

# Career Learning Outcomes Framework

The Career Learning Outcomes Framework is a contextualised approach to using the *Australian Blueprint for Career Development (2022)* to inform a career education program in South Australian schools and provides educators with an understanding of student development of Career Management Competencies.



		Year 7 - 9				Year 10 - 12	
	Career Management Competency	Imagine	Inquire	Discover	Decide	Focus	Reinforce
Personal Management	<b>1. Build and maintain a positive self-concept</b>	Students dream of who they want to be in the future.	Students explore the elements needed for a positive self-concept and understand its influence on life, learning and work.	Students understand the purpose and importance of positive self-concept through fostering relationships, aspiring to achieve goals, and success in life.	Students develop strategies to build and maintain a positive self-concept and understand its influence on educational and career goals.	Students apply positive and productive behaviours consistently for the achievement of future pathways.	Students maintain a positive self-concept and understand its influence on career decisions by reflecting on behaviours and attitudes that support success.
	<b>2. Interact positively and effectively with others</b>	Students imagine how collaboration achieves positive outcomes in local and wider communities.	Students locate and explore examples of collaboration to achieve positive outcomes in local and wider communities.	Students navigate different types of relationships and social contexts in a positive and productive manner.	Students make meaningful connections between the ways in which positive and effective relationships can expand career and life opportunities.	Students interact with others positively and effectively by demonstrating maturity and empathy in a range of social contexts.	Students reflect upon the way positive and effective relationships in work and life have shaped and supported their career and learning journey.
	<b>3. Change and grow throughout life</b>	Students imagine how their future world may change over time.	Students explore the different types of events that could impact a person's life and the way people could adapt in response.	Students consider how motivations and aspirations change over time and how this influences life and career decision making.	Students apply skills and strategies that may help with adapting and coping with changes to life and career decision making.	Students develop agency to adapt and transform ideas and intentions by applying strategies in response to challenges.	Students make connections between the potential impact of changes in their future pathway and their mindset for action and growth in response.
	<b>4. Manage wellbeing, mental and physical health (within a career management context)</b>	Students dream of what it means to belong in thriving communities.	Students build resilience through participating in structured, collaborative activities.	Students explore and adopt perseverance in unstructured and unpredictable situations.	Students identify and develop strategies which best support their wellbeing, physical, and mental health to thrive in their aspired work and life futures.	Students implement strategies to manage their mental, emotional, and physical wellbeing with a focus on healthy work and life habits.	Students reinforce a thriving school culture supportive of student wellbeing, physical, and mental health.
Learning and Work Exploration	<b>5. Participate in lifelong learning supportive of career goals</b>	Students imagine the different ways that people may continue to learn in the future.	Students explore the rapid pace of change and the need to continue with learning in response.	Students discover the importance of curiosity, creativity, and agency to support lifelong learning for career development.	Students develop agency to make choices about learning and can articulate personal strengths and challenges to support future career pathways.	Students apply curiosity, creativity, and agency in independent learning contexts to support future career aspirations.	Students communicate their passions and interests for learning to grow and thrive in the future.
	<b>6. Locate and use career information effectively</b>	Students become aware of the availability of career information from a range of sources.	Students explore where and how to access a range of resources to inform future career decisions.	Students become skilled users of career information by analysing sources for validity and reliability.	Students develop a considered perspective of potential career pathways by identifying and using various reliable sources of career information.	Students use quality career information to reinforce career and life choices, consider further learning opportunities, and potential pathways beyond school.	Students reinforce career and life choices, consider further learning opportunities, and potential pathways beyond school guided by quality career information.
	<b>7. Understand the relationship between work, society, and the economy</b>	Students dream of different jobs that could exist in the future.	Students develop connection to their community by exploring local careers and jobs, and how they could participate through using their personal strengths.	Students discover how economic and social trends can impact work and learning opportunities.	Students plan and prepare for entrepreneurial ventures to understand the interconnectedness between work, society, and the economy.	Students undertake opportunities for entrepreneurial ventures that complement their personal, learning, and career pathway goals.	Students communicate the potential value of future entrepreneurial ventures in relation to their career and learning pathways.
	<b>8. Understand the changing nature of life and work roles</b>	Students imagine the qualities and values of inspirational adults.	Students explore the impact of stereotypes, biases, and discriminatory behaviours on career choices.	Students discover how they can be an agent of positive change in the local community independently and with others.	Students initiate and contribute to discussions for positive change through the investigation of real-world ethical challenges.	Students develop ideas and strategies to challenge stereotyping and gender bias in society.	Students evaluate the impact of strategies used to challenge stereotyping and biases in work and life.
Career Building	<b>9. Secure / create and maintain work</b>	Students demonstrate awareness of teamwork skills and the value of learning, sharing, and collaborating with others.	Students explore and practice the skills and attributes needed to work and collaborate effectively.	Students develop resources (resume, portfolio etc.) needed to secure work.	Students develop and present personal qualities and resources that enable securing and maintaining work opportunities.	Students take actions that aim to secure, create, and/or maintain work in the context of their chosen pathway.	Students reinforce their readiness for their chosen post-school pathway by reflecting on their personal qualities, resources, and networks to secure, create, and maintain work.
	<b>10. Make career-enhancing decisions</b>	Students imagine a world without agency.	Students develop awareness of how decisions are based upon the need to choose between competing factors by considering the impact of decisions on people's lives.	Students develop decision-making skills by exploring the impact of significant decisions that have shaped and enhanced the careers of others.	Students develop an informed perspective about future pathways through discussions with professionals from different contexts.	Students develop specific capabilities and decision-making skills through a variety of experiences related to their future pathway.	Students apply capabilities and decision-making skills to adapt and cope in response to unknown challenges and thrive in their future pathway.
	<b>11. Maintain balanced life and work roles</b>	Students demonstrate emerging confidence to contribute towards home- and school-based responsibilities.	Students develop awareness of the need for a healthy balance between chores, play, homework, and other family commitments.	Students consider the relationships between lifestyles, life stages, and life roles to career building.	Students develop strategies to balance competing life priorities.	Students balance competing priorities in healthy ways to become resilient and effective learners.	Students evaluate personal strategies to reinforce a healthy school, work, and life balance and consider adjustments where appropriate.
	<b>12. Understand, engage in, and manage the career building process</b>	Students imagine what having a career means for them and the importance of having a plan.	Students explore and practice skills that are conducive to career building and planning.	Students discover and develop initial connections with tertiary learning opportunities, industry professionals, and/or pathways to employment to enhance career planning skills.	Students demonstrate clear direction for possible future pathways by developing a career-building plan that outlines potential learning and experiences.	Students undertake actions outlined in their plan that are guided by meaningful connections and advice from career-building networks.	Students reinforce career goals and aspirations through evaluating their skills, strategies, and opportunities needed to transition towards post-school life.

## What is the Career Learning Outcomes Framework?

The Career Learning Outcomes Framework (CLOF) is a contextualised version of the [Australian Blueprint for Career Development](#) (ABCD) for use in South Australian schools. The Blueprint is a framework grounded in career theory that can guide career development work and support career development learning across the lifespan.

The CLOF acknowledges the development journey that students undertake in secondary school and provides learning outcomes across six phases of development – *Imagine, Inquire, Discover, Decide, Focus, and Reinforce*. It is important to highlight that career development is lifelong and continues into the Advancing phase of the ABCD once students transition from secondary school into the world of work.

## Why was the Career Learning Outcomes Framework created?

The Career Industry Council of Australia (CICA) provides quality assurance when developing or offering career education. They recommend that all resources and activities are informed by three key documents:

- [Professional Standards for Australian Career Development Practitioners](#)
- [Guiding Principles for Career Development Services and Career Information](#)
- [Australian Blueprint for Career Development](#)

The Career Learning Outcomes Framework informs the curriculum tools and resources developed by the Student Pathways and Careers division of the Department for Education which support schools to design and deliver a quality career education program.

The CLOF provides a framework for schools to use when reviewing current practice or planning for career education programs and activities which incorporate all key features of the above-mentioned documents. It enables schools to identify learning outcomes through the development of the twelve ABCD Career Management Competencies and three learning areas (Personal management, Learning and work exploration, and Career building) and provides a clear intention when considering the opportunities which will best facilitate career development in and beyond the classroom.

## How can it support career education within your school?

Schools can use the Career Learning Outcomes Framework to identify and celebrate where career education is already being supported through existing subject curriculum, industry immersion activities, and other school programs.

The Framework can be used by individual curriculum areas, year levels, and teachers to ensure that all students have adequate opportunities to develop and demonstrate their Career Management Competencies across subject areas and year levels.

Schools can also use the CLOF to guide career conversations with individual students to identify their current state and progress in developing Career Management Competencies. It can help to ensure student career journeys have been considered in a holistic way, highlighting any need for tailored support and guidance.