

Victorian Careers Curriculum Framework

**Lesson Plan: Personal portfolio**

**Australian Blueprint of Career Development competencies**

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| CAREER COMPETENCIES | PHASE II | PERFORMANCE INDICATOR |
| AREA B: LEARNING AND WORK EXPLORATION |
| 5. Locate and effectively use career information | 5.2 Locate, understand and use career information | 5.2.5 Discover how skills, knowledge and attitudes can be transferable from one work role to another5.2.9 Demonstrate how your interests, knowledge, skills, beliefs and attitudes are transferable to various work roles5.2.10 Identify the working conditions that you favour |
| AREA C: CAREER BUILDING |
| 7. Secure/create and maintain work | 7.2 Develop qualities to seek and obtain/ create work | 7.2.2 Understand how skills are transferable across a variety of work alternatives7.2.4 Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.)7.2.5 Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to get and keep work |
| 11. Understand, engage in and manage the career building process | 11.2 Understand and experience the process of career building | 11.2.6 Understand the concept and importance of a career portfolio11.2.7 Define your preferred future11.2.8 Develop short-term action plans in step with your preferred future |

Teachers’ notes: Personal portfolio

**Outcome**

Prepare a personal portfolio.

**Rationale**

A personal portfolio is a compilation of work samples and documents gathered during a student’s school years and presented in a structured manner. It should profile the student’s goals, progress, achievements and competencies in an organised, accessible and purposeful format, without overwhelming a prospective employer.

**Task description**

Suggested level: Years 7 to 10

Teachers may introduce Year 7 students to the idea of portfolios. Each year students can review and update their portfolio to include their skills development and goal-setting activities.

The purpose of the portfolio is to:

• Present goals, progress, achievements and competencies to a range of audiences, including new schools and teachers, course enrolment counsellors, prospective employers and parents.

• Establish a focus for a range of learning activities, including goal-setting, decision-making, action planning, prioritising and negotiating.

• Enhance student self-esteem by profiling positive achievements, including academic, sporting, leisure, work experience and cultural activities.

Ideally, students will view their portfolios as essential and relevant to their own career development and will be given responsibility for keeping them secure, up-to-date and presentable.

1. Using the Your portfolio worksheet, students individually collect and collate the following information and documentation for their portfolios:

a. cover sheet

b. photocopy of birth or citizenship certificate

c. basic résumé or curriculum vitae

d. school reports

e. list of achievements

f. samples of work from all school areas demonstrating identified competencies and outcomes

g. certificates of achievement awards, e.g. Duke of Edinburgh

h. non-school experiences of work, e.g. employer and community-based certificates of participation or reports

i. passport photograph

j. references – school, employment, character.

The personal portfolio file can be used to assist students and parents with the selection of units for further study. The portfolio can include goal statements, action plans and interest inventories. Portfolios may also be relevant in the assessment and reporting of outcome statements.

2. Having collected material and produced a range of items for their portfolios, students need to develop strategies to present the information and ideas on how and when it can be used. The portfolio can be drawn on for different purposes; for example, not all of the material would be taken to an employment interview.

It is recommended that students brainstorm ideas on possible ways of presenting their information. Teachers should guide students on the method of presentation, sequence of information and deadline for it to be completed.

3. Students complete the Self-evaluation worksheet to assess their work.

4. Working in pairs, students complete the Peer assessment worksheet to assess the work of a friend.

**Extension activities**

• Update dictionary of terms in portfolio.

• Results from Strengths and abilities learning activity may also be included.

• Portfolios may form the basis of student–parent interviews or discussions conducted at home. The outcome can be a written comment by the parent to the student.

• Students could produce their personal portfolios electronically to provide an ongoing future- oriented personal record of their success or improvement in a range of areas. Electronic portfolios make students think beyond today’s norms and ensure that they try to make portfolios both employer and computer-friendly.

• Students could present their portfolios through a software presentation.

**Number of student worksheets for this Lesson Plan – 3**

• Your portfolio

• Self-evaluation

• Peer assessment.

**Suggested resources**

• Copies of the Your portfolio, Self-evaluation and Peer assessment worksheets

• Job Guide – in print (Section 2) or online at www[.deewr.jobguide.gov.au](http://www.deewr.jobguide.gov.au/)

This activity links to the Planning step in www.myfutur[e.edu.au.](http://www.myfuture.edu.au/)

Student Worksheet 1: Personal portfolio

**Your portfolio**

Portfolios provide you with a personal record of your success or improvement in a range of areas. They are essential and relevant to your own career development.

Your personal portfolio is a compilation of relevant work samples and documents gathered during your school years and presented in a structured manner. It profiles your goals, progress, achievements and competencies in an organised, accessible and purposeful format, without overwhelming prospective employers.

You need to be responsible for keeping your portfolio safe, up-to-date and presentable. The purpose of the portfolio is to:

• Provide information on your progress.

• Present your goals, progress, achievements and competencies to a range of audiences, including new schools and teachers, course enrolment counsellors, prospective employers and parents.

• Establish a focus for a range of learning activities, including goal-setting, decision-making, action planning, prioritising and negotiating.

• Enhance your self-esteem by highlighting your positive achievements, including academic, sporting, leisure, work experience and cultural activities.

**Document collection**

The collection part of the profiling process may be ongoing throughout your life. At the Year 9 or 10 level, you might include:

• cover sheet

• passport-sized photograph of yourself

• basic résumé or curriculum vitae

• ‘best’ samples of work from all school areas demonstrating identified competencies and outcome statements covered, e.g. set common assessment tasks, pieces of work in written or photographic form

• a photocopy of your birth or citizenship certificate

• copies of school reports

• certificates of achievement, e.g. school-based, first aid, lifesaving and sporting achievements

• references – school, employment, character

• awards

• non-school experiences of work, e.g. school, employer and community-based certificates of participation or reports

• list of achievements.

Completed portfolios can be used to assist students and parents with the selection of units for further study. They can include goal statements, action plans and interest inventories.

**Presentation**

Once you have collected material and produced a range of items for your portfolio, you need to design a way to present the information and work out ideas on how and when it can be used.

Your teacher will guide you on how to present and sequence information and give you a deadline for your personal portfolio to be completed.

Student Worksheet 2: Personal portfolio

**Self-evaluation**

|  |  |
| --- | --- |
|  | Achieved |
| I read the instructions carefully before I began this activity. |  |
| I asked for help if I did not understand any part of the task. |  |
| I worked cooperatively with others to complete the task. |  |
| I used the resources available to obtain as much information as possible. |  |
| I followed set guidelines to present my work neatly and correctly. |  |
| I proofread my work for spelling and language errors. |  |
| I met the set deadline to hand in my work. |  |
| I did this activity to the best of my ability. |  |

Comments:

Student name:

Date:

Teacher’s signature: Date:

Student Worksheet 3: Personal portfolio

**Peer assessment**

Student name:

Date presented:

|  |  |
| --- | --- |
|  | Completed |
| 1. Bound folder, both neat and tidy |  |
| 2. Cover page |  |
| 3. Photographs |  |
| 4. Résumé (basic details) |  |
| 5. Photocopy of birth or citizenship certificate |  |
| 6. School reports |  |
| 7. Work experience reports |  |
| 8. Honour/merit or award certificates |  |
| 9. Personal references |  |
| 10. Employability skills list and examples |  |
| 11. Samples of school work from all learning areas. |  |
| 12. Correct spelling and grammar |  |
| 13. Every effort has been made to ‘sell’ this person in presentation of the portfolio |  |

Comments:

Date assessed: Signed: