Department of Education and Early Childhood Development

Aligning the Australian Curriculum with the Victorian Careers Curriculum Framework

March 2012

The Victorian Careers Curriculum Framework[1] is an online resource aimed at assisting young people to manage their careers lifelong.

The Victorian Careers Curriculum Framework (the Framework) provides a scaffold for a career education program for all young people from Years 7 to 12 and for young learners with VET providers and in the Learn Local adult community education sector. It supports the work of teachers, trainers and careers practitioners in the preparation of young people to make a successful transition into further education, training or employment.

The Framework has been developed under the National Partnership on Youth Attainment and Transitions, a joint initiative of the Australian and State and Territory Governments.

The Framework supports careers practitioners to assist young people to:

- Understand and manage influences relating to career planning and lifelong learning;
- Develop skills, knowledge attitudes and behaviours to make career decisions;
- Apply their learning to achieve educational and career aspirations;
- Build resilience in their capacity to manage change throughout their lives; and
- Develop and update an annual Career Action Plan that reflects their increased learning, builds on previous planning and identifies future actions.

Three Stages of Career Development

Learning and teaching resources within the Framework are organised into three stages of career development:

- **Self development**: young people understand themselves and the influences on them, build their experiences and achievements and develop their capabilities;
- **Career exploration**: young people locate, investigate and consider opportunities in learning and future work options; and
- **Career management**: young people make and adjust Career Action Plans and manage their life choices, changes and transitions.

[1] www.education.vic.gov.au/careersframework

Learning Outcomes

At each stage of learning, a range of Framework learning outcomes have been designed to reflect a developmental continuum of learning.

A young person's progression through the Framework learning outcomes may not be linear. Although the learning outcomes are attributed to different year levels, the year levels should be used as a guide only, with an individualised grouping of learning outcomes devised to match individual needs.

Six Steps of Career Self-Management

Figure 1: Victorian Careers Curriculum Framework six steps

Framework learning outcomes are also structured around the six steps to a young person's acquisition of skills and knowledge for lifelong career self-management. Young people complete all six steps each year with a focus on a different step each year. The six steps are:

- **I Discover**: young people discover their strengths and talents;
- **I Explore**: young people explore the world of work and their place in it;
- **I Focus**: young people focus on their values and interests;
- **I Plan**: young people use decision-making skills to plan their learning and career programs;
- **I Decide**: young people decide on their best options and opportunities; and
- **I Apply**: young people apply their skills and knowledge to their learning and career planning.

Career Action Plan Templates

The Career Action Plan is a dynamic planning document owned and managed by young people intended to capture their increased career development learning. The Career Action Plan helps young people to develop their awareness and understanding of education, training and employment options required for their preferred course of study, and to develop the skills, knowledge, attitudes and behaviours to effectively manage their careers and transitions throughout their lives.

The development of a Career Action Plan is designed to assist young people to set their goals, to clarify the actions needed to achieve these goals, and to commit to participating in the planned activities. The Career Action Plans incorporate the three stages of career development: self development, career exploration and career management. It is most effective when used in conjunction with the learning outcomes and related activities identified within the Framework.

Young people should complete a Career Action Plan every year from Years 7 to 12 and while enrolled with a VET provider or in the Learn Local adult community education sector. The Career Action Plan should be continually revised to reflect the career development activities undertaken throughout the year. Maintaining a Career Action Plan is a process, not a one-off activity.

Alignment with the Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all young Australians. The Australian Curriculum describes the learning entitlement of young people as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all young Australians.

General capabilities in the Australian Curriculum encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities will assist young people to live and work successfully in the twenty-first century. They comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that young people develop and use in their learning.

Figure 2: General capabilities in the Australian Curriculum

The Australian Curriculum has identified general capabilities addressed through learning areas. However, teachers may find further opportunities to incorporate explicit teaching of general capabilities depending on their choice of activities, such as through a career development program. Young people can also be encouraged to develop capabilities through personally relevant initiatives of their own design.

Both the Australian Curriculum 'general capabilities' and Framework 'learning outcomes' play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians[2]. The essential skills for young people in the twenty-first century are described as being able to[3]:

- manage their own wellbeing;
- relate well to others;
- make informed choices about their lives;
- become citizens who behave with ethical integrity;
- relate to and communicate across cultures;
- work for the common good; and
- act responsibly at local, regional and global levels.

Schools/organisations are encouraged to build on and contextualise the sample alignment templates in the Appendix between the Australian Curriculum and the Framework to meet the needs of their unique learner cohort and school/organisation priorities.

The Australian Curriculum can be accessed/is available from:

- http://www.australiancurriculum.edu.au/Home; or
- http://ausvels.vcaa.vic.edu.au/

[2] Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) 2008, *National Declaration on Educational Goals for Young Australians*, MCEETYA, Carlton.

[3] Australian Curriculum 2012. *General Capabilities in the Australian Curriculum*. Retrieved 7 March 2012 via http://www.australiancurriculum.edu.au/GeneralCapabilities/Overview/General-capabilities-in-the-Australian-Curriculum

Curriculum

Learning outcomes from the Framework address many of the general capabilities from the Australian Curriculum. The table below outlines examples of alignments across Years 7-10:

Framework Learning Outcome	Australian Curriculum General Capability
Year 10 • Examine the concept that every decision is a career decision by creating and maintaining your career portfolio	Literacy • Composing texts through speaking, writing and creating
Year 9 • Use career information resources to locate information on occupational and industry trends, education and training trends, social and economic trends	Numeracy • Recognising and using patterns and relationships
Year 7 • Understand the range of career information resources through networks, the Internet, television and newspapers, that provide occupational and industry information	ICT capability • Investigating with ICT
Year 8 • Understand and analyse how personal characteristics (attitudes, interests, values, beliefs and behaviours) influence career decisions	Critical and creative thinking • Analysing, synthesising and evaluating information
Year 10 • Understand the importance of allies (i.e. friends, family and supporters) to maintaining a positive self-concept	Personal and social capability • Social management
Year 8 • Identify their beliefs and value systems and their influence on self concept	Ethical behaviour • Reflecting on personal ethics in experience and decision making
Year 7 • Understand the concept of stereotypes, biases and discriminatory behaviour in relation to career and work options	Intercultural understanding • Empathy

Templates are available in the Appendix to further align the Framework learning outcomes to the Australian Curriculum.

Activities

A range of activities can be undertaken in order to address the Framework learning outcomes. The learning outcomes do not necessarily need to be completed consecutively, however earlier self development and career exploration activities do assist young people to complete career management activities.

A range of existing career development resources containing suitable activities are available and can be integrated into a career development program. Examples of these activity resources include:

- Careers and Transitions Resource Kit (CTRK);
- VE&T Way to Go;
- Resource for Career Practitioners (ReCaP);
- Australian Blueprint for Career Development (ABCD); and
- myfuture.

Multiple activities may be required to achieve the learning outcome. Activities can be undertaken throughout the year.

Examples of self-development activities that young people in Year 10 could complete include:

Framework Learning Outcome	Sample Activity
Understand the importance of allies (i.e. friends, family and supporters) to maintaining a positive self-concept.	• Identify people who are able to help with personal career development including employment opportunities (CTRK, 'Access your allies'). • Identify personal strengths and better promote oneself for a position as an employee, team member or volunteer (ReCaP, 'Personal perceptions'). • Add to career portfolio by asking an ally to write a character reference.
Assess how personal characteristics and behaviours are reflected in your life, learning and work goals.	• Develop an understanding of employability skills (CTRK, 'Employability skills'). • Profile goals, progress, achievements and competencies in an organised, accessible and purposeful format (ReCaP, 'Personal portfolio'). • Use the Job Guide to determine the personal requirements of specific occupations of interest.
Discover personal and professional benefits of developing a positive self-concept and the consequences of developing a negative one.	• Identify and present positive perceptions of self (CTRK, 'Promoting myself'). • Think about and challenge internal messages, and replace positive messages for those that are negative, to develop the self-confidence to overcome obstacles to success (ReCaP, 'Positive self-talk').

	• Participate in 'speed interviewing' to improve first impressions and self-confidence in interpersonal situations.

Templates are available in the Appendix to further align the Framework learning outcomes to school/organisation-based activities.

Resources

A number of resources have been made available to support the implementation of the Framework:

- Career Action Plan templates;
- Additional Support for Targeted Groups (advice for tailoring the Framework for young Koorie people, young people from English as an Additional Language backgrounds, young people from low-socioeconomic communities, and young people with disabilities);
- Learning outcomes for each year level;
- Teacher advice for each year level;
- Details about achieving learning outcomes:
  - Delivery timeframe advice
  - Links to VELS (for Years 7 to 10)
  - Planned classroom activities
  - Learning and teaching resources
  - Sample assessment advice to achieve the learning outcome
  - Sample assessment task
- Links to the ABCD;
- Teaching resources;
- Teacher planning questions; and
- Additional activities.

All suggested learning outcome activities in the Framework link to existing resources. Examples of Framework learning outcomes and resources that may be useful when working with young people in Year 9 on their career management include:

Framework Learning Outcome	Resources
Use career information resources to locate information on occupational and industry trends, education and training trends, social and economic trends.	• CTRK 'Skills in demand' • ReCaP 'Present and future work patterns' • ABCD 'Understand how societal needs and economic conditions influence the nature and structure of work' • myfuture 'The Facts' (Work and Employment)
Understand the importance of developing flexible and adaptable short-term Career Action Plans within the career building process.	• CTRK 'Goal setting' • ReCaP 'Career Action Plan' • ABCD 'Recognise and take charge of the career building process'
Examine how personal goals can be satisfied through a combination of work, community, social and family roles.	• CTRK 'Career pathway planning' • ReCaP 'What is work?' • ABCD 'Link lifestyles and life stages to career building' • myfuture 'The Facts' (What is a Career?)

Templates are available in the Appendix to further align the Framework learning outcomes to career development resources.

For a list of career development resources, please see http://www.education.vic.gov.au/sensecyouth/carframe/resources.htm

Appendix

- **Template 1**: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 7
- **Template 2**: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 8
- **Template 3**: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 9
- **Template 4**: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 10

Template 1: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 7

Framework Learning Outcome	Curriculum Link: General Capabilities	Activities	Resouces
Recognise the importance of how behaviour and attitude affect personal performance	Critical and creative thinking • Reflecting on thinking, actions and processes Personal and social capability • Self-awareness • Self-management Ethical behaviour • Reflecting on personal ethics in experiences and decision making	Complete the 'Pizza IQ' activities in order to self identify strengths and limitations using a model of six types of intelligence, with six associated learning styles, likes and abilities.	DEECD Careers and Transition Resource Kit: Section B – Pizza IQ, pp. 1-4.
Utilise effective social and interpersonal skills when interacting with others	Personal and social capability • Social awareness • Social management	Complete the 'How others see me' activities in order to obtain some insight into what others think, and what this means personally and socially.	DEECD Careers and Transition Resource Kit: Section B – How others see me, pp. 19-20.
Understand the concept of stereotypes, biases and discriminatory behaviour in relation to career and work options	Information and Communication Technology (ICT) • Investigating with ICT Critical and creative thinking • Inquiring – identifying, exploring and clarifying information • Reflecting on thinking, actions and processes Personal and social capability • Social awareness • Social management Ethical behaviour • Understanding ethical concepts and issues • Exploring values, rights and ethical principles Intercultural understanding • Recognising • Interacting • Reflecting • Empathy • Respect • Responsibility	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: www.worksite.actu.org.au/your-first-job/know-your-rights.aspx
Discover how different kinds of work require different combinations of skills and knowledge	Critical and creative thinking • Inquiring – identifying, exploring and clarifying information • Generating innovative ideas and possibilities Personal and social capability • Social awareness	Complete the 'What is work?' activities in order to identify personal understanding about the world of work.	DEECD Careers and Transition Resource Kit: Section C – What is work?, pp. 1-3.
Understand the contribution of work to family life and explore the effect of work on people's lifestyles	Critical and creative thinking • Inquiring – identifying, exploring and clarifying information • Reflecting on thinking, actions and processes Personal and social capability • Social awareness	Complete the 'Why work?' activities in order to explore people's motivation to work and effects on society.	DEECD Careers and Transition Resource Kit: Section C – Why work?, pp. 4-6.
Explore the different types of work opportunities, including paid and unpaid work, volunteer work, self employment and periods of unemployment in people's career journey	Critical and creative thinking • Inquiring – identifying, exploring and clarifying information	Complete the 'Evolving careers' activities in order to investigate how work can develop in unexpected directions.	DEECD Careers and Transition Resource Kit: Section C – Evolving careers, pp. 28-31.

Recognise the underlying concepts of the career building process by developing a Career Action Plan that includes goal setting	Literacy • Composing texts through speaking, writing and creating Critical and creative thinking • Reflecting on thinking, actions and processes Personal and social capability • Self-management	Complete the 'Goal setting' activities in order to explore long and short-term goals and how time needs to be managed to meet these goals.	DEECD Careers and Transition Resource Kit: Section E – Goal setting, pp. 1-3.
Explore the education and training requirements of various work roles	Information and Communication Technology (ICT) • Investigating with ICT Critical and creative thinking • Inquiring – identifying, exploring and clarifying information	Complete the 'Exploring Education and Training pathways' quiz in order to find out about the important components to explore when considering education and training pathways.	myfuture: Exploring Education and Training pathways – www.myfuture.edu.au/ learningobjects/1003_ EducationAndTraining/ index.html
Understand the range of career information resources through networks, the Internet, television and newspapers that provide occupational and industry information	Literacy • Comprehending texts through listening, reading and viewing • Composing texts through speaking, writing and creating Information and Communication Technology (ICT) capability • Investigating with ICT	Complete the 'Researching careers' activities in order to investigate a variety of occupations to assist in making informed career decisions.	DEECD Careers and Transition Resource Kit: Section C – Researching careers, pp. 7-11.

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

Template 2: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 8

Framework Learning Outcome	Curriculum Link: General Capabilities	Activities	Resouces
Identify their beliefs and value systems and their influence on self concept	Personal and social capability • Self-awareness Ethical behaviour • Reflecting on personal ethics in experiences and decision making Intercultural understanding • Recognising	Complete the 'My values' activities in order to identify personal values to assist in the decision making process.	DEECD Careers and Transition Resource Kit: Section B – My values, pp. 14-18.
Use the results of self assessment to identify areas for development, build aspirations, and a positive self image	Personal and social capability • Self-awareness • Self-management	Complete the 'My abilities' activities in order to identify personal abilities and consider ways to build on strengths and deal with weaknesses.	DEECD Careers and Transition Resource Kit: Section B – My abilities, pp. 5-8.
Understand and analyse how personal characteristics (attitudes, interests, values, beliefs and behaviours) influence career decisions	Critical and creative thinking • Inquiring – identifying, exploring and clarifying information • Generating innovative ideas and possibilities • Analysing, synthesising and evaluating information Personal and social capability • Self-awareness Ethical behaviour • Reflecting on personal ethics in experiences and decision making Intercultural understanding • Recognising	Complete the 'My interests' activities in order to identify individual interests and how they relate to abilities, work and leisure.	DEECD Careers and Transition Resource Kit: Section B – My interests, pp. 9-13.

Discover the learning habits and study skills that help people achieve good education and training outcomes	Information and Communication Technology (ICT) • Investigating with ICT Critical and creative thinking • Inquiring – identifying, exploring and clarifying information	Explore the Youth Central 'Studying tips & resources' webpage in order to identify strategies to develop good habits that will make studying and dealing with exams much easier.	Youth Central: Studying tips & resources – www.youthcentral.vic.gov .au/Studying+%26+Training/ Studying+tips+%26+ resources/
Explore the importance of a variety of skill types in the workplace	Critical and creative thinking • Inquiring – identifying, exploring and clarifying information Personal and social capability • Social awareness • Social management	Complete the 'Transferrable skills' activities in order to identify personal skills that are transferrable to the workplace.	DEECD Careers and Transition Resource Kit: Section D – Transferrable skills, pp. 13-17.
Understand how different types of work (paid, unpaid, volunteer, self employment and periods of unemployment) contribute to society	Information and Communication Technology (ICT) • Investigating with ICT Critical and creative thinking • Inquiring – identifying, exploring and clarifying information	Explore the Youth Central 'Work options' webpage in order to identify diverse work options that suit different people at the various stages of their lives and careers.	Youth Central: Work options: www.youthcentral. vic.gov.au/Jobs+%26+ Careers/Work+options/
Understand how choices are made and explore what can be learned from their decision-making experiences	Critical and creative thinking • Generating innovative ideas and possibilities • Analysing, synthesising and evaluating information Personal and social capability • Self-management	Complete the 'Making decisions' activities in order to explore different decision making strategies and how they can be applied.	DEECD Careers and Transition Resource Kit: Section D – Making decisions, pp. 1-3.
Understand problem solving strategies and goal setting in making career and life decisions	Critical and creative thinking • Generating innovative ideas and possibilities • Analysing, synthesising and evaluating information Personal and social capability • Self-management	Complete the 'What should I do?' activities in order to apply decision making strategies to solving conflicts in choices.	DEECD Careers and Transition Resource Kit: Section D – What should I do?, pp. 4-6.

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

Template 3: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 9

Framework Learning Outcome	Curriculum Link: General Capabilities	Activities	Resouces
Understand how individual characteristics such as interests, skills, values, beliefs and attributes contribute to achieving personal, social, educational and professional goals	Critical and creative thinking • Reflecting on thinking, actions and processes Personal and social capability • Self-awareness Ethical behaviour • Reflecting on personal ethics in experiences and decision making Intercultural understanding • Recognising	Complete the 'Personal skills and work' activities in order to identify personal skills and how skills relate to occupations	DEECD Careers and Transition Resource Kit: Section D – Personal skills and work, pp. 18-20.
Explore methods to enhance interpersonal and group communication skills including skills for a successful work interview	Literacy • Comprehending texts through listening, reading and viewing • Composing texts through speaking, writing and creating Critical and creative thinking • Inquiring – identifying, exploring and clarifying information Personal and social capability • Social awareness • Social management	Complete the 'Interview preparation' and 'Go for gold – interview practice' activities to prepare for interviews by developing and practicing interview skills.	DEECD Careers and Transition Resource Kit: Section E – Interview preparation, pp. 28-31. DEECD Careers and Transition Resource Kit: Section E – Go for gold – interview practice, pp. 32-34.

Recognise stereotypes, biases and discriminatory behaviours that may limit opportunities for people in the workplace	Critical and creative thinking • Reflecting on thinking, actions and processes Personal and social capability • Social awareness • Social management Ethical behaviour • Understanding ethical concepts and issues • Exploring values, rights and ethical principles Intercultural understanding • Recognising • Interacting • Reflecting • Empathy • Respect • Responsibility	Complete the 'Solving problems' activities in order to identify different approaches to solving problems.	DEECD Careers and Transition Resource Kit: Section D – Solving problems, pp. 21-23.
Understand how past, present and future academic performance may impact upon the selection of future programs and courses	Critical and creative thinking • Generating innovative ideas and possibilities • Reflecting on thinking, actions and processes Personal and social capability • Self-awareness	Complete the 'Careers expos/markets' activities in order to maximise the opportunity offered by a careers Expo/Market, and to gather information about career pathways, education and training, and job opportunities.	DEECD Careers and Transition Resource Kit: Section C – Careers expos/markets, pp. 17-23.
Explore and develop commonly used work search tools (e.g. job applications, forms, resumes and portfolios) to find and maintain work	Literacy • Comprehending texts through listening, reading and viewing Information and Communication Technology (ICT) capability • Investigating with ICT Critical and creative thinking • Inquiring – identifying, exploring and clarifying information	Complete the 'Writing winning resumes' and 'Get that job' activities in order to prepare a resume and investigate the merits of different styles of resumes, and explore ways of finding and applying for jobs, courses and volunteer work, through advertised vacancies and cold canvassing.	DEECD Careers and Transition Resource Kit: Section E – Writing winning resumes, pp. 16-23. DEECD Careers and Transition Resource Kit: Section E – Get that job, pp. 24-27.
Explore the relationship between work and the community and how technological advances impact on the work roles in the community	Information and Communication Technology (ICT) capability • Applying social and ethical protocols and practices when using ICT • Investigating with ICT Critical and creative thinking • Inquiring – identifying, exploring and clarifying information • Generating innovative ideas and possibilities • Analysing, synthesising and evaluating information	Complete the 'Balancing leisure and work' activities in order to identify the effect of changing work patterns on balancing leisure and work.	DEECD Careers and Transition Resource Kit: Section C – Balancing leisure and work, pp. 42-45.
Use career information resources to locate information on occupational and industry trends, education and training trends, social and economic trends	Literacy • Comprehending texts through listening, reading and viewing Numeracy • Recognising and using patterns and relationships • Using fractions, decimals, percentages, ratios and rates • Interpreting and drawing conclusions from statistical information Information and Communication Technology (ICT) capability • Investigating with ICT Critical and creative thinking • Inquiring – identifying, exploring and clarifying information	Complete the 'Skills in demand' activities in order to explore skill shortage areas and job prospects.	DEECD Careers and Transition Resource Kit: Section C – Skills in demand, pp. 38-41.
Understand the importance of developing flexible and adaptable short-term Career Action Plans within the building process	Literacy • Composing texts through speaking, writing and creating Personal and social capability • Self-management	Complete the 'Future predictions and risk assessment' activities in order to build upon goal setting and to consider how the world might change.	DEECD Careers and Transition Resource Kit: Section D – Future predictions and risk assessment, pp. 7-12.

Examine how personal goals can be satisfied through a combination of work, community, social and family roles	Critical and creative thinking • Generating innovative ideas and possibilities Personal and social capability • Self-awareness	Complete the 'Career pathway planning' activities in order to produce a career pathway using personal goals.	DEECD Careers and Transition Resource Kit: Section E – Career pathway planning, pp. 6-10.

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

Template 4: Sample alignment between the Victorian Careers Curriculum Framework and the Australian Curriculum at Year 10

Framework Learning Outcome	Curriculum Link: General Capabilities	Activities	Resouces
Understand the importance of allies (i.e. friends, family and supporters) to maintaining a positive self-concept.	Personal and social capability • Social management	Complete the 'Access your allies' activities in order to identify those people who are able to help with personal career development including employment opportunities.	DEECD Careers and Transition Resource Kit: Section E – Access your allies, pp. 4-5.
Assess how personal characteristics and behaviours are reflected in your life, learning and work goals.	Critical and creative thinking • Reflecting on thinking, actions and processes • Analysing, synthesising and evaluating information Personal and social capability • Self-awareness • Self-management Ethical behaviour • Reflecting on personal ethics in experiences and decision making Intercultural understanding • Recognising	Complete the 'Employability skills' activities in order to develop an understanding of employability skills.	DEECD Careers and Transition Resource Kit: Section C – Employability skills, pp. 32-37.
Discover personal and professional benefits of developing a positive self-concept and the consequences of developing a negative one.	Critical and creative thinking • Generating innovative ideas and possibilities • Reflecting on thinking, actions and processes Personal and social capability • Self-management • Social awareness	Complete the 'Promoting myself' activities in order to identify and present positive perceptions of self.	DEECD Careers and Transition Resource Kit: Section B – Promoting myself, pp. 21-23.
Demonstrate skills and attitudes towards learning that will help you to achieve your life and career goals.	Critical and creative thinking • Generating and developing ideas and possibilities • Reflecting on thinking, actions and processes Personal and social capability • Self-awareness • Self-management	Complete the 'Paid work' activities in order to identify the attributes of their paid part-time or casual work and share this information with others.	DEECD Careers and Transition Resource Kit: Section C – Paid work activities, pp. 24-27.
Understand the relationship between work, community and the economy.	Numeracy • Recognising and using patterns and relationships • Using fractions, decimals, percentages, ratios and rates • Interpreting and drawing conclusions from statistical information Information and Communication Technology (ICT) • Investigating with ICT Critical and creative thinking • Analysing, synthesising and evaluating information	Explore the myfuture 'Labour Market Information' webpage in order to find labour market information about specific regions.	myfuture: Labour Market Information – www. myfuture.edu.au/The%20 Facts/Work%20and%20 Employment/Labour%20 Market%20Information.aspx
Explore the education and training requirements of various work roles in your preferred future occupation or work sectors.	Critical and creative thinking • Inquiring – identifying, exploring and clarifying information	Complete the 'Researching careers' activities in order to investigate a variety of occupations to assist in making informed career decisions.	DEECD Careers and Transition Resource Kit: Section C – Researching careers, pp. 7-9 & 12-14.

Use career information effectively in the management of your Career Action Plan.	Literacy • Composing texts through speaking, writing and creating Information and Communication Technology (ICT) capability • Investigating with ICT Information and Communication Technology (ICT) • Investigating with ICT Personal and social capability • Self-management	Explore the myfuture 'My Guide' webpage in order to do activities to build a career profile, explore career ideas and consider career options.	myfuture – My Guide – www.myfuture.edu.au/My Guide
Understand the importance of developing a range of scenarios for future career choices.	Critical and creative thinking • Generating and developing ideas and possibilities Personal and social capability • Self-management	Complete the 'Dicing with life' activities in order to consider different attributes of work and explore career options that may not necessarily have been considered before.	DEECD Careers and Transition Resource Kit: Section C – Dicing with life, pp. 15-16.
Examine the concept that every decision is a career decision by creating and maintaining your career portfolio.	Literacy • Composing texts through speaking, writing and creating Information and Communication Technology (ICT) capability • Managing and operating ICT Personal and social capability • Self-management	Complete the 'Careers portfolio' activities 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.	DEECD Careers and Transition Resource Kit: Section E – Careers portfolio, pp. 11-15.

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