



Work Skill Development Framework

Creative Commons 4.0



Scope for Student Autonomy

Work Skill Facets

		Prescribed Direction <i>Highly structured directions & guidance from mentor where, the student...</i>	Bounded Direction <i>Boundaries set by and limited directions from mentor where, the student...</i>	Scaffolded Direction <i>Demonstrates some independence within provided guidelines, where the student ...</i>	Open-ended <i>Works independently to innovative with limited guidance, where the student...</i>	Unbounded <i>Works within self-determined guidelines appropriate to context, where the student...</i>
INITIATIVE & GOAL-ORIENTED <i>What is my role?</i> Goal oriented and takes the initiative to clarify role, adapt to new situations and identify new opportunities.	MOTIVATED	Requires a high degree of guidance to clarify role and adapt to new situations.	Requires some direction to carry out role with an awareness of the opportunities it offers.	Establishes role independently and adapts to situations with minimal guidance.	Motivated to fulfill the potential the role offers by exploring new goals and opportunities in a range of contexts.	Determines future goals and projects which create innovative, strategic outcomes. Regularly exceeds potential.
RESOURCEFUL & INFORMED <i>What do I need?</i> Makes informed decisions by finding, generating and evaluating information using appropriate technology and digital skills.	DISCERNING	Finds required information using prescribed technology with a high degree of structure and guidance.	Interprets affordances of technology for finding and generating information and the skills required to use digital tools with limited direction.	Determines the affordances of technology and applies digital skills for finding, selecting and generating context specific information.	Uses a range of technologies and demonstrates adeptness with digital skills and technologies when locating, generating and evaluating information to make informed decisions.	Effectively and discerningly selects, generates and evaluates information and data to make strategic decisions and to stay informed.
LEARNING & REFLECTING <i>How do I improve?</i> Reflects insightfully for continuous learning, encompassing inclusivity in diverse work environments.	EMPOWERING	Requires guidance to develop reflective practices for continuous professional learning that includes understanding inclusivity in diverse work environments.	Demonstrates some behaviours for continuous learning, recognising the importance of inclusive practices.	Aligns behaviour and learning goals with organisational objectives and protocols, and applies inclusivity in diverse work environments.	Evaluates and reflects on learning with a high-degree of insight to determine professional learning goals. Is committed to behaviours that foster inclusivity in a diverse workplace.	Evaluates and reflects on behaviour and work practices required to achieve a healthy organisational culture, takes responsibility for the intellectual and social development of others.
PLANNING & MANAGEMENT <i>How do I organise?</i> Plans, manages, organises self and processes while being perceptive to managing the needs of others.	MINDFUL	Requires a high degree of guidance to organise and manage self and processes using prescribed structures.	Manages self and establishes clear project goals and deliverables, with limited guidance.	Plans and monitors processes for organising and managing self and others within provided guidelines.	Prioritises time and resources, plans for contingencies whilst managing and organising tasks for self and others.	Determines priorities, directs and articulates strategic vision plans and is perceptive to the needs of others.
CRITICAL REASONING & PROBLEM SOLVING <i>How do I Solve?</i> Critically analyses and synthesises to identify problems, consolidate strengths, create solutions and initiate necessary change.	CREATIVE	Requires a high degree of guidance to identify and understand known problems that have known solutions.	Follows established protocols to understand and find solutions to known problems with limited direction.	Requires minimal guidance to analyse and synthesise problems, using existing knowledge. Recognises the impact of bias on enabling solutions.	Applies critical reasoning to independently solve increasingly complex problems as they arise. Finds innovative and considered solutions for successful outcomes.	Applies sophisticated, evidence-based reasoning to solve problems skilfully and creatively. Demonstrates nuanced understanding of implications.
COMMUNICATION & TEAMWORK <i>How do I relate?</i> Communicates with professionalism, interpersonal and cultural sensitivity heeding ethical, cultural social/team (ECST) dynamics.	ETHICAL	Follows prescribed structures and organisational protocols to communicate within and outside team environments, guided modelling develops awareness of ECST considerations in the workplace.	Some guidance is required to consider other perspectives, exchange information and communicates ideas between inter-professional teams. Shows awareness of ECST issues.	Demonstrates understanding of team dynamics, contributes effectively to common goals. Communicates assertively and confidently; actively listens to others and adapts to ECST practices.	Demonstrates ability to coordinate and socialise diverse teams, communicates complex information effectively and sensitively, cultivates open communication, provides constructive feedback aligned with ECST practices.	Demonstrates leadership of inter-professional teams in culturally diverse settings, clearly communicates goals to generate and meet strategic outcomes. Leads by example to inculcate ECST practices.

