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| QCIA learning goals — mapping overview  Vocational and transitional activities (VTA) |

List the subjects that the student will be enrolled in. Select goals according to student communication skills, interests, strengths and weaknesses. Check the boxes to show that all goals are covered across subjects.

This template is provided to assist schools and may be reused and adapted.

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| Vocational and transitional activities (VTA) | | | | | | | | | | | |
|  | QCIA curriculum plan learning goals | | | Subjects | | | | | | | |
| Learning focus | Subcategory | Goal | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] | [Subject] |
| Post-school pathways (VTA1) | Options for living independently and interdependently (VTA1.1) | Show awareness of life beyond school |  |  |  |  |  |  |  |  |
| Show awareness that everyone has housing needs |  |  |  |  |  |  |  |  |
| Identify, describe and explore own and others’ needs to maintain safe and stable accommodation, considering physical resources and facilities required; support available from family, friends and agencies; and associated costs |  |  |  |  |  |  |  |  |
| Compare own and others’ needs to maintain safe and stable accommodation |  |  |  |  |  |  |  |  |
| Plan for transitioning for life beyond school, with support from peers, family and familiar adults |  |  |  |  |  |  |  |  |
| Vocational and transition options (VTA1.2) | Recognise personal skills, interests and preferences for vocational and transition options |  |  |  |  |  |  |  |  |
| Use information, products and services to investigate vocational pathways and training opportunities including industry talks and visits |  |  |  |  |  |  |  |  |
| Identify vocational and transition options related to personal interests and needs |  |  |  |  |  |  |  |  |
| Participate in different vocational and transitional options, such as volunteering, supported employment, community participation, and simulated work environments |  |  |  |  |  |  |  |  |
| Identify specific experience, knowledge and skills needed to gain necessary experience in preferred post-school pathways |  |  |  |  |  |  |  |  |
| Engage in and reflect on supported work and community placements |  |  |  |  |  |  |  |  |
| Prepare a resume and application letter for identified jobs |  |  |  |  |  |  |  |  |
| Complete application forms related to employment and participation in community services |  |  |  |  |  |  |  |  |
| Prepare for job interviews |  |  |  |  |  |  |  |  |
| Accessing local and community resources (VTA1.3) | Show awareness of local and community resources |  |  |  |  |  |  |  |  |
| Identify and access agencies that provide information, products and services that support transition to life beyond school |  |  |  |  |  |  |  |  |
| Identify specific products and services to support participation in life beyond school, e.g. enrolling to vote, applying for a bank account, applying for a Medicare card, accessing disability pension, applying for a tax file number and 18+ card |  |  |  |  |  |  |  |  |
| Research and access products and services to support participation in life beyond school |  |  |  |  |  |  |  |  |
| Contribute to and participate in local and community resources |  |  |  |  |  |  |  |  |
| Skills for life beyond school (VTA2) | Self-knowledge (VTA2.1) | Identify abilities, talents and interests as a learner |  |  |  |  |  |  |  |  |
| Reflect on feelings as a learner and how efforts affect skills and achievements |  |  |  |  |  |  |  |  |
| Describe strengths and weaknesses as a learner |  |  |  |  |  |  |  |  |
| Describe how abilities, talents and interests influence post-school pathway options |  |  |  |  |  |  |  |  |
| Identify learning strategies to assist with strengths and weaknesses |  |  |  |  |  |  |  |  |
| Identify and describe factors and strategies that assist learning |  |  |  |  |  |  |  |  |
| Identify own preferred learning styles and work habits |  |  |  |  |  |  |  |  |
| Identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist own learning |  |  |  |  |  |  |  |  |
| Skills for managing self and others (VTA2.2) | Show awareness of personal boundaries and appropriate degrees of intimacy |  |  |  |  |  |  |  |  |
| Greet others and introduce oneself |  |  |  |  |  |  |  |  |
| Engage in conversation with others and maintain comfortable eye contact |  |  |  |  |  |  |  |  |
| Respond to requests and instructions |  |  |  |  |  |  |  |  |
| Identify that people use different languages to communicate |  |  |  |  |  |  |  |  |
| Identify how word and actions can help or hurt others |  |  |  |  |  |  |  |  |
| Identify ways to take responsibility for familiar tasks |  |  |  |  |  |  |  |  |
| Encourage others, negotiate roles and relationships, and manage time and tasks |  |  |  |  |  |  |  |  |
| Listen to others’ ideas, and recognise that others may see things differently from oneself |  |  |  |  |  |  |  |  |
| Express perspective and opinions and listen to the opinions of others |  |  |  |  |  |  |  |  |
| Identify and describe shared perspectives within and across groups |  |  |  |  |  |  |  |  |
| Identify that there are similarities and differences in the ways people communicate, including within and across cultural groups |  |  |  |  |  |  |  |  |
| Describe a range of conflict resolution strategies to negotiate positive outcomes to problems |  |  |  |  |  |  |  |  |
| Describe how the use of words and body language in interactions may have different meanings for various cultural groups |  |  |  |  |  |  |  |  |
| Demonstrate steps in conflict resolution process, such as listen, express feelings, discuss solutions, make amends |  |  |  |  |  |  |  |  |
| Compare others’ ideas to reach an independent or shared decision |  |  |  |  |  |  |  |  |
| Practise solving interpersonal problems and seek support from peers or familiar adults when dealing with conflict |  |  |  |  |  |  |  |  |
| Independence skills (VTA2.3) | Show awareness of routines in different environments, e.g. home, school, local community, work |  |  |  |  |  |  |  |  |
| Follow set routines for learning, work and life |  |  |  |  |  |  |  |  |
| Work safely in different environments, such as home, school, local community, work |  |  |  |  |  |  |  |  |
| Attempt tasks with support or assistance |  |  |  |  |  |  |  |  |
| Prioritise steps or stages for completing tasks |  |  |  |  |  |  |  |  |
| Identify and practise strategies to complete tasks |  |  |  |  |  |  |  |  |
| Work independently on routine tasks |  |  |  |  |  |  |  |  |
| Consider, select and adopt strategies when working independently |  |  |  |  |  |  |  |  |
| Assess the value of working independently |  |  |  |  |  |  |  |  |
| Identify opportunities to take initiative |  |  |  |  |  |  |  |  |
| Goal setting and decision making (VTA2.4) | Understand and explain the importance of goal setting and self-management |  |  |  |  |  |  |  |  |
| Set goals for learning and personal organisation to complete tasks in a given time |  |  |  |  |  |  |  |  |
| Manage oneself and relationships with others to achieve goals |  |  |  |  |  |  |  |  |
| Identify and analyse factors that affect ability to manage self and relationships when working towards goals |  |  |  |  |  |  |  |  |
| Identify options when making decisions to meet own needs and needs of others |  |  |  |  |  |  |  |  |
| Practise individual and group decision making in real-world situations |  |  |  |  |  |  |  |  |
| Make decisions as an individual and a member of a group when working towards and achieving goals |  |  |  |  |  |  |  |  |
| Identify factors that influence decision making when working towards and achieving goals |  |  |  |  |  |  |  |  |
| Devise and apply strategies to set realistic goals and monitor own behaviour and progress |  |  |  |  |  |  |  |  |
| Predict the consequences of decisions and make adjustments, to achieve goals |  |  |  |  |  |  |  |  |
| Assess the effectiveness of decisions made by individuals and groups |  |  |  |  |  |  |  |  |