Introduction: Teaching Knowledge and Employability
Occupational Courses

This introduction to teaching Knowledge and Employability occupational courses includes the following topics.

Strand Overview
Resource Overview
Step One: Plan for Instruction
Step Two: Prepare for Instruction
Step Three: Use the Resource in the Classroom
Step Four: Assess and Reflect

Strand Overview—Art/Design and Communication

<table>
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<tr>
<th>Strand</th>
<th>Junior High</th>
<th>Senior High</th>
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</table>
| Art/Design and Communication | • Practical Arts  
• Ceramics  
• Graphic Arts  
• Photography  
• Audio/Video | Art/Design 10-4  
Art/Design 20-4  
Art/Design 30-4 |
|                            | Art/Media Communications 10-4  
Art/Media Communications 20-4  
Art/Media Communications 30-4 | Art/Media Communications 20-4  
Art/Media Communications 30-4 |

Junior High
In junior high school the emphasis is on exploration, where students will develop basic knowledge of the broad occupational classifications, general awareness of technical concepts, desirable workplace attitudes and introductory practical competencies. Students will complete a variety of projects/activities to:

• provide opportunities to create art projects using a variety of materials, including ceramics
• investigate the nature and applications of technologies, printing procedures, binding, screening
• create graphics using the computer
• take pictures, develop and download pictures and modify images
• use audio/video equipment effectively and safely.

Students will also assess the quality of materials and products when making purchasing decisions and will add samples, photographs and other evidence of their progress to their career portfolios.
Senior High
Knowledge and Employability 10-level courses provide opportunities for *exploration* of and *orientation* toward an occupational grouping in a single career field. In 20-level courses, the student progresses from *orientation* toward *preparation* and in 30-level courses students are involved in *preparation* for direct job entry.

Art/Design and Communication courses are designed to teach occupational knowledge and skills for entry-level positions in the fields of art, design and media communications by developing employability competencies that relate to all career paths.

- All courses focus on developing career awareness, safety standards and knowledge of tools, equipment and materials related to the industry.
- Art/Design 10-4 provides a basis for, and an introduction to, Art/Design 20-4 and 30-4.
- Art/Design 20-4 and 30-4 focus on the practical applications of art in the working world.
- Art/Media Communications 10-4 provides a basis for, and an introduction to, Art/Media Communications 20-4 and 30-4.
- Media Communications 20-4 and 30-4 focus on computer-related design projects and animation.
- Students interested in media communications and design should be encouraged to take both courses at the 10, 20 and 30 levels.
- Work Experience or Workplace Readiness is recommended to further enhance both employability and occupational skills at the Grade 10 level. Workplace Practicums at the 20 and 30 level are a supportive work placement in a related field that will allow the students to validate their learning in the workplace.

Students develop and expand upon their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities, such as workplace assessments, photographs of products made in occupational component units and acknowledgement/recognition from community members.
Resource Overview

Several Web sites are listed in these documents. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The responsibility to evaluate these sites rests with the user.

**Note:** All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

Every effort has been made to provide accurate acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate action can be taken.

The Knowledge and Employability occupational strands are divided into levels of difficulty (i.e., Exploration, Orientation and Preparation) that align with each of the programs of study. The resources are divided by concepts, not by grade level; within each section, however, there is a progression from exploration to orientation to preparation. Students in grades 8–10 work with content in the Exploration folders while students in grades 11 and 12 work with content in the Orientation and Preparation folders, respectively.

Within each strand, students are directed to consider, explore, complete activities and labs, investigate and/or conduct research to answer questions that address each of the specific outcomes identified in the program of studies. In many of the strands, some content required to complete the activities (or links to content) is provided. In other cases, this content will need to be provided by the teacher from authorized resources or other materials. There are also skill-based and content-based tools that can be used by teachers and students as they complete the activities.

Each occupational strand has a similar layout that includes the following sections:

- Table of Contents
- Introduction
- Skills Inventories
- Career Awareness
- Workplace Standards and Safety
- Tools and Equipment
- Knowledge
- Assessment
- Workplace Readiness.

The junior high school Knowledge and Employability occupational courses are separated into various units of instruction with support lessons located in the Exploration folders of the Studio. Schools can design their own Grade 8 and Grade 9 courses, based on available facilities and equipment. The units can be combined in any order to make up the junior high school occupational program. Each unit is divided into two levels of approximately 20 hours of instruction per level. Level 1 can be taught in Grade 8 and Level 2 in Grade 9 or the levels can be combined in either grade.
As identified in the Strand Overview section, each senior high school occupational component consists of a series of 5-credit courses that relate to well-defined occupational strands. Courses are numbered 10-4, 20-4, 30-4, and students progress through each course in sequence. The 10-level (Exploration) course is a prerequisite for the 20-level (Orientation) courses within the strand. The 20-level course in each sequence is a prerequisite for the 30-level (Preparation) course in that sequence. Courses at the 20 and 30 levels are split into specific areas of focus within a strand. The content in the Orientation and Preparation folders is aligned to provide support in each of these specific areas of focus for each occupational strand.

Students may take as many courses in an area of focus as they can manage in their schedules and may combine courses across sequences to increase the depth of their knowledge. The delivery of these courses and the different areas of focus depend on facilities, interest and the expertise of instructors. The splitting of the senior courses provides flexibility for course delivery and supports the movement from exploration to preparation as a student progresses from Grade 10 to Grade 12.

The occupational component of the Knowledge and Employability Studio is organized into the following topics.

- **Career Awareness**
  It is important for students to gain awareness and understanding of occupations and post-secondary and career options. Career development is continuous and derived from learning that occurs in school, at home, in the workplace and in the community.
  Throughout all units and lessons, it is intended that the skills in this occupational strand be learned and practised in the classroom and be transferable to the workplace.
  Students are provided with a number of activities that will help them identify their unique talents, set career goals, build a portfolio and prepare a resume and reference. There is an opportunity for progression through all levels (i.e., Exploration, Orientation, Preparation) as students develop a general awareness of the content and move toward preparation for direct job entry.

- **Workplace Standards and Safety**
  The Work Safe Resources support teachers as they help students become aware of health and safety in the workplace. In this folder, teachers and students will find support, reflecting Occupational Health and Safety (OHS) criteria, with respect to the safety aspects of each occupational area.

  Ideally, students should:
  - know and understand their rights and responsibilities
  - have the confidence to ask questions regarding health and safety at work
  - know how to prevent illness and injury.

  The Workplace Health and Safety Teacher Resource Binders address the following health and safety topics:
  - Legislation
  - Health and Safety Management System
  - Hazards:
    - physical
    - chemical
    - biological
    - psychosocial
    - ergonomics.
• **Tools and Equipment**
  This section provides information on the safe use and handling of common tools and equipment related to the strand. Students will familiarize themselves with the proper use of hand and power tools in order to safely proceed in the course work or community partnership.

In this folder, content is further organized into four sections: Background: Tools and Equipment, Exploration, Orientation and Preparation. Choosing to use lessons and content in either the Orientation or Preparation folder, across course sequences, allows students to increase the depth of their knowledge in that occupational strand. The background documents in this section provide the teacher and student with notes and exemplars to support the lessons.

• **Knowledge**
  This section includes lesson plans for teaching the knowledge portion of the course. Lesson plans include:
  – Learning Objectives
  – Instructional Strategies and Practices
  – Resources
  – Safety
  – Learning Activities
    • Extension activities
    • Assessment and Assessment Tools
  – Cross-curricular Connections
    • Numeracy
    • Literacy
    • ICT
  – Career Connections.

Choosing to use content in either the Orientation or Preparation folder, across course sequences, allows students to increase the depth of their knowledge in that occupational strand. The background documents in this section provide the teacher and student with notes and exemplars to support the lessons.

• **Assessment**
  This section provides a variety of rubrics to assess student learning and performance across the occupational strands, including:
  – self-assessments for group projects
  – filling out forms and checklists
  – calendars and schedules
  – charts and lists
  – presentations, projects, research, team work and written work.

These assessments focus on the essential skills necessary for students to be successful in the class or on the job site. Additional strand- and course sequence-specific assessments can be found attached to specific lessons.
• **Workplace Readiness**
  Support for the Workplace Readiness and Workplace Practicum courses are found in this folder. As students prepare for work-based environments, through an off-campus work placement or a leadership experience within the class, resources are available to help them enhance their employability skills and prepare them for the work world. This section also includes lesson plans, skills checklists and a variety of documents to assist in instructing, evaluating and facilitating an off-campus work placement.

• **Skills Inventories**
  The skills identified in each category are directly correlated to outcomes in each specific occupational program of studies. The skills are rated from Emergent to Mastery. The Skills Inventories may be used in a variety of ways; e.g., ongoing teacher assessment of students’ progress, exit documentation for the next course level, employers’ documentation for an off-campus work placement that details information about the skill set of individual students, portfolio documentation.

**Step One: Plan for Instruction**

**Review the Curriculum**

Begin planning for instruction by reviewing the outcomes in the program of studies that correspond to the grade you are teaching.

**Preparing for the Workplace**

The workplaces of the 21st century require more from students than simply being able to read, write, compute or perform specific occupational tasks. Today’s workplaces require students to think, solve problems, adapt to new situations, apply knowledge in new ways and work effectively with others.
**Essential competencies** consist of employability, academic and occupational competencies. The essential competencies represent what individuals need to demonstrate to be successful in further education, in a career and in life. They describe the skills necessary for entry-level employment in all career pathways. When these skills are developed, they help support the specific occupational skills necessary for students to become workplace ready.

The Knowledge and Employability occupational courses address workplace skills that are fundamental to success in any occupation. The combination of academic, occupational and employability competencies will equip students to become responsible citizens and effective members of society and the world of work.

**Employability competencies** are developed throughout the learning process and demonstrated in daily life and the workplace. The generic employability skills are interdependent and are not meant to be taught in isolation. Although some skills may be mastered more effectively through discrete instruction, this approach is not advocated for all employability skills. The occupational course structure permits a holistic method of instruction by linking the strategies and skills to the context of each occupational course.

As the rate at which students acquire generic employability skills differs, instruction and evaluation of employability skills should include the:
- assessment of student levels of performance
- diagnosis of particular areas of deficiency
- sequencing of instruction in a manner that will suit individual needs and growth patterns.
Employability competencies include the following:

<table>
<thead>
<tr>
<th>Managing Transitions</th>
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<tbody>
<tr>
<td><strong>Lifelong Learning</strong></td>
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<tr>
<td>Individuals are encouraged to develop self-knowledge regarding their own learning preferences. These competencies also provide a framework for accessing and applying both formal and informal learning.</td>
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<tr>
<td><strong>Adapting to Change</strong></td>
</tr>
<tr>
<td>Often change is imposed on individuals before they have time to adapt their thinking processes to new patterns. This may reduce their ability to think and act logically. Individuals must be able to identify and access personal and/or community resources to negotiate change successfully. This includes transitions to other courses, the workplace and post-secondary training or education.</td>
</tr>
<tr>
<td><strong>Career Development</strong></td>
</tr>
<tr>
<td>Individuals are encouraged to develop an interest in, and knowledge of, the operations involved in a specific business or industry. Students will be exposed to a variety of occupations to make informed decisions regarding their career paths. Students will also experience a variety of workplace environments to formulate standards of conduct and workplace performance.</td>
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<tr>
<th>Personal Management</th>
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<tr>
<td><strong>Self-development</strong></td>
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<tr>
<td>These competencies relate to the whole individual in terms of personal growth, physical well-being and ethical conduct. As individuals progress through the competencies, they will gain an understanding of their own abilities and potential for further growth. They will also gain an appreciation of their responsibilities toward other individuals.</td>
</tr>
<tr>
<td><strong>Risk Management</strong></td>
</tr>
<tr>
<td>These competencies relate to both physical and mental safety and well-being. Students will develop competencies in identifying and addressing workplace hazards and safety information.</td>
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<tr>
<th>Working with Others</th>
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<tbody>
<tr>
<td><strong>Interpersonal Communication</strong></td>
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<tr>
<td>Effective communication skills enhance an individual’s success in virtually every endeavour. These competencies are designed to strengthen communication skills, including both verbal and nonverbal strategies.</td>
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<tr>
<td><strong>Building Community</strong></td>
</tr>
<tr>
<td>A community is a web of relationships among individuals who come together to achieve a common goal or purpose. These competencies focus on the development of understanding and respect for others. An ability to accept cultural differences, e.g., race, age group, sexual orientation and religious affiliation, is key to developing respectful relationships with others.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
</tr>
<tr>
<td>Competencies in interpersonal communication and building community lead to an individual’s ability to work as part of a team to accomplish group goals.</td>
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</table>
**Academic competencies** provide a foundation for further learning. The continuing development of academic skills is emphasized through the relevant and meaningful context of the occupational courses. Wherever possible, students and teachers should integrate the academic components and occupational learning. Inclusion of the academic competencies is designed to allow for further development of the students’ abilities to build on their foundational skills.

**Academic competencies include the following:**

<table>
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<tr>
<th><strong>Communication</strong></th>
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<tbody>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td>Students use these competencies to explore strategies for listening and for interpreting nonverbal communication cues. These competencies are also used when preparing for and making effective presentations.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>These competencies address the understanding of text structures, the extraction of meaning from text and the formation of conclusions. The term “text” is broadly defined and includes oral, print, visual and multimedia communications.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>These competencies address the steps in the writing process; e.g., gathering information, preparing an outline, composing the text and proofreading.</td>
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<tr>
<th><strong>Thinking</strong></th>
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<tbody>
<tr>
<td><strong>Problem Solving and Decision Making</strong></td>
<td>Problem solving involves looking at possibilities and opportunities and examining and assessing possible solutions. The problem-solving process requires students to anticipate the possible consequences of solutions and make decisions in a thoughtful and effective way.</td>
</tr>
<tr>
<td><strong>Finding Information</strong></td>
<td>An individual needs to be fully informed to properly assess a situation. These competencies address how to locate various sources of information and assess the value of the information collected.</td>
</tr>
<tr>
<td><strong>Creative Thinking</strong></td>
<td>These competencies involve the observable behaviours that demonstrate students’ development as creative thinkers. In the context of the Knowledge and Employability courses, creative thinking is most often used during the problem-solving or decision-making process. Individuals should foster their creativity, as creative thinking skills are often required in the workplace.</td>
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<tr>
<th><strong>Numeracy</strong></th>
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<tr>
<td><strong>Basic Operations</strong></td>
<td>These competencies address basic number concepts and operations, including everything from simple addition and subtraction to the design or use of spreadsheets in a business setting.</td>
</tr>
<tr>
<td><strong>Patterns and Relationships</strong></td>
<td>These competencies address mathematical skills that help students make predictions and solve complex problems.</td>
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<tr>
<td><strong>Shape and Space</strong></td>
<td>These competencies address the use of measurement to solve problems.</td>
</tr>
<tr>
<td><strong>Statistics and Probability</strong></td>
<td>These competencies address the collection and analysis processes used to derive specific information, make predictions and solve problems.</td>
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<tr>
<th><strong>Information Technology</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Computer Operations</strong></td>
<td>These competencies address the basic functions and uses of a computer.</td>
</tr>
<tr>
<td><strong>Computer Applications</strong></td>
<td>These competencies address the use of a computer as a tool to accomplish various projects and assignments.</td>
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</tbody>
</table>
Occupational competencies are necessary for success in a specific occupation or career. The occupational skills are designed to develop entry-level knowledge and experience with tools, equipment and materials specific to an occupational area. Students will develop knowledge of the processes required to use tools, equipment and materials safely to complete work-related tasks. Students will also develop skills in career awareness, workplace health and safety, providing service, making products and task management.

Occupational competencies include the following:

<table>
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<tr>
<th>Achieving Results</th>
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<tbody>
<tr>
<td><strong>Career Awareness</strong></td>
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<tr>
<td>These competencies create awareness of the training or education required for a</td>
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<td>particular occupation, employment expectations, required duties and personal</td>
</tr>
<tr>
<td>interest.</td>
</tr>
<tr>
<td><strong>Workplace Health and Safety</strong></td>
</tr>
<tr>
<td>These competencies will ensure an awareness of safe workplace practices and</td>
</tr>
<tr>
<td>procedures.</td>
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<tr>
<td><strong>Providing Service</strong></td>
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<tr>
<td>These competencies recognize the connection between an organization’s effectiveness</td>
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<td>and an individual’s ability and willingness to:</td>
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<tr>
<td>• meet customer needs at the initial contact; e.g., make a sale, provide</td>
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<tr>
<td>information</td>
</tr>
<tr>
<td>• resolve customer concerns, if a problem arises</td>
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<tr>
<td>• recommend improvements.</td>
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<tr>
<td>These competencies also relate to the actual creation of a product. They apply</td>
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<tr>
<td>to every type of production, from the creation of an individual piece of</td>
</tr>
<tr>
<td>furniture to working on the line of a large manufacturing plant.</td>
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<tr>
<th>Ensuring Quality</th>
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<tbody>
<tr>
<td><strong>Task Management</strong></td>
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<tr>
<td>These competencies relate to the meeting of expectations. Customers expect to</td>
</tr>
<tr>
<td>receive quality goods and excellent service. Ensuring quality may also be a</td>
</tr>
<tr>
<td>philosophy of life for some individuals as they strive to improve their skills</td>
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<tr>
<td>and contributions on an ongoing basis.</td>
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Consider the following questions in relation to the program of studies.

- In what order and combination should outcomes be addressed to best meet the needs of your students and to best fit an interdisciplinary approach?
- Are there any topics that fit well with seasonal activities, field trips, guest speakers or other presentation opportunities?
- How will you infuse the Universal Strategies outcomes into activities to meet student needs?
Review Occupational Course Resources

Consult the authorized basic and support resources.
- Which resources will appeal to your students and best meet their needs?
- How will you use these resources to meet curriculum outcomes?
- Which specific activities would you like to build into your lesson plans?

Find relevant sections of the Knowledge and Employability Studio and review the available teaching pages and tools.
- Are student tools or teaching pages available that support the activities or resources you have chosen?
- Are tools or teaching pages available that you can provide to students to use on an ongoing basis?
- Are assessment or self-assessment tools available that you can use to evaluate student learning?

Decide which activities you will use to address outcomes.
- Which activities best suit your students’ ability levels?
- What teaching techniques will work best for your students in relation to the activities you have selected?
**Review the Teacher Workstation**

The Teacher Workstation contains valuable information and strategies to help you enhance student learning and address unique elements of Knowledge and Employability courses; e.g., interdisciplinary learning and community involvement. It may be helpful to review some or all of the following topics as part of your planning process.

### Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Effective instruction includes:

- a variety of approaches and learning materials
- appropriate support that includes modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- meaningful connections between skills and ideas, and real-life situations
- opportunities to be independent and show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing own learning.

Many instructional strategies can be used across grade levels and subject areas, and can accommodate a range of student differences. Instructional strategies that are especially effective in Knowledge and Employability courses include:

- discussion
- multisensory approaches
- hands-on activities
- cooperative learning
- independent projects
- inquiry-based learning
- resource centres
- community involvement.

### Inquiry-based Learning

There are many opportunities for inquiry-based learning when teaching Knowledge and Employability occupational courses. When students are asked to choose a strategy for solving a new problem, for example, they can be encouraged to think about what they know about the topic, or a related topic, and what further information they will need to find. Students can then plan for finding the information they need, retrieve it from various sources and share it with others.
**Cooperative Learning**

To support cooperative learning, the occupational components include:

- student activities and tools that include clear directions, and some scaffolding, to allow students to work through activities, with the teacher acting as facilitator
- various opportunities for group work, partner work, discussion and sharing between groups
- the use of some of the English language arts group work, self-assessment and peer assessment pieces to evaluate a student’s role in group work.

**Lecturing**

To support lecture-style teaching, the mathematics component includes tools and information sheets that can be photocopied to use as overheads and/or handed out to students before a lecture. It also includes links to a variety of sources of background information that provide the teacher with facts and examples to incorporate into lectures.

**Metacognition**

To develop or directly teach metacognition skills in the occupational strands:

- ensure that students reflect on their learning in each topic
- have the students consider new learning and reflect upon it within the larger context of previous learning
- choose activities and examples that lead students to make connections between their learning and their own experiences
- assign self-assessment activities, including additional checklists and rubrics from the English language arts section, to help students evaluate their learning strategies and the degree to which their knowledge base has broadened.

**Differentiated Instruction**

The occupational component includes:

- activities and practice questions that require a range of skills
- modular pieces that allow the teacher to pick and choose topics and activities, based on student abilities and interests
- varied assessment pieces that address knowledge, skills and attitudes, both collectively and independently.

These features allow teachers to differentiate instruction by allowing them to select materials that will best meet the needs and interests of individual students.
Learning Styles

One important way to differentiate instruction is to acknowledge and support a variety of learning styles. To address a variety of learning styles:

- include activities and examples that appeal to visual, auditory and kinaesthetic learning preferences
- include links and reference materials in a variety of media, including Web sites, films and books
- modify the online materials, as needed, to present the information in different ways.

Interdisciplinary Learning

Interdisciplinary learning is another key element in the philosophy of Knowledge and Employability courses. The occupational components allow teachers to support interdisciplinary learning by encouraging the infusion of:

- links to other subject areas (e.g., English, science and relevant mathematics concepts that address common learning skills) that are designed to allow for further development of the students’ abilities to build on their foundational skills
- links to universal tools that address skills common to learning
- activities that require cross-curricular skills; e.g., reading comprehension.

Information and Communication Technology

Information and Communication Technology (ICT) outcomes are infused into all programs of study. To address ICT outcomes, students use the Internet and multimedia resources, where appropriate, to investigate topics. They also use data management and application software programs (e.g., word processors, spreadsheets) in the creation of projects.

Create your Lesson Plan

Identify natural breaking points in the year to use as markers for the beginnings and ends of units.
- When are long weekends and holidays?
- Are there any celebratory and commemorative dates related to topics you will be covering?

Identify cross-curricular connections.
- Are there texts from other subject areas or occupational courses that could be used to discuss safety strategies?
- Could examples be drawn from mathematics, social studies, language arts or science topics?

Decide how you will organize the unit or lessons.
- How much time will students need to complete each activity?
- How will you organize your teaching into manageable units?
Lesson Plan Checklist

I know …

- how much time is required to complete each part of the lesson
- what curricular outcomes will be addressed
- what cross-curricular connections will be made
- how learning for different students will be differentiated
- what resources will be needed, including:
  - printed material from the online resource
  - books, magazines and newspapers
  - Internet sites and multimedia
  - reference books
  - visual texts; e.g., photographs or films
  - rooms and equipment, including computers and printers
  - guest speakers
- how students will reflect on their own learning or metacognition
- what assessment tools will be used
- what preparation and culmination activities will be completed.

Step Two: Prepare for Instruction

Collect the resources required for students to complete the planned activities.
- Locate appropriate material from authorized resources, the Studio and other sources.
- Create a classroom library of related reading for students.
- Choose the manipulatives you might use.
- Choose the tools, equipment or examples from different occupations that could be used to illustrate concepts.
Step Three: Use the Resource in the Classroom

When using occupational resources in the classroom, it is important to introduce the teaching pages and tools in context, explain their purpose, model their use and provide opportunities for guided practice—before students are expected to use these materials independently. Encourage student discussion and group work whenever appropriate. Write anecdotal notes to help assess student performance and abilities, noting the date and context of your observations. You may wish to use relevant assessment materials (e.g., group work assessment rubrics) to observe the students as they work. Note any adjustments you should make to your teaching or resources.

Additional support for teaching the occupational strands may be found by visiting Level 04—Workstations in the Studio. Many useful documents are also available on Level 02—Curriculum Foundations that assist in the integration of literacy and numeracy themes within the class.

Step Four: Assess and Reflect

The assessment component of the occupational resource is comprised of rubrics that address the various skills included in the curriculum; e.g., use of tools and equipment, safety, workplace skills. For each main topic of the resource, a corresponding skill-inventory rubric addresses the skills, processes and knowledge covered.

Assessment Tools

- Peer Assessment: Group Project
- Self-assessment: Group Project
- Assessment: Filling Out Forms and Templates
- Assessment: Filling Out Forms and Templates Checklist
- Calendars and Schedules Rubric
- Charts and Lists Rubric

Tip!

Although the Knowledge and Employability Studio is delivered as an online resource, the documents can be used in a variety of ways.

- Print and enlarge teaching pages and tools to create posters for the classroom.
- Print teaching pages and tools to create reference binders for students.
- Laminate copies of teaching pages with steps or strategies that students can borrow.
- Print tools as overheads and fill in information as a class.
- Create bulletin boards of key information and/or sample work.
- Print or photocopy tools and self-assessments for each student.
- Download Microsoft Word tools for students to use electronically.
• Presentation Rubric
• Project Rubric
• Research Rubric
• Team Work Rubric
• Written Work Rubric
• Work Ethic Rubric

Workplace Standards and Management Skills Checklists
• Building Personal Capacity: Managing Transitions
• Building Personal Capacity: Personal Management I
• Building Personal Capacity: Personal Management II
• Interacting and Communicating: Communicating
• Interacting and Communicating: Working with Others
• Planning and Managing: Achieving Results
• Planning and Managing: Thinking
• Using Data and Computer Technology: Computer Technology
• Using Data and Computer Technology: Numeracy

Work Experience Resources
• Career Research Chart
• Student Community Partnership Evaluation
• Partner Community Partnership Evaluation
• Teacher Community Partnership Evaluation
• Self-assessment: Work Habits
• Self-assessment: Workplace Standards and Management
• Work Site Discovery: Exploration
• Work Site Discovery: Orientation
• Work Site Discovery: Preparation

Reflecting on the Lesson

After completing a lesson, reflect on the various challenges and successes you and the students experienced.

☐ Were students able to complete their work within the time allowed? Why or why not?
☐ Were your expectations for student learning realistic?
☐ Was the material best addressed through group, independent or teacher-directed work?
☐ What concepts or skills did students struggle with and which may need to be retaught or reviewed?
☐ Which learning strategies worked best for students?
☐ Were some students struggling or requiring greater challenges? How can you differentiate future instruction?
☐ Were students generally demonstrating the appropriate values and attitudes?
☐ What resources worked well? What new resources were found?
☐ What resources did not work well? Why?
☐ Could you use the materials in the Knowledge and Employability Studio in different ways; e.g., providing tools for students to use electronically?