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| **COURSE PLAN** | | | | | |
| **Course** | Employment and Learning Pathways for EAL | | | | |
| **Learn Local Organisation** | Yarraville Community Centre | | | | |
| **Teacher** | TBA | Date | 04/02/2019 | Version | 1 |
| **Part 1** – **overview** | | | | | |

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| **Course description.** Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment |
| ***Course Focus and Content:*** This course is designed for EAL learners who have reached Level 2 or 3.to:   * Gain an understanding of how the education system works in Australia * Develop a career plan that includes learning and employment pathways. The methodology to develop this will be identifying individual strengths and aspirations to pathway into to achieve the desired target career. * Learn and practice job search skills, resume preparation, job application and interview skills * Research employment trends * Introduce learners to quality training organisations and employers through an understanding of the TAFE and VET system   ***Number of Hours:*** 16 hours, consisting of 7 weeks x 2 hours classroom based + excursions to the Skills and Job Centre in Footscray.  ***Place in overall program:*** This is an entry level course specifically designed for EAL learners.  ***Pathway to further courses, accredited training or employment:*** The course has both internal and external pathways to pre-accredited and accredited courses, as well as volunteer or employment pathways. |
| **Planning and consultation.** Process undertaken for course development/improvement |
| The need for this course has been identified through staff and the learners at YCC. They have identified a need for a short course covering the next step and careers planning. |
| **Prerequisites.** E.g. computer skills and access, literacy/numeracy levels etc |
| Learners will need to be at AQF 2 or 3 a basic level of English and some computer skills. |
| **Teacher skills.** Skills, experience, qualifications needed |
| * Certificate IV in Training and Assessment * Experience working with EAL students * Good knowledge of the VET and employment sector * Good knowledge of the employment trends |

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| **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 e.g. rural | |
| 🗆 | | other (please describe below) | |
| **Outcomes.** What do you want your learners to know and be able to do as a result of the course? | | |
|  | Learners will be able to:   * Successfully lodge a job application via email an electronically through a third party website * Write a letter for a job application * Write a resume * Answer job interview questions * Develop a career pathway plan * Research about and apply for a desired course | |
| **Employability.** What employability skills will you address? What strategies will you use to build learners’ employability skills? | | |
|  | ☑ | Speaking and listening | | |
|  | * Read a job add and address selection criteria both verbally and written * Answer job interview questions * Ask questions to clarify understanding | | |
| ☑ | Reading and writing | | |
|  | * Read job advertisements and write applications that are specific to the relevant position * Research course options | | |
| ☑ | Numeracy | | |
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| ☑ | Teamwork | | |
|  | * Work in small groups | | |
| ☑ | Problem solving | | |
|  | * Develop strategies to overcome barriers to a desired pathway | | |
| 🗆 | Initiative and enterprise | | |
|  | * Develop options for learning and /or employment through action plans | | |
| ☑ | Planning and organising | | |
|  | * Develop a career plan | | |
| ☑ | Self-management | | |
|  | * Identify, priorities and monitor personal goals and develop an action plan for identified employment or study opportunities * Attend classes and appointments at the correct times and places | | |
| ☑ | Learning | | |
|  | * Inherent in the course * Becoming aware of individual learning style | | |
| ☑ | Technology | | |
|  | * Use the internet to research options for training and employment * Become familiar with using Google Drive for storing documents | | |

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| **Delivery.** What teaching and learning approaches will you use? | | | | | | | | |
|  | Teacher-directed classroom based delivery with practical instruction, demonstration and exercises with recognition of various student learning styles and preferences. There will be some off-site visits to the skills and Job Centre  This course is delivered face to face, students will have access to computers and the internet to research and complete coursework. Learners will work in groups and individually to complete tasks. | | | | | | |
| **Achievement of outcomes.** How will you measure the outcomes? | | | | | | | |
|  | Learners will have developed a career pathway plan, written a job application, written a resume and lodged a job application online. There will be printed documentation of these outcomes. | | | | | | | |
| **Evaluation.** How will you evaluate the effectiveness of the course and plan improvements? | | | | | | | | |
|  | Student and tutor feedback, number of successful completions | | | | | | | |
| **Acknowledgement.** How will you acknowledge what learners have achieved? | | | | | | | | |
|  | Certificate of Participation/Achievement | | | | | | | |
| **Pathways.** Where will this course lead for most learners? How can you provide support? | | | | | | | | |
|  | Internal pathway | | | | | | | |
|  | ***Courses:*** Pre-accredited Computer and digital device related courses  .  ***Volunteer work***: internally or externally  ***Support:*** | | | | | | | |
|  | External pathway | | | | | | | |
|  | ***Accredited Training:***  Accredited training according to the individual learner’s career pathway plan | | | | | | | |
|  | Support provided | | | | | | | |
|  | * Careers counselling –Referrals to other agencies and support as needed * Referrals to employers - tutor | | | | | | | |
| 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 | | |

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| **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 | Ongoing case management by CatholicCare | |
|  | | **Add others** | |  | |
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