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|  | **Urrbrae Agricultural High School**  **STAGE 1 Personal Learning Plan (PLP)** |
| Year Level: | 10 |
| Task Type: | AT1: Folio |
| Task: | Task 2: Pre-Work Skills |
| Format: | Written and Interview |
| Weighting: | 20% |

**Purpose**

This task provides you with an opportunity to:

* Create an effective and relevant Resume and Cover Letter to apply for a part time job.
* Review your personal and learning goals and reflect on the effectiveness of the strategies you developed to achieve these goals.
* Interact with others, in developing and refining strategies.
* Effectively develop the selected capability or capabilities relevant to achieving your goals, in an organised or creative way.

**Description of Task**

**Resume/Cover Letter/Interview Reflection**

**Part 1: Read the 4 Job Advertisements and choose a job from following ads found in *The Advertiser* on Wednesday–**

1. Wanted - casual shop assistant for busy local supermarket. Position would suit high school student. Afternoon work and some weekends. Please apply in writing to: - The Manager; Urrbrae Foodland Supermarket; 505 Fullarton Road, Netherby 5062.
2. Wanted – casual farm hand for local dairy. Position would suit high school student. Some early morning or late afternoon work, occasional weekend work. Must enjoy working with animals. Apply in writing to: - Ned Jones; Urrbrae Farm; 505 Fullarton Road, Netherby 5062.
3. Wanted – casual café worker. After school shifts only, would suit high school student. Food preparation and barista experience an advantage. Apply in writing to: - Mrs Nell Jones; Manager; Urrbrae Coffee Express; 505 Fullarton Road, Netherby 5062.
4. Wanted – casual shop assistant Urrbrae Super Value Hardware Store; Weekend work only, would suit high school student; duties will include customer service; money handling; restocking. Apply in writing to: - The Manager; 505 Fullarton Road, Netherby 5062.

**Part 2: Using the information gathered in class write a cover letter and resume to suit the job you have chosen. Ensure you print out these documents to take to your Mock Interview.**

**Part 3: Attend your Mock Interview at the allocated time.**

**Part 4: Review your interview by answering the following questions: -**

* Did I make a good first impression? How did I interact with the Panel Members?
* Did I have good, confident, appropriate body language? How well did I make eye contact with the Panel Members?
* Did I communicate my answers easily and effectively?
* How effectively did I demonstrate interpersonal skills, maintain interest and interact with the Panel Members?
* Was I prepared for the panel questions?
* Did I show a clear understanding of the questions I was asked?
* Did I fully develop my answers? Did I have an appropriate question for the Panel Members?
* Did the interview provide an opportunity for me to develop my capability? Why/why not? Provide evidence.

(Max 400 words)

**Assessment/Submission conditions:**

* Cover Letter and Resume in response to Job Ads provided
* Attendance at Mock interview with printed copy of Letter and Resume
* Written Reflection of interview
* Cover Letter, Resume and Reflection to be submitted on Daymap

**Due Date:**

* Interview to be completed in Week 8 or 9
* Final due date to be confirmed by PLP teacher

**Personal Learning Plan**

**Stage 1 Performance Standards**

**Assessment Task 2 – Pre-Work Skills**

Assessment Type 1: Folio Assessment Type 2: Review

|  | **Understanding the Capabilities** | **Developing Personal and Learning Goals** | **Reviewing the Learning** |
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| **A** | Clearly explains understanding of the selected capability or 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.  Interacts purposefully with others, in developing and refining strategies.  Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways. | Clearly reviews personal and learning goals with insightful reflection on the effectiveness of strategies to achieve them.  Reviews 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 selected capability or capabilities, with some detailed examples. | Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.  Generally, interacts effectively with others, in developing and refining strategies.  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. | Reviews personal and learning goals, with some insights into the effectiveness of strategies to achieve them.  Reviews 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 selected capability or 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.  Interacts with others, in developing and making some refinement to strategies.  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. | Reviews personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.  Reviews the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals. |
| **D** | Gives some basic description of the selected capability or 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).  Interacts with others with limited effectiveness, to talk about possible strategies.  Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear. | 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 capability and give an example. | Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.  Gives limited responses to questions from others about possible strategies.  Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal. | 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. |