

VICTORIAN CAREERS CURRICULUM FRAMEWORK

The Victorian Careers Curriculum 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 in 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

Learning Outcomes for Year 12 are:

Stage	Self Development		Career Exploration		Career Management	
Learning Outcome	1. Understand and analyse how achievements related to work, leisure, voluntary work and learning influence self concept	2. Re-examine your personal characteristics and determine those that contribute positively to the achievement of your life, learning and work goals	3. Identify how your education and training achievements affect your available options, courses, programs, workplace training and/or entry into work	4. Locate and use education and training information, occupational and industry information and labour market information in the career building process	5. Consider the possible implications of changes in learning and work for your own career goals and plans including financial options	6. Understand and apply problem solving and goal setting strategies in making career and life decisions

The table below shows how the VCAL Learning Outcomes for Literacy may contribute to the Victorian Careers Curriculum Framework Learning Outcomes. For further advice on delivery and assessment of the VCAL units please refer to the respective VCAL Curriculum Planning Guides at <http://www.vcaa.vic.edu.au/vcal/providers/resources/teacherresources.html>.

YEAR 11				
Careers Curriculum Framework		VCAL Literacy Skills		
Stage	Learning Outcome	Learning Outcome	Element	Additional advice
Self Development	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	Intermediate Reading and Writing 1	All elements	Students can interview an older person they know (the person should be aged 50 – 70). The interview could focus on finding out about the persons interests, attitudes and beliefs. This could extend to get a chronology of his/her career decisions and moves (including migration) . Write his/her biography. Students should try to make it an interesting and inspirational story; share readings of all the biographies written by class members.
	3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace	Intermediate Reading and Writing 3, 6, 7	All elements	Students could use the media to collect articles or reports focussing on workplace issue, e.g. equal opportunity, workers rights violations, bias and stereotyping or harassment that has occurred in the workplace. They could then use this information to write and present a report to their class clearly indicating how the employee has been unfairly treated. The report could give advice and direction for assistance to resolve issue and be supported by using different resources such as Australian government websites, e.g. the conciliation process and pathways to resolution (www.jobwatch-org.au). Other possible resources could be through the appropriate union/association website. Other forms of presentation could include: Poster presentation title: 'What to do if this happens... in the workplace'
Career Exploration	4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments	Intermediate Reading and Writing 2, 3, 7	All elements	
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	Intermediate Reading and Writing 2, 3, 6, 7 Oral Communication 2, 3	All elements	<p>1. Students organise a Career Expo for Year 10 students focussing on a particular industry, e.g. Health and Community Services.</p> <p>2. Students investigate specific career pathways in the industry e.g. i) Nursing; ii) Physiotherapy; iii) Aged care assistant; iv) Dental assistant; and others and provide information (possible power point) to the class that would include the following:</p> <ul style="list-style-type: none"> • Tertiary qualification required and prerequisite senior secondary school studies • Tertiary institutions that offer the relevant courses including prerequisites e.g. ATAR • Statistical information on job opportunities and job trends in Melbourne and regional Victoria. <p>3. Students organise guest speakers to visit the school to speak to students about Health and Community Services career pathways these could include speakers from:</p> <ul style="list-style-type: none"> • Universities or TAFE • Professionals in the industry • Union/Association representatives • Past students that have followed similar career pathways. <p>4. Students organise site tours that will allow other students to observe the different activities and roles of workers in the industry. Students would have the</p>

				<p>opportunity to have structured questions answered for them by tour guide. For each example students will be required to read appropriate information and maintain a journal that includes a reflection on what they have learnt and present information to others, e.g. peers.</p>
	<p>8. Prepare for selection interviews and/or auditions and demonstrate enterprise, negotiation, networking and self marketing skills to an appropriate level</p>	<p>Intermediate</p> <p>Reading and Writing 2</p> <p>Oral Communication 2, 3</p>	<p>All elements</p>	<p>Students prepare a portfolio that may include the skills acquired at school or during work placement that are appropriate to selection criteria for higher education training/training institution or employment. Students then present and discuss portfolio at a selection panel interview. The panel could be made up of peers, class teacher and or other outside organisations e.g. group training organisation representative.</p>

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