

CAE

LEARNING
EARNING
BUSINESS
LIVING



Employability Skills Workshop



Welcome



Task 1

1. What are Employability Skills?
2. Why are they important?




Pre-accredited Quality Framework

Also called 'generic skills' or soft skills', employability skills are non-technical skills that employers say they are looking for in their employees.

(p16, Teaching Guide, Pre-accredited Quality Framework, 2013, ACFE Board, Melbourne)





“Soft skills are the hard skills of industry.”

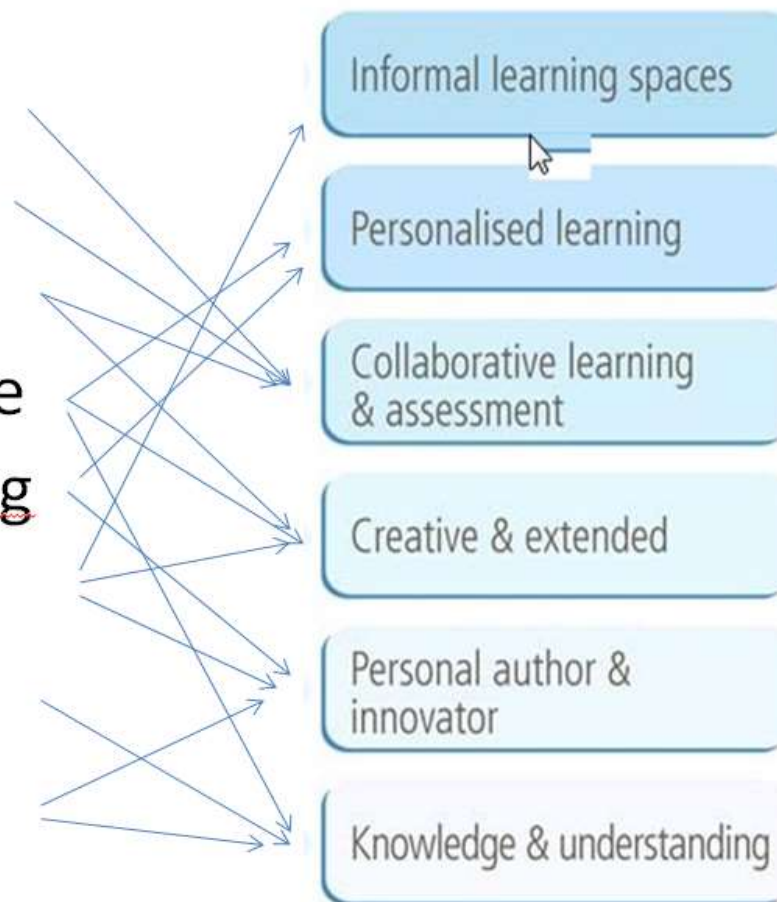
(Jeremy Blain - Cegos Asia Pacific)

The changing learning agenda



Employability Skills

- Communication
- Teamwork
- Problem Solving
- Initiative and Enterprise
- Planning and Organising
- Self-management
- Learning
- Technology



Employability Skills



The eight skills

Employability Skill	Definition
Communication	Reading; writing; speaking; listening and clarifying; numeracy; negotiating.
Teamwork	Working with diverse team members; practising inclusivity; supporting others; working in groups.
Problem-solving	Anticipating problems; developing solutions; using mathematics to solve problems; evaluating results and making recommendations.
Initiative and Enterprise	Adapting to change; translating ideas into actions; assessing risk; developing creative solutions and long term vision.
Planning and Organising	Managing priorities; meeting timelines; monitoring progress; setting goals; employing strategies to monitor achievement; planning pathways.
Self management	Setting personal goals; evaluating own progress; completing delegated tasks; prioritising; time management; taking personal responsibility.
Learning	Managing own learning; identifying own learning style and strengths; accessing mentor/networks; contributing to the learning environment.
Technology	Applying technology to access and manage information; inc computers, the internet, emails; selecting appropriate software; using office equipment.



So, what's ACFE looking for



Pre-Accredited Framework



Pre-Accredited Framework



1. Planning
2. Strategies
3. Development
4. Acknowledgement



1. Planning

Task 2: you are developing the Course Plan for a class called **Bicycle Maintenance for Beginners**

- How will you decide what Employability Skills to focus on?
- What resources will you use to help you?
- Choose the three employability skills you think are most relevant to the course.



2. Strategies

What approaches will you use to embed these skills?

- Contextualised and concrete
- Appropriate to learner level
- Relevant to learner group interests and experience
- Suitable to specific needs identified in the Learner Plan



2. Strategies

Example: Cook, Grow, Go at Common Ground teaches participants basic cooking and gardening skills.

- **Communication:** reading recipes, giving and taking instructions, explaining processes, budgeting, weights and measures
- **Teamwork:** helping others and asking for help, peer teaching, managing conflict, taking different roles
- **Problem-solving:** dealing with unexpected problems, cleaning up accidents



2. Strategies

RESOURCES

- **Pre-Accredited Quality Framework: Teaching Guide**
- **Keys to Work:** a teaching kit for developing the employability skills of CALD learners (Jacky Springall)
- **My Future:**
<http://www.myfuture.edu.au/sitecore/content/Home/MyProfile/ProfileHome/SkillsSummary/CurrentQuestionnaire?ActivityID=41>
- **180 Degrees of Reflection**
<http://180degreesofreflection.acfe.vic.edu.au/home>
- **Learner Guide to the Employability Skills**
http://tls.vu.edu.au/employability_skills/l_guide/page_01.htm



2. Strategies

1. Use the learner plan to introduce employability skills
2. Introduce a new skill each week
3. Match “hard skill” outcomes to employability skills
4. Ensure ownership of the plan and a connection to it
5. Refer to the plan throughout the course
6. Schedule time to discuss plan with the learners
7. Review employability skills at the end of each lesson
8. Use the employability skill language whenever possible
9. Introduce an employability skill diary or journal
10. Any others?



2. Strategies

Task 3: Add the strategies you will use for the Employability Skills you have chosen to your Course Plan for **Bicycle Maintenance for Beginners**



3. Development

How will you develop these skills?

1. **Recognition:** the skill is introduced to the learner
2. **Practice:** repetition and sequential development of skill
3. **Mastery:** greater learner control and independence
4. **Peer-Instruction:** the learner teaches the skill to others



3. Development

Example: Cook, Grow, Go

Teamwork

- **Recognition:** introduce the importance of teamwork in hospitality
- **Practice:** learner works with group in a range of settings and roles
- **Mastery:** learner is able to fully manage a range of roles working effectively with others
- **Peer-Instruction:** learner allocates group roles and tasks and instructs group



3. Development

Task 4: Each table has been given an Employability Skill to develop. How will you develop this skill for **Bicycle Maintenance for Beginners?**



4. Acknowledgement

How will you make employability skills explicit to your learners?

Task 5: why is it important to make employability skills explicit to learners?



4. Acknowledgement

Example:

One Learn Local organisation staff member described introducing the employability skills in this way:

‘We start with “What are you good at?” A learner might say, “I’m good at gardening” and then we go through the employability skills in terms of that activity: “So if you’re good at gardening you’re good at planning what to plant and when. You might also have to negotiate what to plant where, or who does which jobs.”

We talk through all the employability skills in terms of what the learners are already good at and know.’

(p18, Teaching Guide, Pre-accredited Quality Framework, 2013, ACFE Board, Melbourne)



4. Acknowledgement

Keys to Work: a teaching kit for developing the employability skills of CALD learners

Task 6: Complete the three activity sheets. How could you adapt these activities to your class?



Bringing it together

Task 7: Work with a partner. Share the Course Plans from your own course.

1. Discuss:

- the Employability Skills you've focused on,
- the approaches you've used to embed these skills,
- how you've developed these skills,
- how you've made Employability Skills explicit to your learners.

2. Are there any changes you would like to make?



Resources

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- **Learner Guide to the Employability Skills**
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