



# 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.

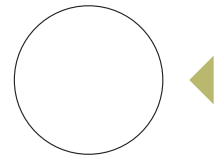
## STUDENT NAME:

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

### The student demonstrates self-determination and agency

FOR EXAMPLE:

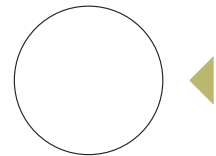
- Works towards and fosters a particular passion, talent, or dream.
- Makes strategic decisions, with advice and support from others.
- Crafts learning to support their goals and ambitions e.g. through subject choices.



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

FOR EXAMPLE:

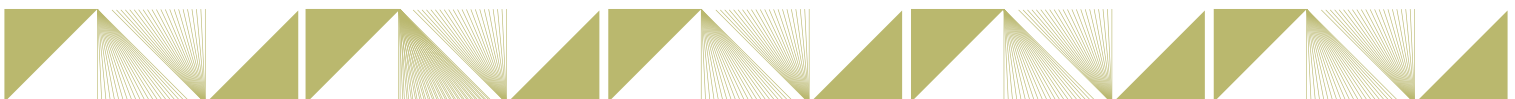
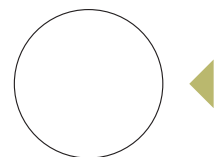
- Engages in part-time work.
- Works towards developing skills relevant to their chosen pathway e.g. learning to drive, learning First Aid.
- Participates in sport or cultural groups.
- Volunteers in the community.



### 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.

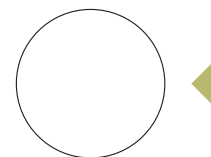


# SKILLS AND ATTRIBUTES FRAMEWORK *continued*

## The student demonstrates strong communication skills

FOR EXAMPLE:

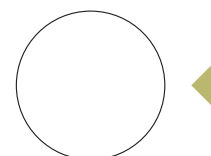
- Understands and reflects on the way they communicate and how it affects others.
- Asks questions when unsure or unclear.
- Speaks, listens and shares ideas appropriately.



## The student is a competent team player

FOR EXAMPLE:

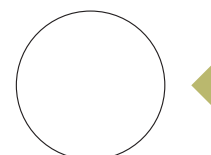
- Works well with others to complete tasks and meet goals.
- Contributes to developing new ideas or approaches.
- Works well with others of different genders, cultures or beliefs.
- Assists and helps others where they can.



## The student demonstrates strong self-management skills

FOR EXAMPLE:

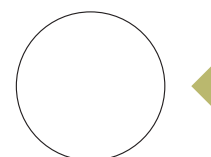
- Is punctual and arrives with the appropriate equipment needed for the day.
- Understands, and reflects on, their own words, actions and behaviour, and how these affect others.
- Can manage a range of different responsibilities simultaneously, such as whānau, church, sporting, work commitments, and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



## The student demonstrates a willingness to learn

FOR EXAMPLE:

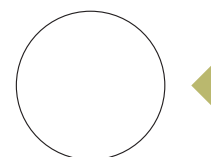
- Willing to learn new tasks, skills and information.
- Curious and enthusiastic.
- Looks for opportunities to work and learn more effectively.
- Accepts advice and learns from feedback.



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

FOR EXAMPLE:

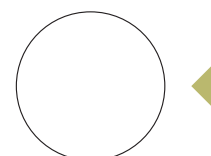
- Identifies and assesses options before making a decision.
- Recognises problems and uses initiative to find solutions.
- Thinks about consequences before they act.
- Recognises when they need to seek advice.



## 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:**

