Module Plan Template

| **Lead Teacher Name:** Alison Vickerman | **Date Submitted:** November 15, 2015 |
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| **Background of learners:** (CLB 5 Class) A mix of males and females. Students have been in Canada for varying lengths of time. Most students have post-secondary education from their home countries.  **Rationale for selecting the module (based on needs assessment):** Students have indicated a high interest in being able to find a job in Edmonton. Many students are unemployed or working only part-time, and those working full-time are actively seeking to improve their employment situation. | |

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| **THEME: Employment** |
| **Module Topic: Job search / Looking for a job** |

| **Skills** | **Listening** | **Speaking** | **Reading** | **Writing** |
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| **CLB Level** | **5** | **5** | **5** | **5** |
| **Real-World Task Goal (s)** | Listen to job search advice from online videos | Networking, talking to people to find out about possible job opportunities | Search online for job postings that match your needs | Complete a job application form |
| **Context/Background Information** | Identifying what kind of jobs you are interested in, what your needs are (PT/FT etc.), asking for help, using resources to learn and help yourself, Canadian norms for job searching and providing appropriate information, avoiding inappropriate information, finding trusted/reliable websites, expectations around job application forms | | | |
| **CLB Competency (-ies)**  *Competency Area,*  *Competency Statements,*  *Indicators of Ability* | Getting Things Done  •Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations.  − Identifies main intent, main idea, factual details, words and expressions.  − Identifies some implied meanings.  − Identifies cohesive devices and discourse indicators for sequence, comparison and contrast.  − Identifies basic signals in speech for collaboration, turn-taking and interrupting.  − Recognizes and interprets advice, opinions and suggestions. | Interacting With Others  • Participate in basic social conversations for some  everyday purposes (such as expressing feelings; making, accepting or declining invitations; and engaging in small talk).  [Limited support from interlocutors.]  − Opens and maintains a conversation.  − Responds to small talk.  − Extends, accepts or declines invitations.  − Takes turns by giving non-verbal and verbal signals.  − Encourages conversations by using eye contact, nodding, showing interest, etc.  − Indicates non-comprehension.  Getting Things Done  • Give and respond to informal requests, permission, suggestions and advice.  − Provides details and gives reasons.  − Uses modals with the appropriate level of politeness. | Getting Things Done  • Locate and use 1 or 2 pieces of information from moderately complex formatted texts (such as standard maps, charts, forms, tables, schedules, directories or website navigation menus).  − Identifies layout and organization of text to find the information needed.  − Finds and uses 1 or 2 pieces of information.  Comprehending Information  • Access and locate basic information from reference sources.  − Scans to locate relevant terms to access the information needed.  − Accesses relevant information through a navigational source (Internet search engine, website, table of contents, index, glossary).  − Locates 2 relevant pieces of information in reference sources. | Getting Things Done  • Complete forms requiring detailed personal information.  [Forms have about 20 to 30 items.]  − Identifies purpose of the form and completes it with all the required information.  − Spells and uses punctuation, capitalization, dates and numbers (and their abbreviations) correctly. |
| **Language Focus**  *Grammar*  *Textual*  *Functional*  *Sociolinguistic* | Cohesive devices for sequence  Listening for main idea and repetition in parts (introduction, summary)  Job search related vocabulary and expressions | Key vocabulary and pronunciation for personal situation  Turn-taking interactional skills  Reading and displaying body language  Who and when to approach (right person, right time)  Level of formality (with friends vs. at career fair) | Website/search navigation vocabulary  Website organization and layout (sidebars, search bars, breadcrumb links, advertisements etc.)  Job posting organization and layout  Recognizing patterns across postings  Key categories, vocabulary and abbreviations on job postings (e.g. responsibilities, qualifications, FT/PT etc.) | Job application form vocabulary  Common sections on a job application form  Spelling, capitalization and format conventions  Common form etiquette (leaving information blank, attachments, etc.) |
| **Language and Learning Strategies***= Strategic Competence* | Prediction and guessing  Listening for rephrasing or explanations | Paraphrasing, repetition  Checking understanding | Scanning to find key information  Search strategies (keywords) | Looking for/following form-specific instructions (eg, MMDDYYYY, block letters, use ink, etc.) |
| **Assessment Task** | Watch a video from alis.gov.ab.ca about job search advice and answer comprehension questions | Have a networking conversation with the teacher (one-on-one) | Use popular websites to find a job advertisement to meet specific given needs | Complete a job application form |

**LEARNING LOG REFLECTION:**

* How is this CLB-referenced framework template different from what you have used in the past?

In reality, this approach is all I have used since I started teaching 3 years ago. I have had many colleagues who were used to a different style and approach, but I learned as I went and it was very much a “learn by doing” process. As such, I have little to compare to, and I seem to have caught on more quickly than my colleagues and I am very open to the approach and willing to learn as much as possible.

* How will this activity impact your practice?

It is, without question, far too much to expect teachers to prepare well thought out module plans such as these that are CLB-referenced and cover all the bases when we are not paid for any prep time. It is a valuable and useful exercise to go through the full process once with feedback to get a feel for everything that needs to be covered. It is overwhelming to think that this is what we should be striving for in our day-to-day planning, although it is clear that we are not expected to be able to do all of this 100% all the time. After 3 years of learning this process, reflecting, tweaking, improving, refining, and attending as many professional development opportunities as possible, it seems to be just as much work to plan and create materials now as it was when I started. The only thing that has become easier over time is that I am more familiar with the CLBs and the expectations. It hasn’t significantly changed the amount of work that goes into preparing for the class. This activity will give me even more to think about each time I am planning a module or assessment for my class.

As a lead teacher, this activity will hopefully give me some ideas or at least a resource on how to support my colleagues in their own process of implementing PBLA.