**45`**

**Stage 1 – Personal Learning Plan**

**Assessment 4 – Life Beyond School**

**Transitioning from High School to University, Tafe or work can sometimes be stressful and confusing. To help equip you with some tools to make this process more manageable and enjoyable, you will be completing the following activities.**

**Part 1 – Career Investigation**Investigate a variety of jobs that interest you, choose two of the jobs and research them in detail.

**Part 2 – Resume and Application Letter**

Job Seeking Strategies:

Pg 55 – Evaluate the methods of finding job opportunities (Part 2) on:

1. Which methods are the most useful to you as young person? (put in order and give reasons)
2. Which do you think would yield best results for an older, more experienced person? (put in order and give reasons)

Pg 56 – Part C – do this on your device or paper but not in the book

Pg 57 – Do web searches on 1st few sites (the ones with actual job ads) and find out for your career choice and hour backup plan:

1. Job volume and availability
2. What kind of expectations of education and experience there are

A Resume is the document that contains your work history, skills and experience and shows an employer that you have what they are looking for. ‘Resume’ is the preferred name for the document. You don't need to have had paid work to put together a resume, you can write about any skills, abilities and personal qualities you've developed from school activities, hobbies and community involvement.

Resume: Use pp.58 – 63 of ‘Career Pathways’ to help create a resume for yourself.

Application Letter: Use pp. 64 – 68 of ‘Career Pathways’ formulate an application letter.

Preparing for Interviews Activities. Use p 70 to draw a picture that represents each step of preparing for an interview (5 of them). Use pp. 71-72 to formulate your top 10 tips for preparing for an interview.

**Part 3 – Preparing for the Workplace**

Passport to Safety – Certificate (about safety and roles and responsibilities in the work place and preparing for work experience)

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reflecting on Learning** |
| --- | --- | --- | --- |
| **A** | Clearly explains understanding of the five capabilities, with insightful and detailed examples. | Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.  Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways.  Interacts purposefully with others to identify and refine goals. | Clearly evaluates personal and learning goals and gives insights into the effectiveness of strategies to achieve them.  Reflects on the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals. |
| **B** | Explains understanding of the five capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative.  Generally interacts effectively with others to identify and refine goals. | Reflects on personal and learning goals, with some evaluation of the effectiveness of strategies to achieve them.  Reflects on the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals. |
| **C** | Gives some explanation of what the five capabilities are, with brief examples. | Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity.  Interacts with others to identify and make some refinement to goals. | Describes personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.  Reflects on the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Describes some, but not all, of the capabilities, with limited examples. | Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).  Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear.  Interacts with others with limited effectiveness, to talk about possible goals. | Describes one or more personal or learning goals with some recount of learning in the subject.  Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals. |
| **E** | Attempts to describe at least one of the capabilities. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.  Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal.  Gives limited responses to questions from others about possible goals. | Gives limited responses to questions about learning in the subject.  Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal. |