Year 11: Framework Learning Outcomes

# Self-Development: 1. Understand and analyse how personal characteristics, interests, attitudes, values, beliefs and behaviours influence decisions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘Pizza IQ’ activities in the Careers & Transition Resource Kit in order to self-identify strengths and limitations using a model of six types of intelligence, with six associated learning styles, likes and abilities.
 | * Careers & Transition Resource Kit: [Self Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/selfaware.aspx) – Pizza IQ.
 |  |  |
| * Complete the ‘My interests’ activities in the Careers & Transition Resource Kit in order to identify individual interests and how they relate to abilities, work and leisure.
 | * Careers & Transition Resource Kit: [Self Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/selfaware.aspx) – My interests.
 |
| * Complete the ‘My values’ activities in the Career & Transition Resource Kit in order to identify personal values to assist in the decision making process.
 | * Careers & Transition Resource Kit: [Self Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/selfaware.aspx) – My values.
 |
| * Complete the ‘Personal perceptions’ activities in ReCaP in order to identify and present positive perceptions of self.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-personal-management-personal-perceptions-australian-blueprint-career-development): Personal perceptions
 |
| * Complete the ‘Personal timeline and vocational tree’ activities in ReCaP in order to identify factors that influence career options.
 | * [ReCaP](https://www.dese.gov.au/future-ready/resources/area-personal-management-personal-timeline-australian-blueprint-career-development): Personal timeline
 |
| * Complete the ‘Strengths and abilities’ activities in ReCaP in order to develop a profile of important strengths and abilities.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-personal-management-strengths-and-abilities-australian-blueprint-career-development): Strengths and abilities
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.

# 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘How others see me’ activities in the Careers & Transition Resource Kit in order to obtain some insight into what others think, and what this means personally and socially.
 | * Careers & Transition Resource Kit: [Self Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/selfaware.aspx) – How others see me.
 |  |  |
| * Complete the ‘Getting to Know You’ activities in the Careers & Transition Resource Kit in order to obtain some insight into themselves and other learners in their class group. Although written with EAL learners in mind, these activities can be completed with all young people.
 | * Careers & Transition Resource Kit: [Self Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/selfaware.aspx) – Getting to Know You.
 |
| * Complete the ‘Access your allies’ activities in the Careers & Transition Resource Kit in order to identify those people who are able to help with personal career development including employment opportunities.
 | * Careers & Transition Resource Kit: [Transition Planning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/transitionplan.aspx) – Access your allies.
 |
| * Complete ‘The local community scene’ activities in ReCaP in order to identify the businesses, industries and resources in the local community that might provide work and networking opportunities.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-b-learning-and-work-exploration-local-community-australian-blueprint-career-development): The local community scene
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.

# Self-Development: 3. Identify attitudes, behaviours and skills that contribute to overcoming bias and stereotyping in the workplace

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘Solving problems’ activities in the Careers & Transition Resource Kit in order to identify different approaches to solving problems.
 | * Careers & Transition Resource Kit: [Decision Learning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/decisionlearn.aspx) – Solving problems.
 |  |  |
| * Explore the ACTU worksite ‘Your Rights at Work for students’ webpage in order to raise their awareness of equal opportunity law relating to the world-of-work.
 | * ACTU Worksite: [Your Rights at Work for Students](http://www.worksite.actu.org.au/your-first-job/know-your-rights.aspx).
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.

# Career Exploration: 4. Identify the transferable skills, knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘What is work?’ activities in the Careers & Transition Resource Kit in order to identify personal understanding about the world of work.
 | * Careers & Transition Resource Kit: [Opportunity Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/opportunity.aspx) – What is work?
 |  |  |
| * Complete the ‘Paid work activities’ activities in the Careers & Transition Resource Kit in order to identify the attributes of paid part-time or causal work and share this information with others.
 | * Careers & Transition Resource Kit: [Opportunity Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/opportunity.aspx) – Paid work activities.
 |
| * Complete the ‘Transferrable skills’ activities in the Careers & Transition Resource Kit in order to identify personal skills that are transferrable to the workplace.
 | * Careers & Transition Resource Kit: [Decision Learning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/decisionlearn.aspx) – Transferrable skills.
 |
| * Complete the ‘Personal skills’ activities in ReCaP in order to identify personal skills.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-personal-management-personal-skills-australian-blueprint-career-development): Personal skills
 |
| * Complete the ‘Employability skills’ activities in ReCaP in order to identify current generic skills that are transferable to the workplace.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-b-learning-and-work-exploration-employability-skills-australian-blueprint-career-development-0): Employability skills
 |
| * Complete the ‘What is work?’ activities in ReCaP in order to define work.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-b-learning-and-work-exploration-what-work-australian-blueprint-career-development): What is work?
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.

# Career Exploration: 5. Explore the importance of revisiting and fine tuning your preferred study, training and work options within your Career Action Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘Goal setting’ activities in the Careers & Transition Resource Kit in order to explore long and short-term goals and how time needs to be managed to meet these goals.
 | * Careers & Transition Resource Kit: [Transition Planning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/transitionplan.aspx) – Goal setting.
 |  |  |
| * Complete the ‘Future predictors and risk assessment’ activities in the Careers & Transition Resource Kit in order to build upon goal setting and to consider how the world might change.
 | * Careers & Transition Resource Kit: [Decision Learning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/decisionlearn.aspx) – Future predictors and risk assessment.
 |
| * Complete the ‘Career pathway planning’ activities in the Careers & Transition Resource Kit in order to produce a career pathway plan using personal goals students have set for themselves.
 | * Careers & Transition Resource Kit: [Transition Planning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/transitionplan.aspx) – Career pathway planning.
 |
| * Complete the ‘Careers portfolio’ activities in the Careers & Transition Resource Kit in order to prepare a personal careers portfolio to be added to throughout school and beyond, which can be used to demonstrate areas of expertise and support applications for courses, volunteer and paid work.
 | * Careers & Transition Resource Kit: [Transition Planning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/transitionplan.aspx) – Careers portfolio.
 |
| * Complete the ‘Career action plan’ activities in ReCaP in order to produce a career action plan using goal-setting processes.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-c-career-building-career-action-plan-australian-blueprint-career-development): Career Action Plan
 |
| * Complete the ‘Personal portfolio’ activities in ReCaP in order to prepare a personal portfolio.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-c-career-building-personal-portfolio-australian-blueprint-career-development): Personal portfolio
 |
| * When completing the Career pathway planning’ activities in the Careers & Transition Resource Kit OR the Career action plan activities in ReCaP, use the Career Action Plan templates developed for the *Victorian Careers Curriculum Framework.*
 | * Victorian Careers Curriculum Framework: [Career Action Plans](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/cap.aspx).
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.

# Career Exploration: 6. Engage in career planning and development that takes into account changing economic, social and employment trends

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘Balancing leisure and work’ activities in the Careers & Transition Resource Kit in order to identify the effect of changing work patterns on balancing leisure and work.
 | * Careers & Transition Resource Kit: [Opportunity Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/opportunity.aspx) – Balancing leisure and work.
 |  |  |
| * Complete the ‘Skills in demand’ activities in the Careers & Transition Resource Kit in order to explore skills shortage areas and job prospects.
 | * Careers & Transition Resource Kit: [Opportunity Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/opportunity.aspx) – Skills in demand.
 |
| * Complete the ‘Careers in Government’ activities in the Careers & Transition Resource Kit in order to investigate the variety of occupations available in the government sector
 | * Careers & Transition Resource Kit: [Opportunity Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/opportunity.aspx) – Careers in Government.
 |
| * Complete the ‘Leisure time’ activities in ReCaP in order to identify the effects of changing work patterns on leisure time.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-c-career-building-leisure-time-australian-blueprint-career-development): Leisure time
 |
| * Complete the ‘Technology and change’ activities in ReCaP in order to report on the impact of technological change on employment and way of life.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-b-learning-and-work-exploration-technological-change-australian-blueprint-career-development): Technology and change
 |
| * Complete the ‘Present and future work patterns’ activities in ReCaP in order to investigate and compare changes that have occurred in the nature of work.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-c-career-building-present-and-future-work-patterns-australian-blueprint-career-development): Present and future work patterns
 |
| * Explore the myfuture ‘Labour Market Information’ webpage in order to find labour market information about specific regions.
 | * myfuture: [Labour Market Information](http://www.myfuture.edu.au/en/The%20Facts/Work%20and%20Employment/Labour%20Market%20Information.aspx).
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.

# 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘Researching careers’ activities in the Careers & Transition Resource Kit in order to investigate a variety of occupations to assist in making informed career decisions. Use the worksheets for more senior students.
 | * Careers & Transition Resource Kit: [Opportunity Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/opportunity.aspx) – Researching careers.
 |  |  |
| * Complete the ‘Exploring Education and Training pathways’ myfuture quiz in order to find out about the important components to explore when considering education and training pathways.
 | * myfuture: [Exploring Education and Training Pathways](http://www.myfuture.edu.au/learningobjects/1003_EducationAndTraining/index.html).
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.

# Career Management: 8. Prepare for selection interviews and demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sample Curriculum Link | Sample Activities | Sample Resources | Current Practice(Is this being achieved now? If yes, how and by whom?) | Change Practice(How could the learning outcome be achieved?) |
| VCAL* Work Related Skills
* Personal Development
* Literacy Skills
* Numeracy Skills
* Skills for Further Study

VCE* <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/yr11development.aspx>
 | * Complete the ‘Promoting myself’ activities in the Careers & Transition Resource Kit in order to identify and present positive perceptions of self.
 | * Careers & Transition Resource Kit: [Self Awareness](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/selfaware.aspx) – Promoting myself.
 |  |  |
| * Complete the ‘Writing winning resumes’ activities in the Careers & Transition Resource Kit in order to help young people understand the importance of resumes as a tool for promoting themselves to employers.
 | * Careers & Transition Resource Kit: [Transition Planning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/transitionplan.aspx) – Writing winning resumes.
 |
| * Complete the ‘Interview preparation’ and ‘Go for gold – interview practice’ activities in the Careers & Transition Resource Kit in order to prepare for interviews by developing and practicing interview skills.
 | * Careers & Transition Resource Kit: [Transition Planning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/transitionplan.aspx) – Interview preparation & Go for gold – interview practice.
 |
| * Complete the ‘Positive self-talk’ activities in ReCaP in order to apply positive self-talk as a means of developing self-confidence.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-personal-management-positive-self-talk-australian-blueprint-career-development): Positive self-talk
 |
| * Complete the ‘Interview preparation’ and ‘Interview participation’ activities in ReCaP in order to prepare for an interview, and participate actively in the interview process.
 | * [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-c-career-building-interview-preparation-australian-blueprint-career-development): Interview preparation
* [ReCaP](https://www.dese.gov.au/school-work-transitions/resources/area-c-career-building-interview-participation-australian-blueprint-career-development): Interview participation
 |

Schools/organisations are encouraged to build on and contextualise this template to meet the needs of their unique learner cohort and school/organisation priorities.