

Blueprint Mapping Proforma

AREA A

PERSONAL MANAGEMENT

CAREER COMPETENCY 1: BUILD AND MAINTAIN A POSITIVE SELF CONCEPT

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your learning area/school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>1.3 Develop abilities to maintain a positive self concept</p> <p>Stage I – Acquire</p> <p>1.3.1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute to achieving personal, social, educational and professional goals.</p> <p>1.3.2 Understand the importance of giving and receiving feedback to maintaining a positive self concept.</p> <p>1.3.3 Understand the importance of allies (e.g. friends and supporters) to maintaining a positive self concept.</p> <p>Stage II – Apply</p> <p>1.3.4 Identify your personal characteristics such as your interests, skills, values, beliefs and attitudes.</p> <p>1.3.5 Identify behaviours and attitudes that reflect your self concept.</p> <p>1.3.6 Identify your allies and external assets.</p> <p>1.3.7 Demonstrate giving and receiving feedback in ways that build a positive self concept.</p> <p>Stage III – Personalise</p> <p>1.3.8 Assess how your personal characteristics and behaviours are reflected in your life, learning and</p>				

<p>work goals.</p> <p>1.3.9 Assess the part that your allies play in achieving your life, learning and work roles.</p> <p>Stage IV – Act</p> <p>1.3.10 Adopt behaviours and attitudes that will help you reach your life, learning and work goals.</p>				
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CAREER COMPETENCY 2: INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>2.1 Develop abilities for building positive relationships in life (I)</p> <p>Stage I – Acquire</p> <p>2.1.1 Discover the uniqueness of human beings.</p> <p>2.1.2 Explore the sources and effects of pressure from peers/others.</p> <p>2.1.3 Identify positive social skills, such as empathy, co-operation, a willingness to help and show respect for others.</p> <p>2.1.4 Identify the skills and qualities that help you get on well with others and work with them in groups.</p> <p>Stage II – Apply</p> <p>2.1.5 Demonstrate positive social skills, such as helping, showing respect and co-operating with others</p> <p>2.1.6 Demonstrate appropriate behaviours and attitudes when peer pressures are contrary to your beliefs</p> <p>2.1.7 Adopt behaviours and attitudes,</p>				

<p>such as tolerance and flexibility, that help you get on well with others and work with them in groups.</p> <p>Stage III – Personalise 2.1.8 Acknowledge and appreciate your unique character. 2.1.9 Examine your own behaviours and attitudes and decide which help or inhibit you from getting on well with others and working with them in groups.</p> <p>Stage IV – Act 2.1.10 Adopt behaviours and attitudes that help you to build positive relationships in life.</p>				
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CAREER COMPETENCY 3: CHANGE AND GROW THROUGHOUT LIFE

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>3.3 Learn to respond to change that affects your well-being (II)</p> <p>Stage I – Acquire 3.3.1 Describe how change and growth can affect physical and mental health. 3.3.2 Explore how mental and physical health impact on life and work decisions. 3.3.3 Explore effective communication skills to use in stressful situations (assertiveness, conflict resolution, problem solving, etc.)</p> <p>Stage II – Apply</p>				

<p>3.3.4 Identify what places stress on your mind and body.</p> <p>3.3.5 Demonstrate behaviours that maintain your physical and mental health.</p> <p>Stage III – Personalise</p> <p>3.3.6 Examine your mental and physical health and evaluate its impact on career decisions.</p> <p>3.3.7 Acknowledge the positive outcomes of actively managing issues that affect your well-being.</p> <p>3.3.8 Assess your communication skills and adopt those that are most effective in stressful situations.</p> <p>Stage IV – Act</p> <p>3.3.9 Adopt habits and engage in experiences that maintain or improve your mental and physical health.</p>				
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AREA B
LEARNING AND WORK
EXPLORATION

CAREER COMPETENCY 4: PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF CAREER GOALS

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>4.3 Link life-long learning to the career building process</p> <p>Stage I – Acquire</p> <p>4.3.1 Understand how the skills, knowledge and attitudes acquired in a variety of learning programs may contribute to achieving personal and professional goals.</p> <p>4.3.2 Understand how lifelong learning enhances people’s ability to achieve career goals.</p> <p>4.3.3 Understand how a set of skills, knowledge and attitudes can fulfil the requirements of a variety of work roles and work environments.</p> <p>4.3.4 Understand how prior education relates to the selection of courses / programs, workplace training and/or entry into work.</p> <p>4.3.5 Understand why lifelong learning is required in the work place.</p> <p>4.3.6 Explore the education and training requirements of various work roles.</p> <p>Stage II – Apply</p> <p>4.3.7 Demonstrate lifelong learning behaviours and attitudes that contribute to achieving personal and professional goals.</p> <p>Stage III – Personalise</p> <p>4.3.10 Determine the value of ongoing learning to you.</p> <p>4.3.11 Identify the transferable skills,</p>				

knowledge and attitudes that can fulfil the requirements of a variety of work roles and work environments. Stage IV – Act 4.3.12 Engage in a continuous learning process supportive of your career goals.				
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CAREER COMPETENCY 5: LOCATE AND EFFECTIVELY USE CAREER INFORMATION

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>5.3 Locate and evaluate a range of career information sources (I)</p> <p>Stage I – Acquire</p> <p>5.3.1 Discover how key personnel in selected work roles could become ideal information resources/ role models.</p> <p>5.3.2 Understand how labour market information (profiles, statistics, etc.) can be used when making career decisions.</p> <p>5.3.3 Explore how trends and work opportunities in various industry sectors impact upon the nature and structure of work roles.</p> <p>5.3.4 Explore how employment and workplace trends impact upon the provision of education and training.</p> <p>5.3.5 Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact upon work opportunities.</p> <p>Stage II – Apply</p> <p>5.3.6 Use career information resources such as career directories, occupational classification systems, labour market information, mass</p>				

<p>media, computer and Internet-based career information delivery systems to locate information on occupational and industry trends, education and training trends, and social and economic trends.</p> <p>Stage III – Personalise 5.3.7 Rank the usefulness of career information resources you have explored in terms of their accuracy, currency, reliability and relevance.</p> <p>Stage IV – Act 5.3.8 Put strategies in place to evaluate career information resources that you locate and use.</p>				
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CAREER COMPETENCY 6: UNDERSTAND THE RELATIONSHIP BETWEEN WORK, SOCIETY AND THE ECONOMY

<p>Competencies</p>	<p>Current Practice (indicate where this is happening across your school/organisation)</p>	<p>Current Practice (Rate 1, 2, or 3)</p>	<p>If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not</p>	<p>Could you make changes to your current practice? (yes/no: if yes - what; if no - why)</p>
<p>6.3 Understand how societal needs and economic conditions influence the nature and structure of work (I)</p>				

<p>Stage I – Acquire</p> <p>6.3.1 Understand how society’s needs and functions affect the supply of goods and services.</p> <p>6.3.2 Explore how people’s personal values and interest determine the importance placed upon different kinds of work.</p> <p>6.3.3 Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities.</p> <p>6.3.4 Understand the concept of a global economy and how it affects individuals, communities, the states and territories, and the nation.</p> <p>Stage II – Apply</p> <p>6.3.5 Demonstrate how your own community or state/territory is affected by society’s needs and functions, as well as by the global economy.</p> <p>6.3.6 Demonstrate how work and learning in your own community or state/territory is affected by social, demographic, technological, occupational and industrial trends.</p> <p>Stage III – Personalise</p> <p>6.3.7 Evaluate the impact of society’s needs and functions, and that of the global economy on you.</p> <p>6.3.8 Evaluate the impact of social, demographic, technological, occupational and industrial trends on your work and learning opportunities.</p> <p>6.3.9 Evaluate how your values and interests influences the value you place on different kinds of work.</p> <p>Stage IV – Act</p> <p>6.3.10 Engage in work experiences that satisfy your needs as well as meeting society’s needs.</p>				
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AREA C
CAREER BUILDING

CAREER COMPETENCY 7: SECURE/CREATE AND MAINTAIN WORK

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>7.3 Develop abilities to seek, obtain/create and maintain work</p> <p>Stage I – Acquire</p> <p>7.3.1 Explore skills, knowledge and attitudes required to locate, interpret and use information about work opportunities.</p> <p>7.3.2 Explore the attributes and employability skills necessary to obtain and maintain work.</p> <p>7.3.3 Explore the services or initiatives that support people’s transitions.</p> <p>7.3.4 Understand that some work opportunities require flexibility and adaptability (e.g. relocating, learning new skills).</p> <p>7.3.5 Explore specific work opportunities in terms of working conditions and safety hazards, benefits, etc.</p> <p>7.3.6 Explore volunteering as a proactive job search and personal development strategy.</p> <p>Stage II – Apply</p> <p>7.3.7 Demonstrate employability skills and attributes necessary obtain and maintain work</p> <p>7.3.8 Experience volunteering as a proactive job search or personal</p>				

<p>development strategy.</p> <p>Stage III – Personalise 7.3.9 Evaluate work opportunities in terms of working conditions, benefits, etc., that are important to you. 7.3.10 Acknowledge your personal set of skills, knowledge and attitudes that contribute to seeking, obtaining/creating and maintaining work.</p> <p>Stage IV – Act 7.3.11 Create and engage in work opportunities reflective of your personal set of skills, knowledge and attitudes. 7.3.12 Adapt current or try new work search skills and tools.</p>				
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CAREER COMPETENCY 8: MAKE CAREER ENHANCING DECISIONS

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>8.3 Engage in career decision making</p> <p>Stage I – Acquire 8.3.1 Understand the importance of developing a range of scenarios supportive of your preferred future.</p>				

<p>8.3.2 Investigate the requirements needed to qualify for chosen education/training courses.</p> <p>8.3.3 Investigate the costs (living and fee-related) associated with education and training.</p> <p>8.3.4 Investigate strategies for securing financial assistance related to education and training.</p> <p>8.3.5 Explore courses in terms of the skills, knowledge and attitudes required for entry-level work or advanced training.</p> <p>8.3.6 Understand the steps required to make an effective transition (from school to post-secondary education/training programs or work, re-entering the workforce).</p> <p>8.3.7 Understand how personal values may influence your choices and actions.</p> <p>8.3.8 Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities /alternatives.</p> <p>Stage II – Apply</p> <p>8.3.9 Demonstrate responsibility for making educational and work choices.</p> <p>8.3.10 Develop a range of scenarios supportive of your preferred future.</p> <p>8.3.11 Develop strategies for covering the costs (living and fee-related) associated with education/training possibilities and apply for needed assistance.</p> <p>8.3.12 Plan and complete the steps required to make an effective transition (eg: school to post-</p>				
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<p>secondary education/training programs or work, or to re-enter the workforce).</p> <p>8.3.13 Develop creative or alternative choices reflective of the changing world of work.</p> <p>Stage III – Personalise</p> <p>8.3.14 Evaluate educational and work choices in terms of your personal goals, values and financial means.</p> <p>8.3.15 Examine alternatives in given decision-making situations and determine if they are supportive of your values and goals.</p> <p>Stage IV – Act</p> <p>8.3.16 Create and engage in career experiences supportive of your values and goals.</p> <p>8.3.17 Engage in decision-making that suits your needs and values and is supportive of your goals.</p>				
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CAREER COMPETENCY 9: MAINTAIN BALANCED LIFE AND WORK ROLES

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>9.3 Link lifestyles and life stages to career building</p> <p>Stage I – Acquire</p> <p>9.3.1 Understand the concept of life stages.</p> <p>9.3.2 Understand the concept of</p>				

<p>lifestyles.</p> <p>9.3.3 Understand the factors that influence or impact upon lifestyles (e.g. socio-economic status, culture, values, work choices, work habits).</p> <p>9.3.4 Understand the life stage factors that influence your career building.</p> <p>Stage II – Apply</p> <p>9.3.5 Examine the type of lifestyle you want at this stage of your life.</p> <p>9.3.6 Identify and experience work scenarios reflective of your life stage and lifestyle.</p> <p>9.3.7 Recognise that your preferred lifestyle, your life stage and your career building are connected.</p> <p>Stage III – Personalise</p> <p>9.3.8 Examine your work scenarios and determine which ones are supportive of your life stage and lifestyle.</p> <p>9.3.9 Acknowledge the factors that influence or impact upon your lifestyle (e.g. socio-economic status, culture, values, work choices, work habits, injury, illness).</p> <p>9.3.10 Acknowledge the life stage factors that have influenced or are influencing your career building.</p> <p>Stage IV – Act</p> <p>9.3.13 Take active steps to moving closer towards your preferred lifestyle, while considering your life stage.</p>				
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CAREER COMPETENCY 10: UNDERSTAND THE CHANGING NATURE OF LIFE AND WORK ROLES

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
<p>10.3 Understand and learn to overcome stereotypes in your career building (I)</p> <p>Stage I – Acquire</p> <p>10.3.1 Examine factors that have influenced the changing career patterns or pathways of women and men.</p> <p>10.3.2 Examine gender stereotyping and bias in education and training programs and work settings.</p> <p>10.3.3 Identify attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping.</p> <p>10.3.4 Investigate advantages and challenges of adopting non-traditional work roles.</p> <p>Stage II – Apply</p> <p>10.3.5 Demonstrate attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping.</p> <p>Stage III – Personalise</p> <p>10.3.6 Assess your willingness to contribute to overcoming gender bias and stereotyping.</p> <p>10.3.7 Examine the possibility of</p>				

adopting non-traditional work roles. 10.3.8 Consider fulfilling work roles regardless of gender bias and stereotyping. Stage IV – Act 10.3.9 Create and engage in fulfilling career experiences regardless of gender bias and stereotyping.				
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CAREER COMPETENCY 11: UNDERSTAND, ENGAGE IN AND MANAGE THE CAREER BUILDING PROCESS

Competencies	Current Practice (indicate where this is happening across your school/organisation)	Current Practice (Rate 1, 2, or 3)	If rating 2 or 3 - could that competency reasonably be achieved in your school/organisation? Yes/no; if no - why not	Could you make changes to your current practice? (yes/no: if yes - what; if no - why)
11.3 Take charge of your career building process Stage I – Acquire 11.3.1 Understand the concept of				

<p>the labour market and its relationship to career building.</p> <p>11.3.2 Understand how risk taking and positive attitudes towards self and work (resilience, flexibility, openness, etc.) are important to the career building process.</p> <p>11.3.3 Understand the difference between risk taking in career building and risk-taking in the workplace.</p> <p>11.3.4 Understand how information about yourself and the labour market is important to the career building process.</p> <p>11.3.5 Explore the notion of career scenario building as an integral component of the career building process.</p> <p>11.3.6 Understand the importance of pursuing short-term career action plans.</p> <p>Stage II – Apply</p> <p>11.3.7 Demonstrate risk taking and positive attitudes toward self and work (resilience, flexibility, openness, etc.).</p> <p>11.3.8 Update your resume and/or portfolio using newly acquired information about yourself and the labour market.</p> <p>11.3.9 Build career goals, aspirations and experiences in step with your preferred future.</p> <p>11.3.10 Develop and pursue short-term action plans in light of your desired career goals and aspirations.</p> <p>11.3.11 Experience different roles through work experience,</p>				
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<p>volunteering, social events, etc.</p> <p>Stage III – Personalise 11.3.12 Refine your self-perception (based on career experiences) and evaluate its impact on your decisions or choices. 11.3.13 Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals, aspirations and experiences and adjust your short-term action plans.</p> <p>Stage IV – Act 11.3.14 Engage in a career building process that truly reflects your own needs, desires and values.</p>				
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