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# SKILLS AND ATTRIBUTES FRAMEWORK



Te Tohu Kairangi Mātauranga Ahumahinga a Te Pirimia

## AN OPTIONAL TOOL TO HELP GUIDE INTERNAL SELECTION

This tool is designed to assist you in the process of selecting a student to nominate for the Prime Minister's Vocational Excellence Award.

This framework was developed in consultation with industry and employers and reflects the skills and capabilities that enable students to thrive in higher vocational education, training and employment.

**To use this tool, indicate on a scale of 1-3 the extent to which the student in question demonstrates the following skills and attributes.**

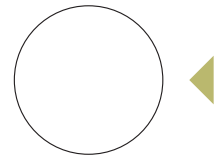
### STUDENT NAME:

- 1** SOME of the time
- 2** MOST of the time
- 3** ALL of the time

### The student demonstrates self-determination and agency

FOR EXAMPLE:

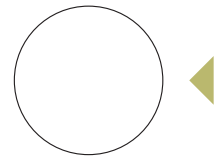
- Works towards and fosters a particular passion, talent, or dream.
- Makes strategic decisions, with advice and support from others.
- Crafts learning to support their goals and ambitions e.g. through subject choices.



### The student seeks out and participates in new opportunities for learning and growth

FOR EXAMPLE:

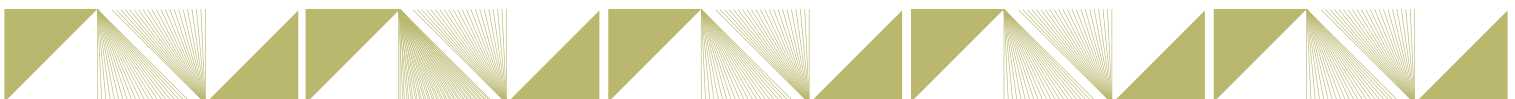
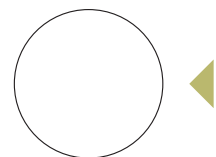
- Engages in part-time work.
- Works towards developing skills relevant to their chosen pathway e.g. learning to drive, learning First Aid.
- Participates in sport or cultural groups.
- Volunteers in the community.



### The student demonstrates a positive attitude

FOR EXAMPLE:

- Is positive and has a "can do" attitude.
- Is optimistic, honest and shows respect.
- Is happy, friendly and enthusiastic.
- Is motivated to work hard towards goals.

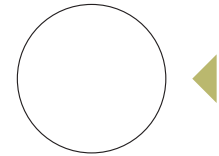


# SKILLS AND ATTRIBUTES FRAMEWORK *continued*

## The student demonstrates strong communication skills

FOR EXAMPLE:

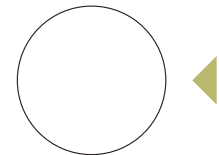
- Understands and reflects on the way they communicate and how it affects others.
- Asks questions when unsure or unclear.
- Speaks, listens and shares ideas appropriately.



## The student is a competent team player

FOR EXAMPLE:

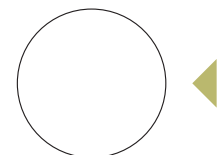
- Works well with others to complete tasks and meet goals.
- Contributes to developing new ideas or approaches.
- Works well with others of different genders, cultures or beliefs.
- Assists and helps others where they can.



## The student demonstrates strong self-management skills

FOR EXAMPLE:

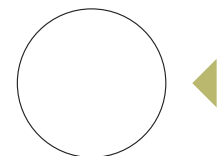
- Is punctual and arrives with the appropriate equipment needed for the day.
- Understands, and reflects on, their own words, actions and behaviour, and how these affect others.
- Can manage a range of different responsibilities simultaneously, such as whānau, church, sporting, work commitments, and leadership roles.



## The student demonstrates a willingness to learn

FOR EXAMPLE:

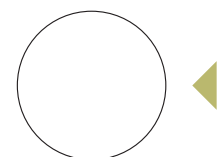
- Willing to learn new tasks, skills and information.
- Curious and enthusiastic.
- Looks for opportunities to work and learn more effectively.
- Accepts advice and learns from feedback.



## The student exhibits strong problem solving and decision making skills

FOR EXAMPLE:

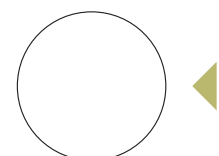
- Identifies and assesses options before making a decision.
- Recognises problems and uses initiative to find solutions.
- Thinks about consequences before they act.
- Recognises when they need to seek advice.



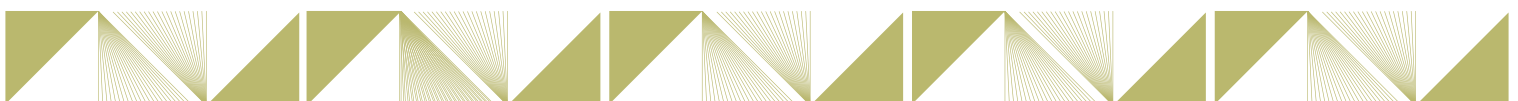
## The student displays resilience

FOR EXAMPLE:

- Adaptable and flexible in new and changing situations.
- Handles challenges and setbacks and does not give up.
- Able to seek support and help when needed.
- Recognises and accepts mistakes made and learns from them.



**STUDENT NAME:**





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# ANGA PŪKENGA, HUANGA HOKI



Te Tohu Kairangi Mātauranga Ahumahinga a Te Pirimia

## HE RAUEMI HEI ĀRAHI I NGĀ

He mea waihanga tēnei rauemi hei āwhina i a koutou ki te whiriwhiri, ki te tautapa hoki i te ākonga mō te Tohu Kairangi Mātauranga Ahumahinga a te Pirimia.

I waihangatia tēnei anga i runga i ngā whakawhiti kōrero me ngā ahumahi, ngā kaitakumahi, ā, kei te whakaata i ngā pūkenga me ngā āheinga e taea ai e te ākonga te tipu ora i roto i te mātauranga ahumahinga, whakangungu me te mahi.

**Hei whakamahi i tēnei rauemi me tohu i te āwhata 1-3 te āhua o te ākonga kei te whiriwhirihia i runga i ngā pūkenga me ngā huanga e whai ake nei.**

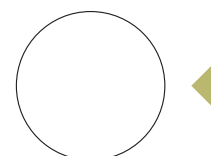
## ĪNGOA ĀKONGA:

- 1 E whakaaturia ana i ētahi wā
- 2 E whakaaturia ana i te nuinga o te wā
- 3 E whakaaturia ana i ngā wā katoae

### Ka whakaatu te ākonga i te motuhaketanga me te tūhāhātanga

HEI TAUIRA:

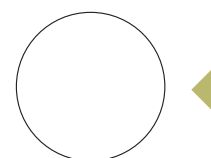
- E mahi ana, whai ana hoki i tētahi kōhara, pūmanawa, moemoeā rānei.
- Ka whakaoti whakatau rautaki, me ngā tohutohu me te tautoko mai a ētahi atu.
- Ka waihanga i te ako hei tautoko i ana whāinga, me ana āwhero h.t. mā ngā kōwhiringa kaupapa ako.



### Ka rapu haere, ka whai wāhi atu ki ngā huarahi hou mō te ako me te tipu

HEI TAUIRA:

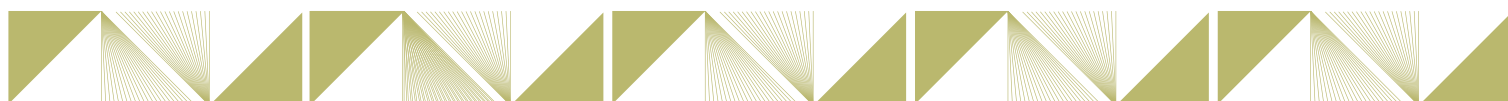
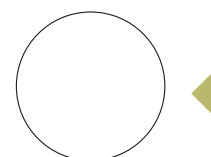
- Te whakuru ki te mahi wāpoto.
- Te whai i te whakatipu pūkenga e hāngai ana ki tana ara h.t. te ako ki te taraiwa waka, te ako First Aid.
- Te whai wāhi ki ngā hākinakina ki ngā rōpu ahurea rānei .
- Te mahi tūao i roto i te hāpori.



### Ka whakaatu te ākonga i te ngākau pai

HEI TAUIRA:

- He ngākau pai, he pukumahi.
- He ngākau mariu, he ngākau pono, he whakaaro nui.
- He ngākau koa, he ratarata, e rikarika ana.
- E hihiri ana ki te whakapau kaha kia tutuki ōna whāinga.

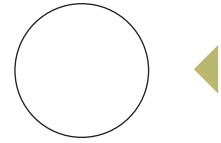


# ANGA PŪKENGA, HUANGA HOKI

## Ka whakaatu te ākongā i ngā pūkenga whakawhitiwhiti kōrero

HEI TAUIRA:

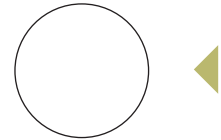
- E mārama ana, he whaiwhakaaro hoki ki ana tikanga whakawhitiwhiti kōrero me te pānga o ērā ki ētahi atu.
- Ka pātai ki te kore ia e mārama.
- Ka kōrero, ka whakarongo ka whakawhitiwhiti whakaaro i runga i te tika.



## He matatau te ākongā ki te mahi ā-rōpū

HEI TAUIRA:

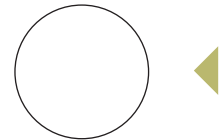
- He pai ia ki te mahitahi me ētahi atu ki te whakaoti mahi, ki te whakatutuki whāinga.
- Ka whai koha ki te whakatipu whakaaro hou, huarahi hou rānei.
- He pai tana mahi me ētahi atu, tāne mai, wahine mai, irahuhua mai, ahurea kē mai, whakapono kē mai.
- Ka āwhina i ētahi atu, i ngā wā e taea ana.



## Ka whakaatu te ākongā i ngā pūkenga whakahaere-whaiaro

HEI TAUIRA:

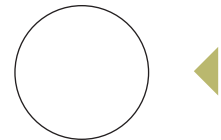
- Ka ū ia ki te haora i whakaritea, ā, ka tae mai me ngā mea e tika ana mō ia rā.
- Ka mārama, ka whai whakaaro hoki ki āna kupu, tana mahi, whanonga hoki me te pānga o ēnei ki ētahi atu.
- Ka taea te kawhe i ngā haepapatanga rerekē i te wā kotahi, pērā i ngā kaupapa ā-whānau, hāhi, hākinakina, mahi me te ārahitanga.



## Ka whakaatu te ākongā i tana āritarita ki te ako

HEI TAUIRA:

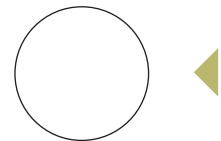
- E āritarita ana ki te ako mahi hou, pūkenga hou me ngā kōrero hou.
- He māhira, he rikarika.
- Ka kimi wā whaitake ki te mahi me te ako
- Ka aro ki ngā tohutohu a ētahi, ā, ka ako mai i ngā whakahokinga kōrero.



## Ka whakaatu te ākongā i ngā pūkenga whakaoti rapanga, whakaoti whakataua kaha hoki

HEI TAUIRA:

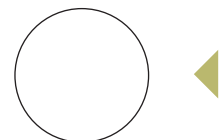
- Ka tautohu, ka whakamātau kōwhiringa hoki i mua i te whakaoti whakataua.
- Ka aro ki ngā rapanga, ā, he kakama hoki ki te rapu otinga.
- Ka whakaaro ki ngā hua tērā ka puta i mua i tana mahi.
- Ka mōhio ki ngā wā tika me kimi whakaaro ia mai i tētahi atu.



## Ka whakaatu te ākongā i te manawaroa

HEI TAUIRA:

- He urutau, he ngāwari hoki i ngā wāhi hou, rerekē hoki
- Ka anga atu ki ngā mātātaki, ā, e kore hoki ia e tuku.
- Ka taea te kimi tautoko i ngā wā e tika ana.
- Ka aro atu ki ana mahi hē, ā, ka noho hei akoranga mōna anō.



## ĪNGOA ĀKONGA:

