LSIS Support for Literacy, Language and Numeracy

Employability

Aims

To develop an approach to teaching employability that reflects requirements within the new and evolving 'back to work' context

Outcomes

By the end of the session you will have:

- considered issues around employability

- shared strategies for supporting integration into the workforce for a range of learners that help overcome barriers to self development

- explored additional resources for delivering sustainable employment prospects and looked at the online Core Curriculum for Employability

Icebreaker

- Write down 3 things you would like to know by the end of the training on the post-it notes provided.

- Put the notes up on the wall chart provided.

- Trainers will try to answer questions during the session and match expectations to training outcomes.

Supporting learners and employability issues

- In pairs or groups discuss the following questions:

  ❖ What are the different ways that you currently support learners in your sessions?

  ❖ Are there any issues involved in this type of provision?

- When you have discussed these questions with a partner or group use the paper and pens to convey ideas to share with the whole group.

- The trainer will ask you to present the information either as a **mindmap,** a **list** or **drawing** so that there are a variety of examples to discuss.

Different ways of presenting information

- Put flip chart presentations around the wall for sharing ideas and see if the same ideas are presented in a variety of ways.

- Note that some people prefer learning visually to seeing texts because understanding may depend on good literacy skills.

- Use visuals and graphic information in the classroom to support texts as much as possible.

- Mindmaps are a good way of organising ideas.

- Picture representations can aid memory and retention.

Further considerations on issues that impact on employability

The subjects highlighted can impact on learners' confidence when applying for jobs

Some of the **key issues** for employability include:

- ❖ Language, Literacy (and Numeracy) skills

- ❖ motivation

- ❖ personal issues

- ❖ ICT skills

Key issues for employability

Language and Literacy
Differences between spoken and written English
ESOL/language related
ESOL/literacy related
Dyslexia

Personal Issues
Cultural differences
Medication
Confidence
Family commitments
Education

Motivation
Integrative motivation
Instrumental motivation
Personal motivation

ICT skills
Motor skills
Lack of technology skills
Knowledge and practise

Issues that impact on teaching employability

- How do you or your organisation support or teach learners with issues such as:

  - ❖ LLN skills development
  - ❖ motivation
  - ❖ personal issues
  - ❖ ICT teaching and learning.

- Individually complete the question sheet 4.2.

- Compare and share ideas with your table group.

Impact of financial changes to employability sector

Financial support for employability will no longer be paid by LLN test results but by **sustained employment** of learners

Some key concepts to support **sustained employability**:

- ❖ Present customers' steps towards employment positively.

- ❖ Present the idea of employment as an attainable goal.

- ❖ Build learners' confidence.

- ❖ Ensure learners can see how their current strengths and skills are transferable to the workplace.

Visual resources for the classroom to support learner progression to sustainable employment

- In pairs or groups create a visual representation using paper and pens for a learner's **route** to employment that could be used as a wall visual or for individuals.

- Consider the steps that the learner takes during their time with you and how you might represent these.

- Put the visuals around the wall and share ideas.

- Look at the range of ideas from colleagues.

Overview of employability from an employers' perspective

In pairs or groups:

discuss together then list a breakdown of the top 10 skills from an employers' perspective for **one** of the following:

- reading skills *(e.g. find information)*

- writing skills   *(e.g. write down telephone messages)*

- speaking and listening skills *(e.g. follow verbal instructions)*

- number skills *(e.g. arrive at work on time and manage time effectively)*

Breaking down the skills further

For '*Arrive at work on time and manage time effectively*'

This may require abilities to:

- create a routine

- tell the time from a variety of sources such as 12 hour (1.30) or 24 hour clock faces (14:20)

- remember the date and distinguish the British from American date system

- read Roman Numerals (V, X) as well as numbers (5, 10)

- judge distances related to time in order to arrive somewhere on time

- read timetables for travelling.

Self awareness of transferable skills to build confidence - some considerations

- A CV may be daunting for learners lacking confidence in gaining and staying in employment.

- Learners with low self esteem may have difficulty acknowledging skills.

- Learners may not have a good vocabulary to describe their positive attributes.

Task
Complete the skills analysis task sheet: **'I can …'**
Do not to include higher level work skills, but consider everyday things you do that are similar to the skills of customers.

This activity supports creating the language required to speak positively about oneself and to record positive attributes

Self awareness of transferable skills - to build confidence

Task

- Complete the next skills analysis task sheet **" I am …"**

- This requires the skills listed to be translated into personal attributes.

- The activity reinforces suitable language to use e.g. *I am able to.., I can..,*

  I am capable of …, etc.

This activity supports learners creating the language required to speak positively to record positive attributes

Task

In pairs use the worksheet to record some of the workbased opportunities for some everyday transferable skills

Resources from the online Core Curriculum for Employability

- Log in to the online Core Curriculum resources.

- Go to the Employability section and explore some of the resources to support Employability.

- Look at the resources that have been supplied for the carousel.

Check if post-it note questions have been answered

Complete the evaluation forms