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 Information Technology Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most Many VCE Information Technology Units 1-2 key knowledge and key skills relate to information required to pursue a career in information 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 Information 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/vce/studies/infotech/infotechindex.html#H2N10048.

Victorian Careers Curriculum Framework		VCE Information 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	1	3	• Strategies (tools and techniques) for coordinating the tasks, people, resources and time required to create solutions	• Use ICT to document and monitor project plans when creating team solutions
		2	3	• Role of clients in shaping how ICT is used to create solutions and strategies for acquiring feedback from clients • Strategies (tools and techniques) for	• Prepare and follow plans that coordinate the tasks, people, resources and time required to develop solutions • Liaise with clients in order to obtain feedback

				coordinating the tasks, people, resources and time required to create solutions	on the preferred designs, and make adjustments, where necessary
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	• Most	• Most
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	2	• Security threats to data and information communicated and stored within networks	• Explain how actions, devices and events can threaten the security of data and information communicated and stored within networks
		1	3	• A detailed study in one of the following contexts: computer gaming, social networking, robotics, e-commerce and cloud computing, that focuses on: o legal, social, environmental and ethical reasons for the issue arising	• Synthesise information about the selected ICT issues and strategies for influencing how ICT is used for particular purposes
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	2	2	• ICT career opportunities and pathways	• Investigate ICT careers and pathways that require the use of programming or scripting languages
		1	2	• Roles and responsibilities of professional people who develop and support networks, including procedures to control the operation of networks	• Explain ways in which network professionals develop and maintain networks

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