



**21932VIC Certificate II in ESL (Access)
Employability Skills and Graduate Capabilities
Record of student progress**

Student name:
Course:

Employability Skill	Relevant Activity	Date
Communication		
Teamwork		
Problem solving		
Initiative and enterprise		
Planning and organising		
Self-management		
Learning		
Technology		
Environmental, social & cultural responsibility		
Manage learning and career development		

Teacher's Name:	Teacher's Signature:	Date:
Student Name:	Student's Signature:	Date:

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Employability Skills and Graduate Capabilities**

Employability Skill	Facets from the curriculum
Communication	<ul style="list-style-type: none"> • Participate in and initiate simple conversations about familiar personal, community, social and topical issues with others. • Make simple requests of others. • Use questioning to clarify information / ideas / opinions. • Follow / give verbal instructions of limited complexity. • Locate relevant information in familiar, electronic, printed, handwritten and visual texts. • Read and interpret routine documents, complete routine forms. • Write a series of simple sentences and short paragraphs of limited complexity relevant to own purposes. • Recognise and interpret non-verbal signs, signals and behaviour. • Select mathematical information embedded in a task. • Use formal and informal mathematical language and representation. • Interpret data presented in simple visual form (including graphs, diagrams and charts).
Teamwork	<ul style="list-style-type: none"> • Work with the guidance of a support persons to identify language learning needs and goals, monitor progress towards these and adapt. • Work collaboratively with other class / group members. • Listen to and act on suggestions from others.
Problem solving	<ul style="list-style-type: none"> • Identify potential problems that may affect language learning and strategies to solve these with the guidance of a support person. • Match current skills and knowledge to language learning goals with the guidance of a support person. • Identify and select types of evidence for portfolio and successful strategies to achieve learning goals with support person/s. • Use simple strategies to seek clarification of oral and written information and select appropriate communication strategies to initiate and participate in simple conversations and transactions and complete simple formatted texts.
Initiative and enterprise	<ul style="list-style-type: none"> • Initiate simple transactions and requests in response to own needs. • Proofread and correct own writing and respond to feedback. • Adapt to changes, including working with a supervisor / mentor. • Suggest changes to familiar routines to improve outcomes.
Planning and organising	<ul style="list-style-type: none"> • Follow processes to develop and document a learning plan with guidance from a support person, monitor and adapt the learning plan, collect and organise evidence for a portfolio and maintain the portfolio with guidance from the teacher / supervisor, or other support person. • Plan and organise a short, simple talk and plan, draft and proofread simple texts. • Organise required learning materials and resources.
Self-management	<ul style="list-style-type: none"> • Review effectiveness of language learning plan in achieving goals. • Reflect on own language learning and identify ways to improve with guidance from a support person.
Learning	<ul style="list-style-type: none"> • Clarify learning goals, for example, short term and long term learning goals and indicators of success. • Accept opportunities to learn new ways of doing things and implement changes with support.
Technology	<ul style="list-style-type: none"> • Use a range of learning / communication technology to communicate in English.
Environmental, social & cultural responsibility	<ul style="list-style-type: none"> • Demonstrate some understanding of environmental issues and respect for the environment • Work flexibly with others in a range of different contexts • Communicate with others in a culturally sensitive and appropriate manner
Manage learning and career development	<ul style="list-style-type: none"> • Identify own learning goals with teacher support • Identify requirements to achieve these goals • Reflect on your progress towards your learning and career goals