

Australian Blueprint for Career Development



| | | Career Phases | | | | |
|------------------------------|--|--|---|--|--|---|
| | | Awareness | Exploring | Starting out | Groundwork | Advancing |
| Career management competency | | Learning Area A: Personal management | | | | |
| 1 | Build and maintain a positive self-concept | Build a positive self-concept | Build a positive self-concept while discovering its influence on yourself and others | Build a positive self-concept and understand its influence on your life, learning and work | Develop abilities to maintain a positive self-concept and understand its relationship to educational and career goals | Maintain a positive self-concept and understand its influence on career decisions |
| 2 | Interact positively and effectively with others | Develop awareness of what contributes to positive and effective relationships | Develop abilities for building positive and effective relationships in life | Learn to apply abilities for building positive and effective relationships with others | Apply abilities for building positive and effective relationships in life and work | Monitor how you apply your abilities for building positive and effective relationships in life and work |
| 3 | Change and grow throughout life | Observe family and community members and their roles and responsibilities | Discover that change and growth are part of life | Learn to identify, monitor, and respond to change and growth | Understand how change and growth can impact relationships in life and work | Develop strategies for responding positively to life and work changes |
| 4 | Manage wellbeing, mental and physical health | Develop awareness of a range of feelings and how they can be expressed | Develop awareness of a range of feelings, the ability to describe feelings, and who your support people are | Develop strategies for responding to circumstances that may impact wellbeing, mental or physical health | Develop ability to apply strategies that promote wellbeing, mental and physical health in daily life and to support others | Incorporate strategies that promote wellbeing, mental and physical health in life, learning, and work settings |
| | | Learning Area B: Learning and work exploration | | | | |
| 5 | Participate in lifelong learning supportive of career goals | Develop an interest in learning | Discover the importance of learning and its contribution to life and work | Link learning to personal career aspirations and understand the need to continue to learn throughout your career | Understand the importance of lifelong learning to the career-building process | Participate in continuous learning supportive of career goals |
| 6 | Locate and use career information effectively | Develop awareness of learning through reading hardcopy and online materials | Understand what career information is | Understand how to locate and use career information | Locate and evaluate a range of career information sources relevant to career aspirations | Use career information effectively in the management of your career |
| 7 | Understand the relationship between work, society and the economy | Recognise that people work in paid and unpaid roles | Discover how work contributes to individuals' lives | Understand how work contributes to the community | Understand how societal needs and economic conditions influence the nature and structure of work | Incorporate your understanding of changing economic, social and employment conditions into your career planning |
| 8 | Understand the changing nature of life and work roles | Imagine life as an adult | Learn to recognise gendered life and work roles and to question their appropriateness | Explore non-traditional life and work options and learn to challenge stereotypical thinking | Examine factors that influence and explore strategies that respond to gender bias and stereotypical thinking | Seek to eliminate gender bias and stereotypical thinking in your life and work |
| | | Learning Area C: Career building | | | | |
| 9 | Secure/create and maintain work | Learn to play, share, and collaborate with others | Explore effective ways of working | Develop qualities to seek and obtain/create work | Develop abilities and resources to secure/create and maintain work | Continue to update skills and resources to secure/create and maintain work |
| 10 | Make career-enhancing decisions | Develop awareness of decision making | Explore decision making | Develop decision-making skills and knowledge | Engage in career decision making | Engage in decision making that enhances your career |
| 11 | Maintain balanced life and work roles | Become aware of the connections between play, chores, and other family commitments | Explore and understand the interrelationships across life roles and how they change over time | Explore and understand the interrelationships between life and work roles | Consider the relationships between lifestyles, life stages, and life roles to career building | Incorporate life/work balance into the career building process |
| 12 | Understand, engage in and manage the career-building process | Recognise that careers exist | Understand what career-building is | Understand how people build their careers | Develop the skills and knowledge to engage in career-building | Manage your career-building |

The Blueprint is a framework grounded in career theory that can guide career development work and support career development learning across the lifespan.

Competencies

The Blueprint identifies twelve career management competencies, grouped into three learning areas:
A: Personal Management
B: Learning and Work Exploration
C: Career Building

Developmental Phases

Each competency in the Blueprint is expanded according to five Career Phases: Awareness, Exploring, Starting Out, Groundwork, Advancing.

Performance Indicators

Performance indicators demonstrate the achievement of career development competencies.

Career Development Learning

Career development learning is informed by experiential learning theory and contextualised according to career development learning needs of the client or client group and the setting.