and communications technology, such as email, online conferences, discussion groups, Internet, CD-ROMs, to identify sources and locate information for specific purposes ○ Evaluate the reliability and credibility of a variety of computer-generated texts 	
		1 or 2	6	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Strategies for locating possible sources of information ○ Strategies for identifying the usefulness and evaluating the reliability of possible sources of information 	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Use online catalogues, print indexes, bibliographies, electronic databases and internet search strategies to locate information in identified sources ○ Identify useful types of information sources (reference materials, books, articles, newspapers, magazines, websites, CD-ROMs, databases) and evaluate their reliability by, for example, considering their dates of publication, authorship and use of evidence 	
		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"> • The ways in which purpose, audience and the context influence the structure and language of texts 	<ul style="list-style-type: none"> • Identify the purpose, audience and context of the writing
	2		2			
	2		1	<ul style="list-style-type: none"> • The language structures, features, purposes and intended audiences of different texts 		
	2		2	<ul style="list-style-type: none"> • Different tones and styles and how they influence the effect of a written text 	<ul style="list-style-type: none"> • Select the appropriate text for the purpose and audience • Apply the conventions of language, including accurate spelling, and use appropriate vocabulary for he intended purposes and audience • Adopt the appropriate tone and style for the intended purpose and audience 	
			1 or 2	1		<ul style="list-style-type: none"> • 'Communication and the workplace' <ul style="list-style-type: none"> ○ Select the appropriate text type and clearly identify the audience and purpose ○ Use the appropriate language, tone and style for the audience and purpose ○ Follow conventional format, layout and style

					to enhance readability and impact of work-related texts such as business letters, manuals, emails, faxes, agendas, reports, minutes, applications, resumes
		1 or 2	3	<ul style="list-style-type: none"> • 'Technology and Communication' <ul style="list-style-type: none"> ○ Ways to convey ideas and information to an audience effectively 	<ul style="list-style-type: none"> • 'Technology and Communication' <ul style="list-style-type: none"> ○ Apply knowledge and skills of a range of information and communications technology to locate, produce and convey ideas and information to an audience
		1 or 2	6	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Strategies for choosing an appropriate form of presentation for the specified audience and synthesising of information to suit the chosen form and audience 	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Synthesise information accurately and appropriately for the chosen form and audience
		1 or 2	2	<ul style="list-style-type: none"> • 'Communication and the workplace' OR 'Technology and Communication' OR 'The Analysis and Construction of Argument' <ul style="list-style-type: none"> ○ All 	<ul style="list-style-type: none"> • 'Communication and the workplace' OR 'Technology and Communication' OR 'The Analysis and Construction of Argument' <ul style="list-style-type: none"> ○ All
		1 or 2	4	<ul style="list-style-type: none"> • 'The Study of Texts' <ul style="list-style-type: none"> ○ The ways in which aspects, such as purpose, audience and context, affect the structure, content and language of an oral presentation, for example, a monologue, a debate, leadership of a discussion group, a dramatic performance ○ The conventions of different speaking and listening situations such as turn-taking, responding to questions and comments, collaborating and negotiating, questioning others ○ The importance in speaking and listening situations of volume, pronunciation, emphasis, tone, body language and eye contact 	<ul style="list-style-type: none"> • 'The Study of Texts' <ul style="list-style-type: none"> ○ All
		1 or 2	6	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Techniques for planning and preparing oral presentations ○ Techniques for delivering information and ideas clearly and appropriately to a specified audience 	<ul style="list-style-type: none"> • 'Information Literacy' <ul style="list-style-type: none"> ○ Select a form of oral presentation appropriate for the audience and context, and use appropriate aids to illustrate, support and clarify meaning ○ Engage listeners through interesting, varied and appropriate language use and non-verbal techniques

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