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.

**STUDENT NAME:**

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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.

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**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.**

1. SOME of the time
2. MOST of the time
3. ALL of the time
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: