

## Tips for Teachers and Facilitators Involved in the Single Parent Pilot Projects

This resource outlines how teachers and facilitators can use the Ontario Skills Passport (OSP) to help learners understand and value their Essential Skills and work habits. Learners will be engaged and feel confident when they recognize that the Essential Skills and work habits they are developing and demonstrating in different activities are relevant and transferable to everyday life and the next place they go – whether it’s further education, training or the workplace. This information will help learners develop their Individual Pathways Plan (IPP) as they answer the four education and career/life planning inquiry questions: *Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals?*

Teachers and facilitators can use [A Guide to Linking the Essential Skills and the Ontario Curriculum 2015](#) to learn the two-step method of identifying and analyzing Essential Skills tasks and work habits in learning activities. SkillsZone has a database of sample activities in which teachers used this method to identify the Essential Skills and work habits in a range of activities connected to everyday life and a variety of courses, including Locally Developed Credit Courses (LDCC) and non-credit courses. These activities can be used with learners, even if they are not working towards a credit, to help them see that they are demonstrating Essential Skills and work habits important in everyday life and meeting curriculum expectations at the same time.

Essential Skills are:

- Used in nearly all occupations and in everyday life.
- The foundation for learning other skills, such as technical skills.
- Transferable to further education, training, the workplace and everyday life.

### Introductory Resources for Teachers/Facilitators and Learners

Website	Location	Description
SkillsZone	SkillsZone Videos	<ul style="list-style-type: none"> <li>• Use the <a href="#">Discover Your Skills</a> video to see how Essential Skills and work habits are used every day and why they are important.</li> <li>• Use the <a href="#">Make Social Media Work for You</a> video to get an introduction to using social media effectively.</li> <li>• Use the <a href="#">Keeping Safe at Work</a> video to illustrate how workers use their Essential Skills and work habits and exercise health and safety rights to keep safe at work.</li> </ul>
SkillsZone	Essential Skills Introduction	<ul style="list-style-type: none"> <li>• Use the <a href="#">Essential Skills Introduction</a> to view descriptions of Essential Skills, skill levels and see a video clip for each Essential Skill</li> </ul>
SkillsZone	Work Habits Introduction	<ul style="list-style-type: none"> <li>• Use the <a href="#">Work Habits Introduction</a> to view descriptions of work habits and see a video clip for each work habit.</li> </ul>

Website	Location	Description
OSP	Skills in the OSP	<ul style="list-style-type: none"> <li>View descriptions of Essential Skills, skill levels and work habits.</li> <li>See a video clip for each Essential Skill and work habit.</li> </ul>
SkillsZone	Videos of Essential Skills and Work Habits in Action	<ul style="list-style-type: none"> <li>See videos that show how people use Essential Skills and work habits in the workplace and in everyday life. There is an audio feature and a “Skills Alert” button that displays the names of the skills and work habits demonstrated in some of the videos.</li> <li>Use <a href="#">student worksheets</a> to identify and describe how the skills were used in the videos.</li> </ul>
OSP	Search for Tasks In Work, Learning and Life	<ul style="list-style-type: none"> <li>Search for sample tasks that illustrate how people use Essential Skills and work habits in work, learning and life.</li> <li>Use <a href="#">student worksheets</a> to identify and describe how they are using their Essential Skills and work habits every day in the classroom, experiential learning, at home and the community. Learners can see how they have used their skills in different contexts and gather information to include in their résumés.</li> </ul>
OSP	Assess and Build Your Skills	<ul style="list-style-type: none"> <li>Choose a self-assessment to help learners get information on their Essential Skills and work habits (Part 1 of the self-assessment tool).</li> </ul>
OSP	Introduction and Tips for Learners	<ul style="list-style-type: none"> <li>Access resources such as the <a href="#">OSP Overview for Learners</a> (including the Five Key Approaches to Skills Development), the Essential Skills Walkabout and reference sheets.</li> </ul>
SkillsZone	Interactive Learning Resources	<ul style="list-style-type: none"> <li>Use the Skills Pyramid to illustrate how Essential Skills are the foundation for learning other skills, such as technical skills. There is a <a href="#">Skills Overview</a> Video showing how a nurse uses Essential Skills, technical skills and job/workplace specific skills on-the-job.</li> </ul>
SkillsZone	SkillsZone Games	<ul style="list-style-type: none"> <li>Select games focusing on Essential Skills and work habits.</li> </ul>
SkillsZone	Teachers – Introduction and Tips - OSP Training Materials	<ul style="list-style-type: none"> <li>Teachers and Facilitators can access training materials that focus on Essential Skills, skill-building activities and work habits. These materials can be adapted for different audiences.</li> </ul>
OSP	OSP News	<ul style="list-style-type: none"> <li>Check out the <a href="#">OSP News</a> on a regular basis to see what tools and resources have been added to the OSP and/or SkillsZone websites. You can now subscribe to receive the OSP News sent directly to your inbox.</li> <li>Check out the <a href="#">OSP Testimonials</a> and submit your own skills story!</li> </ul>

## Assess, Practice and Build Essential Skills and Work Habits (Who Am I?)

Website	Location	Description
OSP	Assess and Build Your Skills	<ul style="list-style-type: none"> <li>• Choose a self-assessment to help learners get information on their Essential Skills and work habits and compare self-assessment results to occupations of interest (Part 2 of the self-assessment tool).</li> <li>• Choose activity sets to help learners practice and build their Essential Skills.</li> </ul>
OSP	Assess Skills Through an Interview	<ul style="list-style-type: none"> <li>• Teachers and Facilitators can use the OSP Check-In Tool to informally assess or gauge learners' demonstrations of Essential Skills and work habits during an intake interview. The resource begins with sample questions to identify learners' interests, goals and prior skills demonstrations. The observations and ideas gathered during the interview are then transferred to an Action Plan that supports further skills development related to the learner's goal path.</li> </ul>
SkillsZone	SkillsZone Videos – OSP Social Media Resource	<ul style="list-style-type: none"> <li>• Use the <a href="#">OSP Social Media Resource, Module 2</a> to provide learners with the opportunity to create a great bio to make a terrific impression and to create online content that genuinely reflects who they are while showcasing their transferable Essential Skills and work habits.</li> <li>• Use the <a href="#">OSP Social Media Resource, Module 3</a> to critically review and build their online reputation or “personal brand” so that they stand out from other people who are interested in pursuing the same career and learning or training opportunities.</li> </ul>
SkillsZone	SkillsZone Videos – Keeping Safe at Work Facilitator's Guide	<ul style="list-style-type: none"> <li>• Use the <a href="#">Keeping Safe at Work Video Facilitator's Guide</a> to see how workers use their Essential Skills and work habits and exercise health and safety rights to keep safe at work.</li> </ul>

## Career Exploration (What are my opportunities?)

Website	Location	Description
OSP	Search for Tasks	<ul style="list-style-type: none"> <li>Search for sample job tasks in over 400 OSP Occupational Profiles; get information on career planning, education and training, and employment and volunteer opportunities.</li> </ul>
SkillsZone	SkillsZone Videos – OSP Social Media Resource	<ul style="list-style-type: none"> <li>Use the <a href="#">OSP Social Media Resource, Module 2</a>, to collect great social proof of their skills and accomplishments using OSP tools and resources such as the OSP Work Plans and OSP Community Involvement Worksheets.</li> </ul>

### Tips for Integrating the Language of Essential Skills and Work Habits into Classroom Routines

- Display a list of Essential Skills and work habits to reference at any time.
- Ask learners to identify the Essential Skills and work habits they are demonstrating in classroom activities and make relevant school-work-life connections.
- Use [A Guide to Linking the Essential Skills and the Ontario Curriculum 2015](#) to identify and analyze Essential Skills tasks in classroom activities and search for sample activities connected to a variety of courses (see the next page for more information).

## Building Essential Skills and Work Habits through the Curriculum

Website	Location	Description
OSP	Assess Skills in Learning Activities	<ul style="list-style-type: none"> <li>Access <a href="#">A Guide to Linking the Essential Skills and the Ontario Curriculum 2015</a> which outlines a two-step process for identifying and analyzing Essential Skills (ES) tasks embedded in classroom activities.</li> </ul>
SkillsZone	Learning Activities Linked to Essential Skills and Work Habits	<ul style="list-style-type: none"> <li>Search for sample activities connected to everyday life and a variety of courses, including Locally Developed Credit Courses (LDCC) and non-credit courses.</li> </ul>
SkillsZone	Use the OSP to support the development of the “All About Me” portfolio – Activity Sheets	<ul style="list-style-type: none"> <li>Use the <a href="#">Connecting Essential Skills and Work Habits to Guest Speakers</a> as learners listen to a visitor in the classroom.</li> <li>Research a Career – Have learners see how workers use Essential Skills on the Job by completing the <a href="#">Essential Skills in Jobs</a> form and <a href="#">Career Reflection Worksheet</a>.</li> </ul>

Website	Location	Description
SkillsZone	Use the OSP to support the development of the “All About Me” portfolio – Activity Sheets	<ul style="list-style-type: none"> <li>Use the <a href="#">Learning Skills and Work Habits - Setting Goals to Keep Improving</a> to track and plan further skills development so that learners can achieve their goals.</li> </ul>

Key findings from the *Curriculum Essential Skills Linkages* Action Research (2009-2011) showed that linking instruction to Essential Skills and work habits and giving learners feedback on their skills demonstrations enhanced classroom relevance and student engagement and helped learners make decisions regarding courses, programs, post-secondary pathways and careers.

*“When students can see the connection between what they are doing at school and how it relates to the outside world, they see the point in attending. This is often the “hook” that keeps them coming back to class.”*

Beth Fischer, SAL Teacher, Bluewater DSB (2010)

### **OSP Tracking and Planning Tools (*Who do I want to become? What is my plan for achieving my goals?*)**

Website	Location	Description
OSP	Create an OSP Training Plan	<ul style="list-style-type: none"> <li>Create an OSP Training Plan that focuses on Essential Skills, job tasks and work habits related to learning activities.</li> <li>Teachers/Facilitators document learners’ skill demonstrations in the training plan. Skill-building activities can be recorded in the “other tasks” section of the training plan.</li> </ul>
OSP	Create an OSP Work Plan	<ul style="list-style-type: none"> <li>Create an OSP Work Plan that focuses on Essential Skills, job tasks and work habits related to a cooperative education placement or other experiential learning opportunities (see attached sample OSP Work Plan).</li> <li>Employers document learners’ skill demonstrations in the work plan.</li> </ul>

Website	Location	Description
OSP	Create an OSP Transition Plan	<ul style="list-style-type: none"> <li>• Create an OSP Transition Plan to identify opportunities to further develop and/or transfer their Essential Skills and work habits to everyday life and the next place they go – whether it’s further education, training or the workplace.</li> <li>• Use this information to create a résumé and a cover letter that are targeted to a job advertisement and prepare for job interviews.</li> </ul>
OSP	Track Your Skills	<ul style="list-style-type: none"> <li>• Use the OSP Tracker and OSP Reflection Worksheet to track and plan skills development.</li> <li>• Use the <i>SpeakUp</i> Project Worksheet to track skills demonstrations in Community Involvement, volunteer opportunities (e.g. <i>SpeakUp</i> and <i>Students as Researchers</i> Projects) and extracurricular activities.</li> <li>• Keep all OSP documentation in the IPP.</li> </ul>
SkillsZone	SkillsZone Videos – OSP Social Media Resource	<ul style="list-style-type: none"> <li>• Use the <a href="#">OSP Social Media Resource, Module 4</a>, to find out how to create, build and use their social media network as an important tool for realizing their personal and academic goals.</li> </ul>
OSP	Resources and Links – Ontario WorkInfoNet and iWin	<ul style="list-style-type: none"> <li>• Find information about skills, education, training as well as employment and volunteer opportunities at the provincial and local levels on the <a href="#">Ontario WorkInfoNet</a> and <a href="#">iWIN</a> websites.</li> </ul>

### Tips for Tracking and Planning Skills Development

#### Learners are encouraged to:

- Keep their OSP Tracker, OSP Reflection Worksheet and other OSP documents in their Individual Pathways Plan (IPP) to track, reflect and plan their skills development over time.
- Consider this skills information when making course, program, career and post-secondary pathway decisions as part of their Individualized Pathways Planning process.
- Use this information to conduct job searches, create a résumé and cover letters, and prepare for job interviews.
- Look for opportunities to continuously build your skills and transfer them to everyday life and the next place you go – whether it’s further education, training or the workplace.

#### **Creating an Ontario Skills Passport (OSP) Work Plan will help you:**

- Discuss your Essential Skills and work habits demonstrations with your supervisor.
- Get feedback on your skills demonstrations and plan for further skills development opportunities.
- Show future employers the tasks you have completed in your cooperative education or other work placement.

#### **Steps to Creating an OSP Work Plan**

Create your OSP Work Plan prior to, or within the first two weeks of, starting your work placement.

1. Go to [www.ontario.ca/skillspassport](http://www.ontario.ca/skillspassport) and click on Create an OSP Work Plan in the Learner's section.
2. Follow the steps to create an OSP Work Plan for your work placement. If you cannot find the exact occupation in the OSP database, you can work with your teacher to choose tasks from related occupations.

Tip: Choose a few skills for your work plan that you really want to develop during the placement.

3. Save your completed OSP Work Plan.
4. Print two copies of the OSP Work Plan. Do not close the document until it is saved and printed.
5. Give one copy to your teacher, and take the second copy to your work placement.
6. At the beginning of your placement, present your OSP Work Plan to your supervisor. When you review the work plan with your supervisor, ask him/her to delete or add any other tasks that are relevant in the work plan.
7. During your work placement, be open to receiving feedback. Here are some ideas for conversations starters with your placement supervisor:

*I want to do a good job in this placement. Do you have a few minutes to talk about my progress?*

*Which Essential Skills and work habits have I done well with so far?*

*What should I focus on this week?*

*Can I check in with you next week to get more feedback?*

The checklist format of the OSP Work Plan makes it quick and easy for your supervisor to check off the tasks and work habits you have demonstrated at the workplace.

8. Once you have been in your work placement for awhile, you may want to identify other Essential Skills tasks, perhaps at higher skill levels, to perform at your placement. While you cannot “redo” your existing work plan, you can return to the OSP website and create a new page that can be added to the end of your original work plan. Consult with your teacher and your supervisor to see if you will have the opportunity to perform these additional “reach ahead” tasks.
9. At the end of your placement, ask your supervisor to complete and sign the OSP Work Plan. Suggest that a photocopy of the signed copy be made and stored in your file at work. Your employer may wish to keep the work plan on hand until you have demonstrated more of the listed skills and work habits.
10. Place the completed, signed copy of the OSP Work Plan in your Individual Pathways Plan.





# Ontario Skills Passport Work Plan



## Skills and Tasks

*Skill levels are assigned to workplace tasks:  
Level 1 tasks are the least complex and level 4/5 tasks are the most complex.*

**Name:** sample

**Occupation:**

General Office Clerks (NOC Code: 1411)

Reading Text	
Tasks Performed	Check
skim incoming mail to determine who can deal with it.(1)	<input type="checkbox"/>
read memos regarding new systems, employees, policies and procedures.(1)	<input type="checkbox"/>
read minutes from staff meetings to establish a distribution list.(2)	<input type="checkbox"/>
proofread letters, reports and presentations that are being sent out of the office to clients.(2)	<input type="checkbox"/>
read forms that are relevant to the job, such as letters of credit and completed payroll and billing adjustment forms.(2)	<input type="checkbox"/>
Problem Solving	
Tasks Performed	Check
an error is noticed in a document. Contact the individual who produced the document to find out what wording was intended.(1)	<input type="checkbox"/>
a document is held up at the printing office and it will be difficult to get tasks completed within a set time frame. In this case, you may have to adjust the schedule to be ready to give priority to the delayed document as soon as it arrives.(1)	<input type="checkbox"/>
discrepancies have been found in the dollar figures when reconciling the accounting ledger. Compare slips and ledger entries to find the error.(1)	<input type="checkbox"/>
a computer or photocopier is malfunctioning. Try to fix the problem or call a technician.(2)	<input type="checkbox"/>

<b>Oral Communication</b>	
<b>Tasks Performed</b>	<b>Check</b>
talk to clients, in person or on the phone, and provide them with information. You are often the clients' first contact with the office.(1)	<input type="checkbox"/>
talk with contractors and suppliers to discuss discrepancies in invoices or to order supplies.(1)	<input type="checkbox"/>
interact with other employees, in person or by telephone, to share information about tasks, meetings, deadlines, work methods and the location of various documents.(1)	<input type="checkbox"/>
page employees over an intercom system.(1)	<input type="checkbox"/>
interact with couriers to clarify pickup and delivery times.(1)	<input type="checkbox"/>
maintain contact by phone with managers who are away. Relay essential information to them, including details of emergencies and questions from clients and suppliers which need their attention. Clarify situations regarding clients' cases. Miscommunication could result in a loss of time and/or money.(2)	<input type="checkbox"/>
receive instructions from supervisors and discuss tasks and priorities with them.(2)	<input type="checkbox"/>
<b>Finding Information</b>	
<b>Tasks Performed</b>	<b>Check</b>
look up names, addresses, phone numbers and sources for supplies and materials in the white and yellow pages of the phone book or in supplier directories.(1)	<input type="checkbox"/>
refer to databases to locate information on clients or companies.(1)	<input type="checkbox"/>
use computer manuals for assistance when using computer programs.(2)	<input type="checkbox"/>
obtain financial, legal, medical, security and policy and procedure information by contacting co-workers or departments and checking reference books.(2)	<input type="checkbox"/>
<b>Document Use</b>	
<b>Tasks Performed</b>	<b>Check</b>
look up phone numbers and addresses in phone books and office directories.(1)	<input type="checkbox"/>
read labels on supplies, shelves and incoming mail and produce mailing labels for outgoing mail.(1)	<input type="checkbox"/>
complete a variety of forms such as supply order forms, courier waybills, bill payments, invoices and fax forms.(2)	<input type="checkbox"/>
complete a retroactive payroll and billing adjustment form when there are discrepancies in cheques.(2)	<input type="checkbox"/>
obtain information from graphs and charts in financial reports and modify them to create updated reports.(3)	<input type="checkbox"/>
<b>Data Analysis</b>	
<b>Tasks Performed</b>	<b>Check</b>
make simple comparisons of data, for example, comparing monthly reports.(1)	<input type="checkbox"/>
calculate the average volume of various types of work activities over a period of time to establish workload trends.(3)	<input type="checkbox"/>
<b>Other Tasks</b>	
<b>Tasks Performed</b>	<b>Check</b>

<b>Working Safely</b>	
<b>Description</b>	<b>Check</b>
Working in a manner that prevents injury to self and others	<input type="checkbox"/>
Reporting unsafe conditions	<input type="checkbox"/>
Participating in health and safety training, as required	<input type="checkbox"/>
Using and wearing all required protective equipment and devices	<input type="checkbox"/>
<b>Teamwork</b>	
<b>Description</b>	<b>Check</b>
Working willingly with others	<input type="checkbox"/>
Showing respect for the ideas and opinions of others	<input type="checkbox"/>
Taking responsibility for his or her share of the work	<input type="checkbox"/>
Contributing to the team effort by sharing information, resources, and expertise	<input type="checkbox"/>
<b>Reliability</b>	
<b>Description</b>	<b>Check</b>
Being punctual	<input type="checkbox"/>
Following directions	<input type="checkbox"/>
Giving attention to detail	<input type="checkbox"/>
Using time effectively and producing work on time	<input type="checkbox"/>
Acting in accordance with health and safety practices	<input type="checkbox"/>
<b>Organization</b>	
<b>Description</b>	<b>Check</b>
Organizing work priorities when faced with a number of tasks	<input type="checkbox"/>
Devising and following a coherent plan to complete a task	<input type="checkbox"/>
Revising the plan when necessary to complete a task or to make improvements	<input type="checkbox"/>
<b>Working Independently</b>	
<b>Description</b>	<b>Check</b>
Accomplishing tasks independently	<input type="checkbox"/>
Independently selecting, evaluating, and using appropriate materials, tools, resources, and activities	<input type="checkbox"/>
Using prior knowledge and experience to solve problems and make decisions	<input type="checkbox"/>
<b>Initiative</b>	
<b>Description</b>	<b>Check</b>
Beginning and completing tasks with little prompting	<input type="checkbox"/>
Approaching new tasks with confidence and a positive attitude	<input type="checkbox"/>
Seeking assistance when necessary	<input type="checkbox"/>

**Self-advocacy**

Description	Check
Asking questions and seeking clarification, where appropriate	<input type="checkbox"/>
Identifying and making use of appropriate resources and support when needed	<input type="checkbox"/>
Being proactive regarding individual rights and responsibilities, where appropriate	<input type="checkbox"/>

**Customer Service**

Description	Check
Listening effectively to determine and meet clients' needs	<input type="checkbox"/>
Interacting positively with both co-workers and clients/customers	<input type="checkbox"/>
Endeavouring to meet and exceed expectations	<input type="checkbox"/>
Creating a positive impression of the company or organization	<input type="checkbox"/>

**Entrepreneurship**

Description	Check
Recognizing and acting on opportunities	<input type="checkbox"/>
Showing perseverance	<input type="checkbox"/>
Being innovative and creative	<input type="checkbox"/>
Being versatile and resourceful	<input type="checkbox"/>

**Employer Information**

Company Name	Supervisor's Name	Phone Number	Email	Duration of Placement

**Employer Comments**

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\_\_\_\_\_  
Employer Signature

\_\_\_\_\_  
Date

<http://www.ontario.ca/skillspassport>