

VELS and Employability Skills Chart

Strand	Domain	Dimension	Standard	Employability Skill
Physical, personal and social learning	Interpersonal Development	<p>Building social relationships</p> <p>Working in teams</p>	<ul style="list-style-type: none"> describe how local and global values and beliefs determine their own and others' social relationships work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams describe how they respect and build on the ideas and opinions of team members clearly articulate or record their reflections on the effectiveness of learning in a team 	<p>Teamwork</p> <ul style="list-style-type: none"> is aware of the different views and perspectives of others is supportive of others in a group adapts to and contributes to group processes
Physical, personal and social learning	Personal Learning	<p>The individual learner</p> <p>Managing personal learning</p>	<ul style="list-style-type: none"> work independently to implement a range of strategies, as appropriate, to maximise their learning determine, monitor and modify learning improvement goals take responsibility for their learning environments, both at school and at home, anticipating the consequences of their actions allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks within set time frames monitor and evaluate the effectiveness of their task and resource management skills 	<p>Learning</p> <ul style="list-style-type: none"> has a positive approach to learning learns independently and is self reliant and applies learning in new contexts reflects on own learning and identifies learning choices and uses a range of strategies <p>Self management</p> <ul style="list-style-type: none"> understands own strengths and weaknesses sets realistic goals and takes responsibility for achieving them <p>Planning and organising</p> <ul style="list-style-type: none"> evaluates and monitors own performance uses time and energy efficiently and can prioritise tasks

Interdisciplinary learning	Information and Communications Technology	ICT for visualising thinking	<ul style="list-style-type: none"> • are efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking 	Technology <ul style="list-style-type: none"> • has a range of IT skills
		ICT for creating	<ul style="list-style-type: none"> • appraise different strategies for organising and managing resources involved in problem solving and creating information products • demonstrate a clear sense of purpose and respect for the audience • apply processing practices that take into account their legal obligations and ethical considerations 	<ul style="list-style-type: none"> • applies appropriate technology to tasks in an ethical and responsible manner
Interdisciplinary learning	Thinking Processes	Reasoning, processing and inquiry	<ul style="list-style-type: none"> • employ appropriate methodologies for creating and verifying knowledge in different disciplines • complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions 	Problem solving <ul style="list-style-type: none"> • takes a creative and practical approach to problems, showing initiative and enterprise in selecting methodologies for solving problems
		Creativity	<ul style="list-style-type: none"> • apply selectively a range of creative thinking strategies • take calculated risks when defining tasks and generating solutions • experiment with innovative possibilities within the parameters of a task 	<ul style="list-style-type: none"> • identifies problems and applies a range of problem solving strategies
		Reflection, evaluation and metacognition	<ul style="list-style-type: none"> • explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions 	<ul style="list-style-type: none"> • reflects and reasons logically and critically about problems