

## 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 Physical Education Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Physical Education Units 1-2 key knowledge and key skills relate to information required to pursue a career in physical education (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 Physical Education 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 Physical Education 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	3.2	<ul style="list-style-type: none"> <li>Duty of care associated with the role of administrator, coach, manager, teacher or student</li> </ul>	<ul style="list-style-type: none"> <li>Describe the duty of care of individuals involved in the delivery of sports and physical activity programs</li> </ul>
		2	1	<ul style="list-style-type: none"> <li>Effective and appropriate relationships between coach and the individual or group, understanding group dynamics, leadership skills, conflict resolution, communication and the setting of boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Create a safe and inclusive learning environment when coaching</li> <li>Evaluate coaching methods and justify their appropriateness in a variety of settings</li> </ul>

	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	2	1	<ul style="list-style-type: none"> <li>Rationale for the development of codes of conduct</li> <li>Skills and behaviours of an exemplary coach</li> </ul>	
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"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>All</li> </ul>
		1	3.2	<ul style="list-style-type: none"> <li>Sports Medicine Australia (SMA) policies</li> <li>Roles of health care professionals (for example, sports physiologists, doctors, physiotherapists, osteopaths, dieticians) in injury prevention and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Interpret and evaluation SMA policies</li> <li>Investigate the role of health care professionals such as physiotherapists, occupational therapists, dieticians and masseuses in injury prevention and rehabilitation to plan a person's return to sport or lifestyle</li> </ul>
		2	1	<ul style="list-style-type: none"> <li>Roles and responsibilities of the coach</li> <li>Skills and behaviours of an exemplary coach</li> </ul>	
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	3.1	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Participate in, and evaluate and report on a minimum of one practical activity that demonstrates a technological change</li> <li>Explain the impact of a technological advancement</li> </ul>
		1	3.2	<ul style="list-style-type: none"> <li>Ethical considerations associated with the increased use of sports medicine practices to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>Analyse ethical considerations relating to the use of sports medicine practices</li> </ul>
		2	2	<ul style="list-style-type: none"> <li>Current levels of physical activity and sedentary behaviour in Australia</li> <li>Factors (demographic, social and environmental) to participation in physical activity for population groups such as males and females, indigenous Australians, people with a disability, rural/urban, the aged, adolescence and youth, cultural and the overweight/obese</li> </ul>	<ul style="list-style-type: none"> <li>Collect, analyse and interpret data relating to the current levels of physical activity and sedentary behaviour in Australia</li> <li>Identify factors that may influence an individual's participation in physical activity across the lifespan</li> </ul>
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	1	<ul style="list-style-type: none"> <li>Coaching pathways and accreditation for coaches</li> </ul>	
	8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level	2	1		<ul style="list-style-type: none"> <li>Adopt the role of the coach in a variety of practical sessions and reflect, evaluate and report on the personal experience of taking on the role of a coach</li> </ul>

For more information about the Framework, please visit [www.education.vic.gov.au/careersframework](http://www.education.vic.gov.au/careersframework).