



A framework to guide all teachers to embed career learning activities within their curriculum delivery

K-12 Career learning framework

The framework supports the goals of the plan for public education:

- Every student is known, valued, and cared for
- Every learner receives a high-quality education that enables them to excel
- Every student finishes school ready to succeed in their chosen pathway as an informed, responsible citizen.

This framework is for:

- senior leaders in schools responsible for the overall strategy for career learning
- curriculum leaders responsible for planning, reviewing and developing, embedding a continuum of career learning programs and strategies
- careers and transition advisers and teachers providing lessons, advice and support to students for their transition through school and their future pathways and employment opportunities
- local employers, businesses and industry and other individuals working with schools to contribute to career experiences, pathways, employability and enterprise education
- Parents and carers collaborating with schools to support, inform and inspire their young person to choose post school pathways option aligned to their goals.

The K-12 Career learning framework supports the [National Career Education Strategy](#) to prepare students for their future careers. The framework builds the skills and general capabilities required in the workplace. The framework aims to strengthen school and employer collaboration and develop students' career management and navigation skills.

Policy context for this framework

The K- 12 career learning framework draws upon the following:

- [Our plan for public education](#)
- [School Excellence Framework](#)
- [Australian Professional Standards for teachers](#)
- [Australian Universities Accord](#)

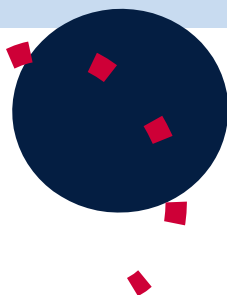
National career development resources developed and released over the last five years have provided fertile material that has informed the development of this framework. These include but are not limited to the [National Career Education Strategy](#), Career Industry

Preparing our learners

Today's students need to be adaptable, flexible, and confident, critical, and creative thinkers. They will need to be innovative and future focused to manage the range of challenges in entering the workforce due to technological change, globalisation, and automation. Students will need to manage a future with:

- new employment opportunities: locally and globally
- multiple jobs, career changes, project-based work, online freelancing, AI generated work and jobs by the hour
- increasing casual, part-time work and contract work
- increasing competition for entry level work and first job post-tertiary education and training
- work created through niche opportunities, self-employment and social enterprise
- an entrepreneurial mindset
- longer hours, earlier responsibility, longer working life
- workplace learning volunteering, internships, and community participation
- lifelong learning and career transitions
- a society with a strong foundation in literacy and numeracy, as well as science, technology, engineering and mathematical (STEM) skills.

High quality contemporary school-based career education programs and career learning opportunities are required to prepare students to manage these challenges. Students will need to be equipped with the skills and knowledge to ensure they finish school ready to succeed in their chosen pathway as an informed, responsible citizen. The sustainability of career-related learning relies on developing effective programs and practices, commitment, evaluative practices, continuous improvement underpinned by a strong leadership team.



Purpose of the framework

The NSW Department of Education is committed to providing students with access to quality career learning. The K-12 Career Learning Framework has been developed in reference to the [Australian Blueprint for Career Development](#) which provides a nationally consistent set of 12 career management competencies over four developmental phases. Career learning activities are structured according to the developmental phase and needs of the learner.

The K-12 Career Learning Framework identifies the skills, attitudes and knowledge that support individuals need to make informed choices and to effectively manage their careers. These competencies have been grouped under three themes.

Career management themes

The career learning framework themes include:



Identity – students are given opportunities to build and maintain a positive self-concept, build relationships, respond to change, identify what matters to them and develop their capabilities.



Experience –students will discover, investigate, and consider opportunities for lifelong learning to support career goals. They will understand how work contributes to individual lives and the broader community.



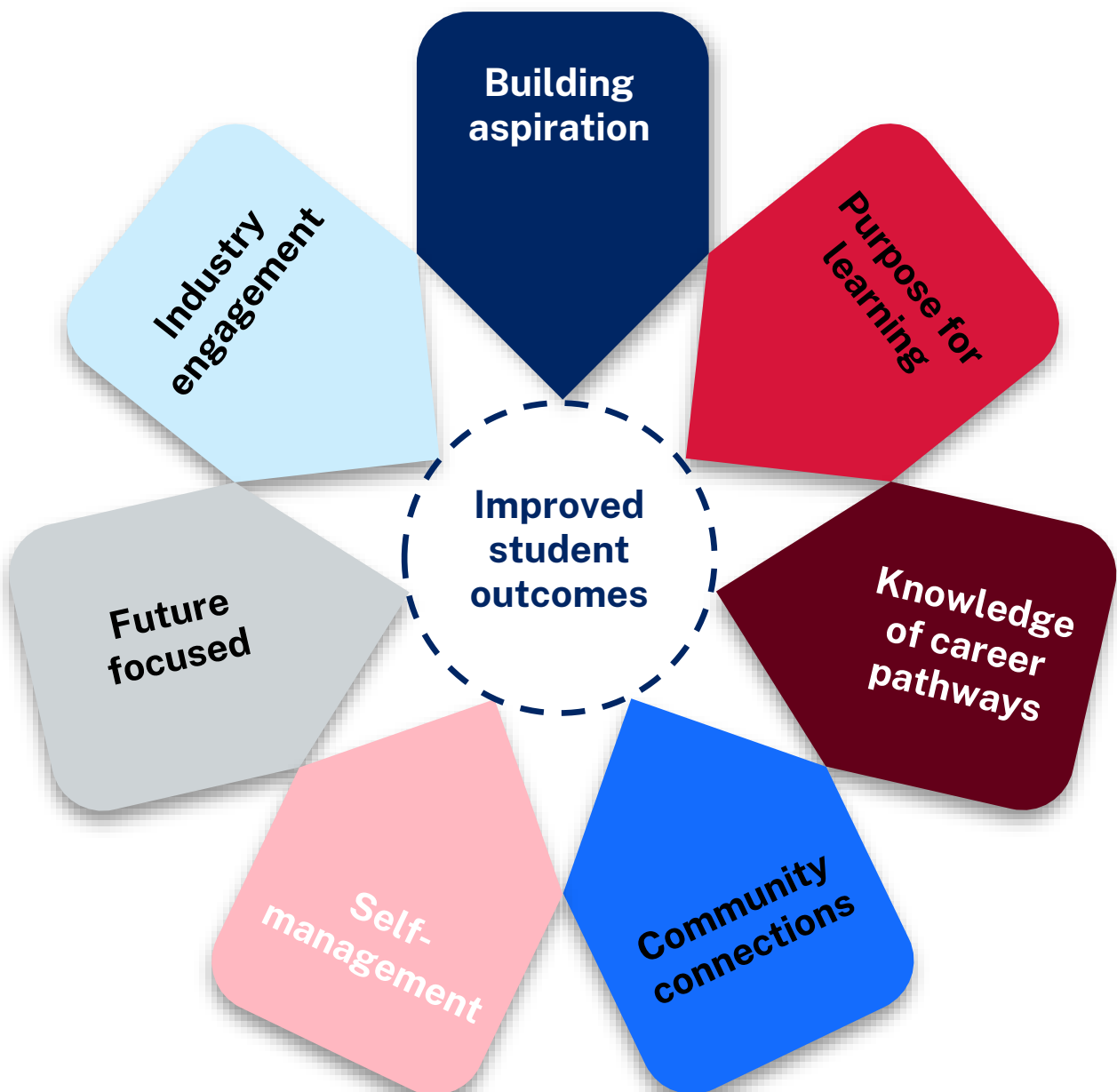
Empower – Students will learn to self-manage, engage in career decision making, develop the skills, capabilities and attributes that will empower them to make informed decisions and manage the career process.

These themes should be viewed as inter-related; and are generally developed concurrently. These themes can be developed in all areas of a school's curriculum and extra-curricular programs.

All teachers contribute to the development of these skills and attributes. The framework is a guide for teachers to enrich their existing teaching and learning programs to facilitate effective career learning for students complementing their existing work.

Career Learning

Career learning assists students to explore who they are and what they can do in the future. Through career learning experiences they can develop identity, a sense of belonging and ideas about their future roles in society. It provides purpose for learning, improves student engagement in learning with the school, industry and with their community. Most importantly these experiences build aspiration about future learning and life choices, and the capacity to identify, explore and manage career and life decisions. It has the potential to overcome disadvantage and support young people to engage in further education, training, and employment.



Principles of good practice to embed career learning

Leadership

The success of career learning is driven by the vision, energy, and passion of school leaders and how they enable others. School leaders take responsibility for ensuring the elements of the Strategic Improvement Plan are implemented, reviewed, and appropriately resourced.

Career education and career learning opportunities are addressed in each school's Strategic Improvement Plans and are age and stage appropriate. Schools with secondary enrolments operate a career and transition team led by executive staff.

Careers and transition advisers

The NSW Department of Education is committed to having specialist staff in secondary schools to deliver career education programs and to support student transition through and beyond school.

Careers advisers have undertaken an approved course of study in careers education. They provide information and guidance to help students explore their education and career options. They liaise with parents, teachers, community agencies, as well as education and training providers to deliver career education programs and activities for groups of students or individuals.

Transition advisers work as a member of the school to work team to support student engagement, including targeted students and groups to develop a personalised program of career and transition support.

Curriculum integration

Career learning is enabled when embedded into existing curriculum, integrated into class and school programs, and used as a strategy for contextualising learning across the curriculum. Curriculum mapping and the use of existing career resources will assist with the implementation processes. Students build career foundations, experience and research work and career perceptions through diverse learning opportunities.

School collaboration

Schools place high value on communities of schools sharing ideas, data, programs, and resources; planning curriculum initiatives and events; creating connections to support students in the transition to high school or aligning career learning from Kindergarten to Year 12.

Teacher professional learning

Explicit teacher professional learning and staff commitment for careers education is built into staff meetings and school development days, developing a culture that 'careers learning is everyone's business'. Reflective and shared practice, evaluation, induction of new staff, collaborative partnerships and data collections enable team leaders to build staff capacity.

Resource development

Locating and accessing adaptable resources, relevant to a stage of learning is imperative if career learning is to be effectively integrated into the curriculum. The provision of time to allow teachers to program and adapt and develop learning resources is vital.

Resources to support career learning through curriculum integration are available on the [career learning website](#).

Industry Engagement

Schools have a key role in building young people's engagement with industry through workplace learning. This includes supporting young people to explore a range of careers and industries. All young people benefit from workplace engagement. Examples of workplace learning may include school-based industry projects, work experience, work placement, workplace observation, volunteering, executive shadowing, entrepreneurship, industry visits, school excursions, school-based apprenticeships and traineeships and mentoring.

Community connections

Community partnerships are important as they provide a sense of belonging and connectedness. Strong community relationships can enhance the well-being of young people and the community. Liaising with the community, business and industry, allows

students to see their community, at work, contextualising the relevance of what they are learning to the world beyond school.

Parent engagement

Parents and carers remain the major influencer in a student's career development and decisions. Developing strong partnerships with parents allows barriers to be broken down between families and the school. Parents and carers gain confidence to work with the school. They could be involved in career learning and its supplementary activities such as excursions, industry visits, presenting to classes, mentoring and workplace experiences.

Sustainability

Sustainability relies on developing effective policy and practices, a culture of commitment to career related learning, continuous improvement of its implementation, the induction of new teachers and ownership that is shared across the school and its community.

Secondary schools can use evidence-based data such as the annual School to Work report, the Student Pathways Plan report and Tell Them From Me survey data to evaluate progress and impact on student outcomes. This informs future directions to be included in the school's Strategic Improvement Plan.

Student journey

The K-12 Career Learning Framework identifies the key decision points and activities that support students as they journey through school to succeed post-school. The [NSW high-level student journey map](#) identifies intervention points that will enhance student pathways and highlights critical decisions that Influence section of post-school destinations. It also assists schools to determine the career support and services required for each stage.

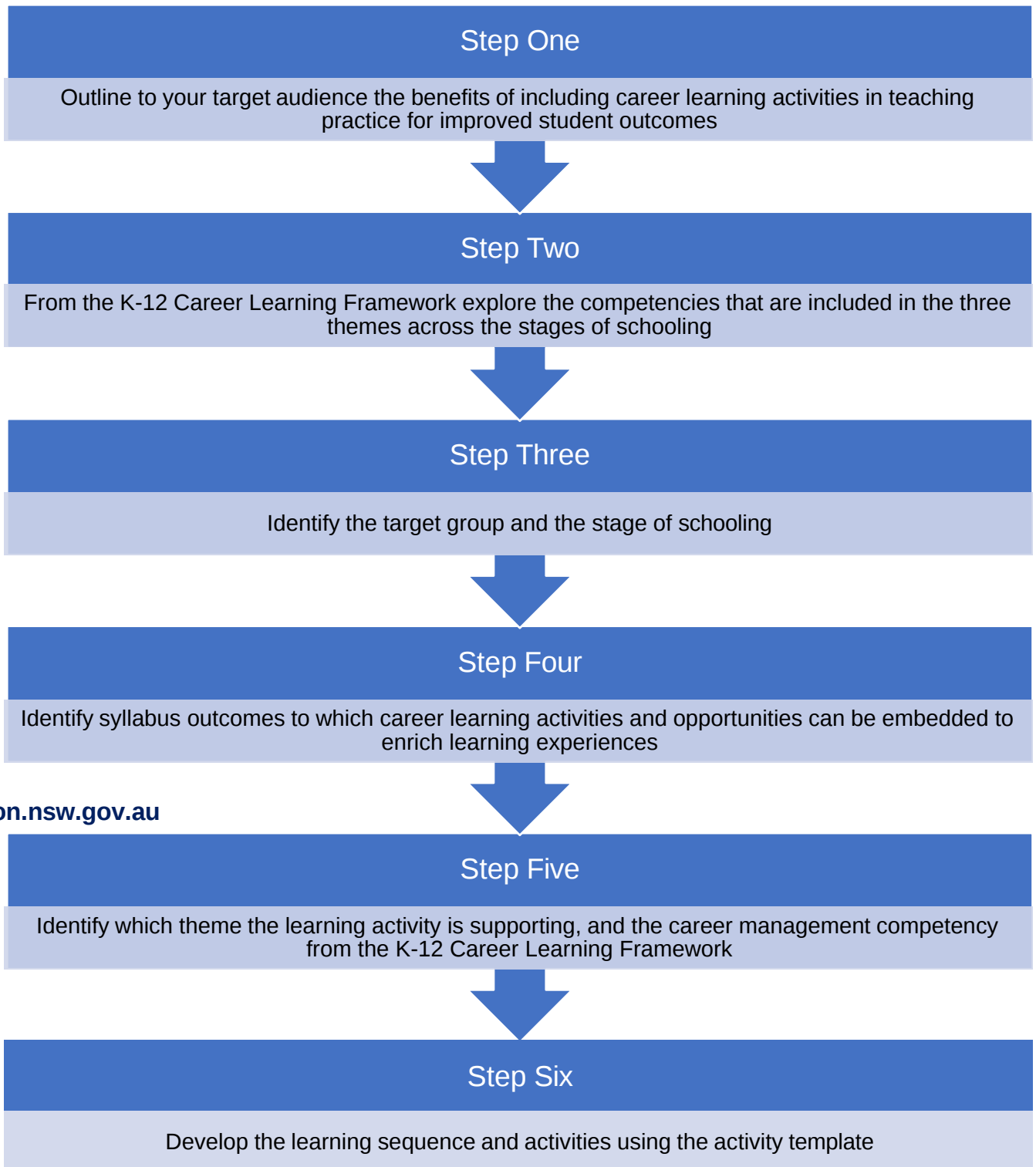


K-12 Career Learning Framework

Themes	Identity Understand yourself Work well with others Adapt to change	Experience Lifelong learners Access and use career information Understand and experience work	Empower Make informed decisions Growth mindset Plan develop and manage your career
Early Stage 1 – Stage 2 Building career foundations Exploring the world of work through structured activity and play	Discover personal characteristics, qualities strengths and weaknesses Discover change and growth are part of life. Discover the feelings associated with change and how to ask for help	Learn through curiosity and adventure. Build an understanding that my learning counts Explore my community and the bigger world of work	Discover and build qualities to work with each other to accomplish tasks Discover life and work roles Discover what is needed to reach goals
Stage 3 – Stage 4 Experiencing and researching work and career perceptions through diverse learning opportunities	Build a positive self -concept demonstrating positive social skills and behaviours Develop and build positive relationships with others for effective interaction Learn and respond to change and growth	Link learning and motivations to personal career aspirations which give a work/life balance Discover how work contributes to your life and the community Locate and use career information Explore education and training requirements for various work roles	Explore the qualities to complete tasks individually and collaboratively Broaden understanding of stereotypes in careers Explore the steps to building a career, and the skills and qualities to seek, obtain/create and maintain work
Stage 5 – Stage 6 Actioning career decisions Developing informed career and transition plans and taking purposeful action towards a successful transition	Understand how personal characteristics beliefs and values influence career decisions and develop qualities that maintain a person in work Demonstrate behaviours and attitudes for working with others Develop and apply strategies to adapt and respond effectively to life and work change	Apply learning to the career building process Locate, evaluate and assess relevance of career information sources Gather and use career information effectively Evaluate society's needs, functions and the global economy on future focused work and learning opportunities	Demonstrate responsibility in educational and work choices Learn how to overcome stereotypes in your career building plan Understand and apply problem solving and goal setting strategies in developing a range of scenarios for future choices Articulate decisions and asses the merits in relation to life and work choices
Post School Transition to employment and or/ further education and training, working towards on-going career self- management	Adapt behaviours and attitudes to improve self- concept Continuously assess and develop your social and interpersonal skills improving your abilities for building positive relations in life and work Adopt behaviours that will help you reach your life learning and work goal	Participate in lifelong learning supporting career goals Incorporate your understanding of changing economic social and employment conditions to career transitions	Improve the ability to source work Create and engage in career experiences that help eliminate gender bias and stereotyping Re-examine your career goals, action plans and your strategies for dealing with transition periods

Using the K-12 Career Learning Framework

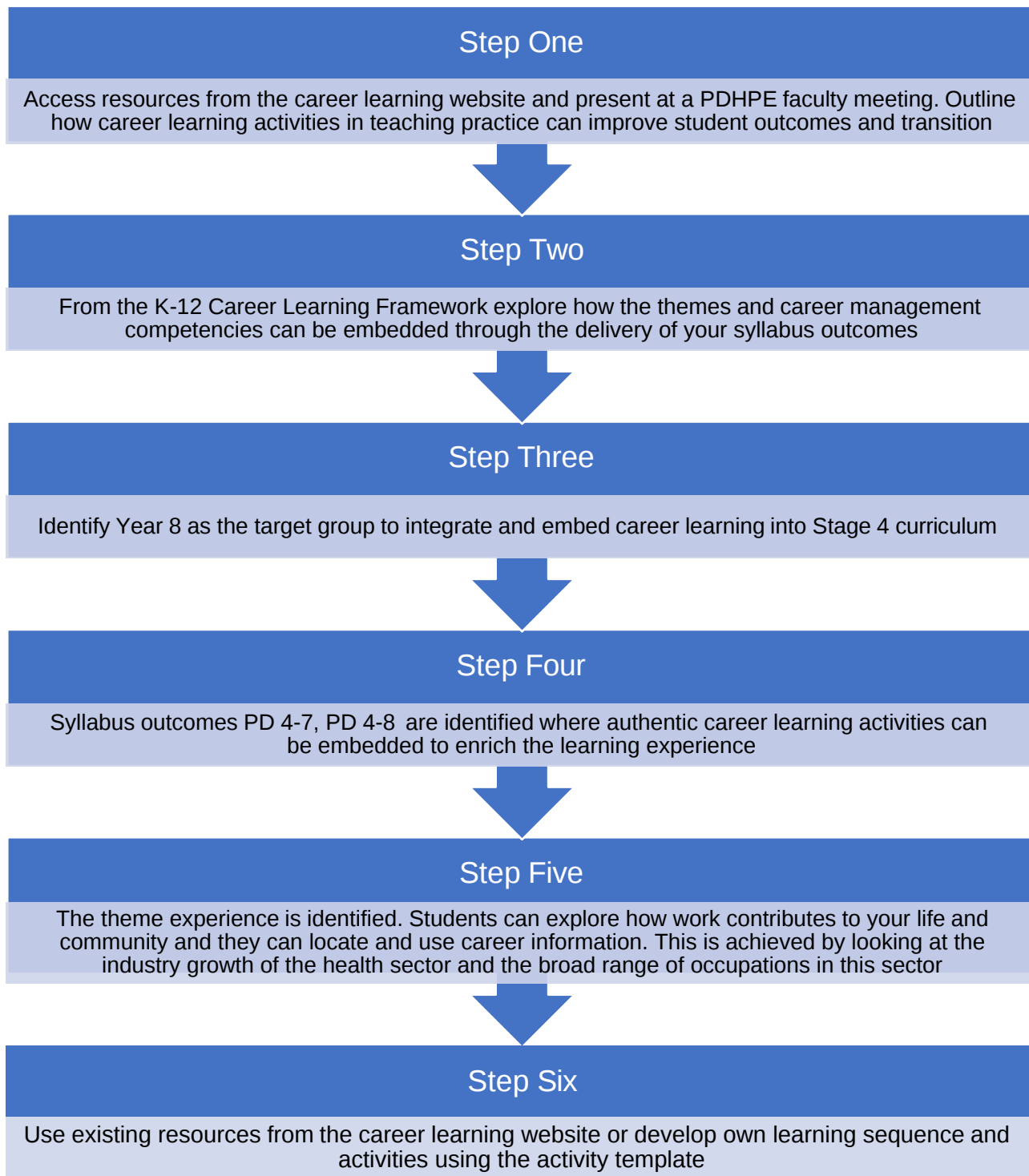
Sample 1



education.nsw.gov.au

Using the K-12 Career Learning Framework

Example of implementing the K-12 Career Learning Framework in Stage 4 PDHPE



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