

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 Outdoor and Environmental Studies Units 1-2 Study Design. Teachers may prefer to complete their own alignment based on their unique learning and teaching context. Most VCE Outdoor and Environmental Studies Units 1-2 key knowledge and key skills relate to information required to pursue a career in outdoor and environmental studies (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 Outdoor and Environmental Studies 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 Outdoor and Environmental Study Design			
Stage	Learning Outcome	Unit	AOS	Key knowledge	Key skill
Self Development	1. Understand and analyse how personal characteristics, interests, attitudes, values and beliefs and behaviours influence career decisions	1	2	<ul style="list-style-type: none"> Ways in which humans value nature, including as a resource, for recreation, adventure, and spiritual connection, and as a study site 	<ul style="list-style-type: none"> Analyse ways in which humans value and encounter nature
	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	1		<ul style="list-style-type: none"> Work cooperatively in groups during outdoor and classroom experiences
		2	2		<ul style="list-style-type: none"> Work together in groups in planning and conducting minimum impact outdoor experiences

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	1	<ul style="list-style-type: none"> • Planning for safe participation in outdoor experiences, which explore a range of responses to nature 	<ul style="list-style-type: none"> • Use appropriate practical skills for minimal impact travelling, living and investigation of natural environments
		2	1	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Practical skills appropriate to various natural environments
		2	2	<ul style="list-style-type: none"> • Procedures and practices for minimising and managing human impacts on nature, such as zoning, access regulations, catch and size limits, landcare, land for wildlife conservation covenants and pest control • Codes of conduct for recreational activities, such as those for bushwalking, rock-climbing and surfing 	<ul style="list-style-type: none"> • Apply minimal impact practices in outdoor experiences in natural environments • Apply codes of conduct for human interaction with natural environments
	6. Engage in career planning and development that takes into account changing economic, social and employment trends	1	2	<ul style="list-style-type: none"> • Factors which affect access to outdoor experiences, including socioeconomic, cultural background, age, gender and physical ability • The effect of technology on an individual's outdoor experiences 	<ul style="list-style-type: none"> • Analyse factors which affect access to outdoor experiences • Describe the relationship of technology to outdoor experiences
		2	2	<ul style="list-style-type: none"> • The impact of conservation, commercial and recreational activities on natural environments • Procedures and practices for minimising and managing human impacts on nature, such as zoning, access regulations, catch and size limits, landcare, land for wildlife, conservation covenants and pest control • The impact of technology on natural environments such as recreational vehicles, snow making, and satellite technology 	<ul style="list-style-type: none"> • Identify strategies for minimising human impacts on nature • Analyse the impact of technology on natural environments

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