Career Exploration & Labour Market Trends Workshop

Community Employment Services, Algonquin College, Perth

Brief description of workshop:

In this 1.5 hour workshop the learner will have a better understanding of:

- What is a Skills Inventory and how to self-explore
- The 4 Foundation Skills Groups that everyone needs and employers want: Basic, People, Thinking, and Personal Qualities
- What are Labour Market Trends and why and how to explore them

Task Group	Highest level required in workshop	Comments
Competency A: Find and Use Information		
A1 : Read continuous text	A1.2 - Read brief texts to locate specific details • Scans text to locate information • Locates multiple pieces of information in simple texts • Makes low-level inferences	Slides, Handouts and evaluation
A2: Interpret documents	A2.2 - Interpret somewhat complex documents to connect, evaluate and integrate information • Performs complex searches using multiple search criteria • Manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks • Integrates several pieces of information from documents • Compares or contrasts information between two or more documents • Uses layout to locate information • Identifies the purpose and relevance of documents • Begins to recognize bias in displays, such as graphs • Makes inferences and draws conclusions from information displays	Slides, Handouts and evaluation Online websites
A3: Extract information from films, broadcasts and presentations		PowerPoint presentation

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	Competency B: Communicate Ideas and Information	
Task Group B1: Interact with others	B1.2 - Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions • Shows an awareness of factors that affect interactions, such as differences in opinions and ideas, and social linguistic and cultural differences • Demonstrates some ability to use tone appropriately • Uses strategies to maintain communication, such as encouraging responses from other s and asking questions • Rephrases to confirm or increase understanding	B1.1 would be adequate for learners who choose not to contribute to discussions
Task Group B2: Write continuous text	B2.1 - Write brief texts to convey simple ideas and factual information • Writes simple texts to request, remind or inform • Conveys simple ideas and factual information	N/A
Task Group B3: Complete and create documents	B3.2a - Use layout to determine where to make entries in simple documents • Uses layout to determine where to make entries • Begins to make some inferences to decide what information is needed, where and how to enter the information • Makes entries using a limited range of vocabulary • Follows instructions on documents	Filling in personal information in form on computer and tick boxes Evaluation
	Competency C: Understand and Use Numbers	
Task Group C4: Manage Data	C4.1 - Make simple comparisons and calculations • Recognizes values in number and word format • Understands numerical order • Interprets and represents values using whole numbers, decimals, percentages, and simple, common fractions (e.g. 1/2, 1/4) • Interprets simple, common probabilities, such as the chance of precipitation from a weather forecast • Recognizes simple patterns	N/A

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	Competency D: Use Digital Technology	
	D.2 - Perform well-defined, multi-step digital tasks • Selects and follows appropriate steps to complete tasks • Locates and recognizes functions and commands • Makes low-level inferences to interpret icons and text • Begins to identify sources and evaluate information • Performs simple searches using keywords (e.g. Internet, software help menu)	Using Employment-Related Websites
	Competency E: Manage Learning	
	E.1 - Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning • Demonstrates positive attitude to learning • Accepts positive feedback and constructive criticism • Recognizes and expresses when one does not know something • Accepts new learning challenges • Willing to work independently • Takes responsibility for learning • Takes initiative • Takes risks in learning situations • Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in a logical order) • Attends class regularly and punctually • Checks accuracy of work	Self-assessing
	Competency F: Engage with others	
	• Recognizes roles of others • Acknowledges and accepts others' perspectives • Adapts behaviour to the demands of the situation • Shows an awareness of group dynamics • Meets group expectations (e.g. is prepared to participate, meets deadlines)	

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Comments
Some computer skills would be beneficial to the client to fully participate and explore the Employment-related websites.