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| **COURSE PLAN** | | | | | | | | |
| **Course** | | | | Language and Literacy for Employability(NL) | | | | |
| **Learn Local Organisation** | | | | Farnham Street Neighbourhood Learning Centre | | | | |
| **Teacher** | | | | To be confirmed | Date | 20/11/2018 | Version | 2 |
| **Part 1** – **overview** | | | | | | | | |
| **Course description.** Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment | | | | | | | | |
| 2.5 hours per week x 20 weeks (two semesters) = 50 hours  Run in partnership with Moonee Valley Libraries, Niddrie Branch. Program for predominantly CALD learners who need to improve their language and/or literacy skills towards employment, engagement in further training, and/or other personal goals. Learners will:  - Develop cross cultural understanding of customs, traditions and communication in the workplace and in the broader community.  - Explore the norms of politeness in Australian conversations generally and in the workplace  - Develop skills in the use of Australian English idioms, routine language use and speech acts across a range of contexts.  Pathway to accredited EAL training, vocational training, volunteering and employment | | | | | | | | |
| **Planning and consultation.** Process undertaken for course development/improvement | | | | | | | | |
| Consulted with Moonee Valley Library, Niddrie, who requested the class in response to a demand they had identified in their local community.  Course has been developed in consultation with referring agencies such as employment services and disability support services to negotiate most appropriate delivery methods and desirable outcomes.  This course builds on the experience and skills developed through delivery of similar courses in other libraries in the Moonee Valley area.  It responds to feedback from current and previous students who have identified their needs through initial Needs Analysis, informal oral feedback to teaching and management staff and completing a course evaluation at the end of the course. | | | | | | | | |
| **Prerequisites.** Eg computer skills and access, literacy/numeracy levels etc | | | | | | | | |
| Basic English skills (speaking and listening). Any individual can join, but the class is pitched at intermediate/ Level II EAL competencies.  Have future objectives and goals to either attain employment, go onto futher training or volunteering | | | | | | | | |
| **Teacher skills.** Skills, experience, qualifications needed | | | | | | | | |
| Teachers are recommended to:  - Hold a minimum of Certificate IV in TESOL or above or equivalent industry experience.  - Be able to manage the learning needs of adult learners at a variety of levels of competence.  - Be familiar with teaching adults in a community setting.  - Be familiar with the Preaccredited Quality Framework and be able to keep records according to the PQF | | | | | | | | |
| **Pre-accredited learners** *select options below that apply* | | | | | | | | |
|  | | people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language | | | | | | |
|  | | people who have been marginalised and have not accessed education, training and employment | | | | | | |
|  | | people who have experienced barriers to education in the past and need intensive support to re-engage with learning | | | | | | |
|  | | people who have limited access to learning opportunities eg rural | | | | | | |
|  | | other (please describe below) | | | | | | |
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| **Outcomes.** What do you want your learners to know and be able to do as a result of the course? | | | | | | | | |
|  | Outcomes are to:  - empower learners to engage in oral communication centred around preparing and looking for employment and communicating in the Australian workplace with a higher level of fluency and confidence.  - socialise and develop networks through the course.  - develop useful English resources for future reference.  - engage on future learning or employment pathways.  - have a deeper understanding of Australian culture and to be able to express their cultural requirments. | | | | | | | |
| **Employability.** What employability skills will you address? What strategies will you use to build learners’ employability skills? | | | | | | | | |
|  |  | | Speaking and listening | | | | | |
|  |  | | Improve self-confidence, self esteem and motivation so that interview processes are less daunting, employment avenues are explored and students begin to see themselves as potential employees.  Develop language skills to:  - follow verbal instructions in the workplace.  - enable interacting with co-workers  - enable approaching those in authority with their problems. | | | | | |
|  |  | | Reading and writing | | | | | |
|  |  | | Reading texts will sometimes be used to present students with relevant information that they can discuss eg job ads, job application forms, different work and cultural scenarios, health and safety issues | | | | | |
|  |  | | Numeracy | | | | | |
|  |  | | Such as times, dates, money, measurement, percentages, simple mathematical equations etc | | | | | |
|  |  | | Teamwork | | | | | |
|  |  | | Students will often be put in pairs or in groups to work towards achieving a common goal or finding solutions that satisfy everyone. | | | | | |
|  |  | | Problem solving | | | | | |
|  |  | | Offering common scenarios in the work place which are contentious and present dilemmas for students to discuss and find solutions for. | | | | | |
|  |  | | Initiative and enterprise | | | | | |
|  |  | | Encouraging students to develop creative solutions, have a long term vision of their future, and realise that we live in a rapidly changing world and adaptability is vital. | | | | | |
|  |  | | Planning and organising | | | | | |
|  |  | | Encouraging students to think about how to put their plans into action, manage priorities and timelines, set goals, monitor own achievements, and follow through on any long term vision they have. | | | | | |
|  |  | | Self management | | | | | |
|  |  | | Helping students learn to set goals, manage their time, be responsible for getting tasks done. | | | | | |
|  |  | | Learning | | | | | |
|  |  | | Using the volunteer network at FSNLC for extra support.  Assist to identify their own learning styles and strengths. | | | | | |
|  |  | | Technology | | | | | |
|  |  | | Using online listening, speaking, pronunciation, learning apps and programs to improve skills both in and outside the classroom | | | | | |
| **Delivery.** What teaching and learning approaches will you use? | | | | | | | | |
|  | All face to face. Includes methods such as: role plays; mock scenarios and job interviews; demonstration & presentation; guest speakers and goal setting; projects; working in pairs and co-operative group sessions. | | | | | | | |
| **Achievement of outcomes.** How will you measure the outcomes? | | | | | | | | |
|  | Individual & peer student evaluations.  Use Learner Plan to identify own expectations and learning and to set goals and objectives.  Use individual Learning Review to reflect on progress, achievements and successes. | | | | | | | |
| **Evaluation.** How will you evaluate the effectiveness of the course and plan improvements? | | | | | | | | |
|  | Course moderation (PQF) learner review, tutor evaluations, personal journals, liase with library staff, employment services and community feedback, learner surveys | | | | | | | |
| **Acknowledgement.** How will you acknowledge what learners have achieved? | | | | | | | | |
|  | Frequent individual feedback made by teacher and peers in class.  Statement of participation at end of the Course. | | | | | | | |
| **Pathways.** Where will this course lead for most learners? How can you provide support? | | | | | | | | |
|  | Internal pathway | | | | | | | |
|  | Further study in an accredited EAL course at FSNLC or similar; increased self confidence and ability to take on further challenges and engage in other opportunities; become a volunteer within FSNLC or local network; identify which vocational area they may wish to pursue; to improve skills and training and fill the gaps for work experience. | | | | | | | |
|  | External pathway | | | | | | | |
|  | Future employment, volunteer work, vocational course, increased community involvement | | | | | | | |
|  | Support provided | | | | | | | |
|  | Tutor support; access to FSNLC volunteer mentors; referral to local networks | | | | | | | |

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| Some options to consider for course planning  Tick any options you plan to use: | | | | | |
| **How** | | **How** | | **How** | |
| **Employability**  *embedding skill development* | | **Delivery**  *teaching and learning methods* | | **Achievement**  *ways of gathering evidence* | |
| **Embed processes** | |  | group presentation and discussion |  | demonstration |
|  | group work and active learning |  | group and pair activities |  | questioning and discussion |
|  | team projects |  | demonstration by tutor or learner |  | interview |
|  | problem-based challenges |  | modelling by tutor or learner |  | group work |
|  | planning, scheduling and monitoring |  | games |  | scenario |
|  | learning-to-learn modelling |  | self-directed worksheets or units |  | case study |
|  | computer-based tasks and products |  | lecture style presentation |  | problem and solution |
| **Build explicit skills** | |  | DVD-based activities |  | role play |
|  | using email, phone and web tools for group tasks |  | case studies |  | self assessment |
|  | time management |  | web-based activities |  | journals |
|  | dealing with different opinions | **Add others** | |  | written test |
|  | brainstorming and mapping |  | |  | online quiz |
|  | task and project planning |  | |  | portfolio |
|  | work-group collaboration methods |  | |  | action plan |
|  | Internet researching |  | |  | project |
|  | organising learning |  | |  | research and data collection |
|  | decision-making in groups (including meetings) |  | |  | observation |
| **Add others** | |  | | **Add others** | |
|  | |  | |  | |
| **How** | | **Which** | | **Where to** | |
| **Evaluation**  *improving the course* | | **Acknowledgement**  *recognising achievement* | | **Pathways**  *providing pathway support* | |
|  | learner feedback sheet |  | certificate of participation |  | discussion of needs and aspirations via Learner Plan |
|  | monitoring during the course |  | exhibition of work |  | class discussion of internal and external options |
|  | group interviews |  | demonstration |  | Internet links |
|  | in-course reviews (strengths, issues) |  | publicity |  | careers advisors |
|  | post-course surveys |  | film, computer or oral presentation |  | other programs, other providers |
|  | benchmarking other courses |  | performance |  | community advertisements |
|  | feedback from critical friends |  | letter, note, email |  | mentoring |
|  | client feedback (employers/community) |  | skills portfolio | **Add others** | |
| **Add others** | |  | community recognition |  | |
|  | | **Add others** | |  | |
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