

Stage 2 Workplace Practices

Name: _____

Assessment Title:

Graduate Qualities Reflection

Assessment Purpose:

- To critically analyse and explore the successes, growth and areas for improvement in meeting and utilising the Graduate Qualities and Capabilities
- To make considered evaluations of your learning thus far and its implications for your future.

Assessment Outline:

Using the Graduate Qualities and Capabilities Framework, you are to reflect on how (over your time as a school student / VET learner / part time worker) you have demonstrated each of these in a meaningful way.

You can discuss and reflect on your Graduate Qualities and Capabilities from any context (not just school) and should be able to explain why you believe the example you provide demonstrates your success.

You should also reflect on what aspects of the Graduate Qualities and Capabilities Framework that you feel still need work and how you might go about improving your skills in these areas.

Assessment Conditions:

- Requirements are:
 - Up to 6 minute Oral Presentation or up to 1000 words if written. Can be a mix of both (or multimedia)

Timing & Deadlines:

-

Comment
Grade: _____

Learning Requirements	Assessment Design Criteria	Capabilities
1. demonstrate knowledge and understanding of industry and work 2. develop and apply relevant work skills 6. Reflect on and evaluate learning experiences in/about the workplace	Knowledge & Understanding KU2 Understanding and explanation of concepts and issues related to industry and work. Reflection and Evaluation RE1 Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation.	Communication – Critically analyse & reflect on performance, beliefs & learning Personal Development - Recognise your role in the workplace. Plan for future roles. Review performance & reassessing plans for future education & training Work - identify, develop, and apply generic work skills to the workplace Learning - Reflecting on your learning. Exploring and understanding your preferred learning style(s), and applying this understanding to learning in and about the workplace. Using critical thinking skills, such as problem-solving and ethical decision-making. Asking questions and seeking clarification.

Performance Standards:

	Knowledge & Understanding	Reflection & Evaluation
A	<ul style="list-style-type: none"> □ Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work. 	<ul style="list-style-type: none"> □ Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.
B	<ul style="list-style-type: none"> □ Clear understanding and well-informed explanation of broad concepts and issues related to industry and work. 	<ul style="list-style-type: none"> □ Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.
C	<ul style="list-style-type: none"> □ General understanding and informed explanation of broad concepts and issues related to industry and work. 	<ul style="list-style-type: none"> □ Some considered reflection on learning experiences in/about an industry, with some self-evaluation.
D	<ul style="list-style-type: none"> □ Some understanding and description of aspects of broad concepts and issues related to industry or work. 	<ul style="list-style-type: none"> □ Some reflective description and attempted evaluation of learning experiences in/about an industry.
E	<ul style="list-style-type: none"> □ Recall of some aspects of broad concepts or issues related to industry or work. 	<ul style="list-style-type: none"> □ Recall of some learning experiences in/about an industry.

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GRADUATE QUALITIES AND CAPABILITIES FRAMEWORK

COMMUNICATION
<p>→ Communicate to suit particular purposes, contexts and cultures</p> <ul style="list-style-type: none"> ▪ Listen for understanding ▪ Speak clearly and directly ▪ Write to convey meaning ▪ Read for understanding ▪ Use numeracy to communicate ▪ Negotiate and persuade
TEAMWORK
<p>→ Develop working relationships that are based on independence and interdependence</p> <ul style="list-style-type: none"> ▪ Work in a team ▪ Identify strengths – own and those of other team members ▪ Support others in the team ▪ Fulfill personal obligations to the team ▪ Work with a range of people
USING TECHNOLOGY
<p>→ Use ICT and technology relevant to the task</p> <ul style="list-style-type: none"> ▪ Use ICT and technology safely ▪ Use ICT and technology where ever appropriate ▪ Use ICT responsibly
CITIZENSHIP
<p>→ Function in a society comprising diverse cultures</p> <ul style="list-style-type: none"> ▪ Respect diverse cultures, identities, and values including Indigenous cultures ▪ Understand social and economic systems ▪ Understand the need for environmental sustainability ▪ Participate in democratic processes and understand the role of legal processes ▪ Demonstrate ethical understandings
INITIATIVE & ENTERPRISE incl. problem solving
<p>→ Take up opportunities and adapt to changing situations in life and work</p> <ul style="list-style-type: none"> ▪ Identify new opportunities ▪ Develop a range of creative and practical options ▪ Translate strategies into action and evaluate their worth ▪ Work with others to implement strategies and solve problems ▪ Use logical and critical thinking to solve problems
PLANNING AND ORGANISING inc. self-management
<p>→ Develop, implement and articulate plans to achieve visions for the future.</p> <ul style="list-style-type: none"> ▪ Develop a vision and a practical plan to accompany it ▪ Use information ▪ Plan the use of time and other resources, including people. ▪ Evaluate progress
PERSONAL DEVELOPMENT inc. learning
<p>→ Review and plan the development of own skills, attitudes and knowledge.</p> <ul style="list-style-type: none"> ▪ Set directions ▪ Contribute to own physical and mental health ▪ Employ a range of learning strategies ▪ Describe connections to the global environment ▪ Participate in learning, work and community life

MAPPING OF GRADUATE SKILLS AND CAPABILITIES

DEEWR Core Skills for Employment Framework (D1-3)

The Framework comprises three Skill Clusters:

- 1 Navigate the world of work
 - D1a) Manage career and work life
 - D1b) Understand and work with roles, rights, responsibilities and protocols
 - D1c) Manage personal learning
- 2 Interact with others
 - D2a) Understand and be understood
 - D2b) Contribute and collaborate
 - D2c) Understand, respect and utilise diverse perspectives
 - D2d) Negotiate outcomes and identify and resolve conflict
- 3 Get the work done
 - D3a) Adapt and apply prior knowledge
 - D3b) Plan, organise and implement
 - D3c) Make decisions
 - D3d) Identify, solve and anticipate problems
 - D3e) Design, develop and implement new ideas
 - D3f) Use tools and technology
 - D3g) Manage information

Australian Curriculum General Capabilities (A1-7)

The framework comprises seven areas of skill:








- AC1 Literacy
- AC2 Numeracy
- AC3 Information and communication technology (ICT) capability
- AC4 Critical and creative thinking
- AC5 Personal and social capability
- AC6 Ethical understanding
- AC7 Intercultural understanding

SACE Capabilities (SA1-5)

- SA1 Communication
- SA2 Citizenship
- SA3 Personal Development
- SA4 Work
- SA5 Learning

MAPPING OF GRADUATE QUALITIES AND CAPABILITIES AGAINST:

- DEEWR core skills for employment framework (e.g. D2a)
- Australian Curriculum General Capabilities (e.g. AC1)
- SACE Capabilities (e. g. SA5)

COMMUNICATION	 <ol style="list-style-type: none"> 1. Listen for understanding D2a AC1 SA1 SA4 2. Speak clearly and directly D2a AC1 AC3 SA1 SA4 3. Write to convey meaning D2a AC1 AC3 SA1 SA4 4. Read for understanding D2a AC1 SA1 SA4 5. Use numeracy to communicate AC2 SA1 SA4 6. Negotiate and persuade D2b D2d D3d AC6 SA1 SA3 SA4 7.
TEAMWORK	 <ol style="list-style-type: none"> 1. Work in a team D2b D3b D3d SA4 2. Identify strengths – own and those of other team members D2b D3b AC5 SA4 3. Support others in the team D2b AC5 SA4 4. Fulfill personal obligations to the team AC5 SA3 SA4 5. Work with a range of people D2b D2c AC5 AC6 AC7 SA2 SA4 6.
USING TECHNOLOGY	 <ol style="list-style-type: none"> 1. Use ICT and technology safely D3f AC3 SA4 2. Use ICT and technology where ever appropriate D1c D2a D3b D3f D3g AC1 AC2 AC3 SA1 SA4 3. Use ICT responsibly D3f D3g AC3 AC6 SA4
CITIZENSHIP	 <ol style="list-style-type: none"> 1. Respect diverse cultures, identities, and values including indigenous cultures D2c AC5 AC6 AC7 SA2 SA4 2. Understand social and economic systems D1b AC5 AC7 SA2 SA4 3. Understand the need for environmental sustainability AC5 SA2 SA4 4. Participate in democratic processes and understand the role of legal processes D2d AC5 AC6 AC7 SA2 SA4 5. Demonstrate ethical understanding AC5 AC6 AC7 SA2 SA3 SA4
INITIATIVE & ENTERPRISE incl. problem solving	 <ol style="list-style-type: none"> 1. Identify new opportunities D3a D3d D3e AC4 SA4 2. Develop a range of practical options D3a D3b D3c D3d AC4 SA4 3. Translate strategies into action and evaluate their worth D3b D3c AC4 SA4 4. Work with others to implement strategies and solve problems D3b D3d SA4 5. Use logical and critical thinking to solve problems AC2 SA1 SA4
PLANNING AND ORGANISING inc. self-management	 <ol style="list-style-type: none"> 1. Develop a vision and a practical plan to accompany it D1a D3b D3c SA3 SA4 2. Use information D3a D3b D3c D3g AC4 SA1 SA4 3. Plan the use of time and other resources, including people. D3b AC2 SA1 SA4 4. Evaluate progress D3b AC4 SA4
PERSONAL DEVELOPMENT inc. learning	 <ol style="list-style-type: none"> 1. Set directions D1a D1c AC5 SA3 SA5 2. Contribute to own physical and mental health AC5 SA3 3. Employ a range of learning strategies D1c D3a AC5 SA3 SA5 4. Describe connections to the global environment D1b AC5 AC6 SA1 SA2 SA3 SA4 5. Participate in learning, work and community life D1a D1b AC5 AC7 SA2 SA4 SA5