

WORK INSPIRATION OVERVIEW

How competencies are developed in Work Inspiration activities

Work Inspiration is an exciting employer-led work exploration programme for students in years 10-13.

Brought to you by the Tertiary Education Commission, Work Inspiration gives your students a meaningful connection to the world of work and a chance to see work in action.

THE FOUR COMPONENTS OF WORK INSPIRATION



CAREER MANAGEMENT COMPETENCIES

DEVELOPING SELF-AWARENESS	<ul style="list-style-type: none"> – Self-knowledge 	<ul style="list-style-type: none"> – Developing capabilities – Changing and growing 	<ul style="list-style-type: none"> – Developing capabilities 	<ul style="list-style-type: none"> – Self-knowledge – Developing capabilities
EXPLORING OPPORTUNITIES	<ul style="list-style-type: none"> – Accessing and using information – Opportunity awareness 	<ul style="list-style-type: none"> – Opportunity awareness – Life, learning and work realities – Accessing and using information 	<ul style="list-style-type: none"> – Accessing and using information 	<ul style="list-style-type: none"> – Accessing and using information
REVIEWING OPTIONS AND MAKING CHOICES	<ul style="list-style-type: none"> – Creating opportunities 	<ul style="list-style-type: none"> – Creating opportunities – Making life, learning and work decisions 		<ul style="list-style-type: none"> – Identifying the next step
PLANNING, MANAGING CHANGE AND TRANSITIONS		<ul style="list-style-type: none"> – Acting to secure future education, training and/or work 		<ul style="list-style-type: none"> – Life, learning and work plans – Acting to secure future education

KEY COMPETENCIES

MANAGING SELF		<ul style="list-style-type: none"> – Seeing myself as a capable learner – Setting goals, making plans, managing projects and setting high standards 	<ul style="list-style-type: none"> – Making plans, managing projects and setting high standards 	<ul style="list-style-type: none"> – Setting goals, making plans, and setting high standards – Seeing myself as a capable learner
RELATING TO OTHERS	<ul style="list-style-type: none"> – Listening actively – Sharing ideas – Working effectively together 	<ul style="list-style-type: none"> – Listening actively – Interacting effectively with a diverse range of people in a variety of contexts – Open to new learning 	<ul style="list-style-type: none"> – Ability to listen actively – Recognising different points of view 	
THINKING	<ul style="list-style-type: none"> – Developing understanding, and making decisions – Actively seeking, using and creating knowledge – Reflecting on my learning 	<ul style="list-style-type: none"> – Developing understanding – Drawing on personal knowledge and intuitions – Asking questions and challenging assumptions and perceptions – Actively seeking, using and creating knowledge 	<ul style="list-style-type: none"> – Developing understanding 	<ul style="list-style-type: none"> – Developing understanding and shaping actions – Reflecting on my learning
UNDERSTANDING LANGUAGE, SYMBOLS AND TEXT	<ul style="list-style-type: none"> – Interpreting and using words 	<ul style="list-style-type: none"> – Using language, symbols, and texts is to make meaning of the codes in which knowledge is expressed 	<ul style="list-style-type: none"> – Using language and symbols to produce texts of all kinds: written, oral/aural, and visual; informal and formal – Using words, images, metaphor and technology 	
PARTICIPATING AND CONTRIBUTING	<ul style="list-style-type: none"> – Developing a sense of belonging and the confidence to participate within new contexts 	<ul style="list-style-type: none"> – Developing a sense of belonging and the confidence to participate within new contexts – Being actively involved in communities 	<ul style="list-style-type: none"> – Developing a sense of belonging and the confidence to participate within new contexts – Contribute appropriately as a group member, to make connections with others 	