

Essential Skills for Working and Learning

Overall Expectations

- ESV.01** • identify and describe the workplace essential skills necessary for success in life, school, and work;
- ESV.02** • identify the literacy and numeracy strategies that support the application of workplace essential skills, and use them to complete specific tasks in the school, the community, or real or simulated workplace settings;
- ESV.03** • describe learning and thinking strategies, and use them effectively in the school or community;
- ESV.04** • plan for, assess, and document their ongoing development of selected workplace essential skills.

Understanding Workplace Essential Skills

- ES1.01** - identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., the Human Resources and Skills Development Canada [HRSDC] website, the Ontario Skills Passport, brochures on essential skills, employers);
- ES1.02** - identify the most important workplace essential skill requirements for a range of occupations, using various resources and personal workplace experiences (e.g., Essential Skills Occupational Profiles from the HRSDC website, employers);
- ES1.03** - describe how the essential skills are transferable from home to school, school to work, occupation to occupation, and sector to sector.

Using Literacy and Numeracy Strategies

- ES2.01** - identify the numeracy strategies required for calculation and estimation, and use them effectively to manage money (e.g., make change), work with schedules and budgets (e.g., schedule room reservations), analyse data (e.g., compare monthly reports), and measure and make numerical calculations (e.g., measure ingredients and reduce quantity by half) with real work-place materials in the school, the community, or real or simulated workplace settings;
- ES2.02** - identify strategies for reading and interpreting text (e.g., pre-reading strategies, such as identifying signal words; strategies used during reading, such as sorting ideas using a concept map; post-reading strategies, such as writing brief notes in response to a text), and use them effectively for specific tasks in the school, the community, or real or simulated workplace settings, using real workplace materials;
- ES2.03** - identify strategies for writing text, with or without a computer (e.g., generating ideas using rapid writing; developing ideas using mapping; revising using peer editing), and use them effectively for specific tasks in the school, the community, or real or simulated workplace settings, using real workplace materials;
- ES2.04** - identify strategies for communicating orally (e.g., active listening, paraphrasing, verbal affirmation), and use them effectively in the school or community;
- ES2.05** - explain how non-verbal communication (e.g., body language, dress, facial expressions, gestures) can affect the communication of an intended message.

Using Learning and Thinking Strategies

- ES3.01** - describe and effectively use a process for reflecting on their home, school, or community experiences (i.e., describe the experience, assess their performance, set goals for the future, identify strategies for achieving them, apply learning in a new situation), and explain how the reflection process contributes to continuous learning;
- ES3.02** - describe how they learn best (e.g., by visual means, in kinesthetic ways, by using various technologies, through discussion), and use this knowledge to develop effective strategies for learning in school and in the community;
- ES3.03** - describe strategies for remembering (e.g., using mnemonics, dividing written materials into memorable "chunks"), and use these effectively in situations that require significant use of memory in school and in the community;
- ES3.04** - describe a process for decision making, and use it effectively in situations in school (e.g., in selecting school subjects) and in the community;
- ES3.05** - describe a process for problem solving, and use it effectively in challenging situations (e.g., in dealing with problems that arise in group work) in school or in the community.

Developing Workplace Essential Skills

- ES4.01** - assess their use of selected workplace essential skills, using feedback from others (e.g., peers, teachers, supervisors);
- ES4.02** - demonstrate the ability to plan for the development of the workplace essential skills that they require to complete specific tasks in school and in the community;
- ES4.03** - document their development of selected workplace essential skills, including evidence of development of these skills from their Ontario Skills Passport.

Personal Management**Overall Expectations**

- PMV.01** • identify their interests, strengths, and needs, and describe how these influence their decisions about education and work;
- PMV.02** • identify and use effectively the strategies required to manage their behaviour in school and in the community;
- PMV.03** • identify and use effectively the interpersonal and teamwork skills and strategies required when working with others in school or in the community;
- PMV.04** • demonstrate the ability to use the task-planning and organizing skills and strategies that are required for success in school and in the workplace.

Self-Knowledge

- PM1.01** - identify, summarize, and document various aspects of their personal profile (e.g., interests, skills, needs, values), using feedback from others, personal reflection, and information from standardized assessment tools, and explain how this information contributes to the development of their goals and plans (e.g., decisions about course selection, part-time work, work experience placements);
- PM1.02** - describe how learning from experience (e.g., work done in school subjects, volunteering, part-time jobs) can influence their plans for learning and work;
- PM1.03** - identify and describe internal and external factors that motivate them (e.g., sense of satisfaction, money, recognition), and explain how such factors may influence the achievement of their short-term goals for learning and work.

Self-Management

- PM2.01** - describe strategies used by people in school or in the workplace to manage themselves effectively when dealing with challenges (e.g., changes, stress, work overload);
- PM2.02** - identify the strategies (e.g., change management, stress management, anger management) that they use to manage their behaviour in response to a variety of situations, and describe how their management of these situations influences their relationships with others, their achievement in school, and their accomplishments in the community and workplace;
- PM2.03** - demonstrate effective use of strategies to manage their behaviour in challenging situations (e.g., work overload) in school and in the community (e.g., prioritizing to balance school and part-time job or home responsibilities);
- PM2.04** - obtain the resources and support required to meet their needs in school and in the community in appropriate ways (e.g., by asking questions, clarifying needs).

Working With Others

- PM3.01** - explain how diversity (e.g., in perspective, ability, culture, gender) can contribute to effective and productive group work;
- PM3.02** - identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives), and use them to work collaboratively to accomplish team goals in the school or community;
- PM3.03** - describe strategies for managing conflict (e.g., negotiation, mediation), and use these strategies effectively when working with others in the school or community;
- PM3.04** - identify a specific need in the school or the community, and respond to this need, working as part of a team (e.g., coordinate a food drive).

Task Planning and Organization

- PM4.01** - describe their use of time, and assess the effectiveness of their time-management skills;

- PM4.02** - demonstrate effective use of time-management skills (e.g., prioritizing, allocating adequate time, limiting interruptions, overcoming procrastination) and time-management tools (e.g., personal planners, schedules, "to-do" lists) to complete tasks in the school and community;
- PM4.03** - develop and complete a project (e.g., set up a job shadowing experience), using task-planning and organizing skills and strategies (e.g., clustering and sequencing of tasks, scheduling), and evaluate the success of the project.

Exploration of Opportunities

Overall Expectations

- EOV.01** • demonstrate the ability to research information about education and work opportunities, using print, electronic, and human resources;
- EOV.02** • describe opportunities for earning and work, and identify ways in which they can prepare for these opportunities;
- EOV.03** • demonstrate an understanding of the nature of work and of workplace expectations and issues;
- EOV.04** • identify, explain, and follow health and safety policies and procedures in school and in workplace settings.

Researching Information

- EO1.01** - use an inquiry process (i.e., formulate and ask questions; gather, organize, interpret, assess, and present information) to locate information about education and work opportunities related to their career interests (e.g., school subjects, cooperative education, certification courses, work experience opportunities);
- EO1.02** - locate information for a range of occupations, using print, electronic, and human resources (e.g., Ontario Prospects, National Occupational Classification, mentors, guidance counsellors);
- EO1.03** - describe, through investigation, learning opportunities (e.g., cooperative education, Ontario Youth Apprenticeship Program, school courses, industry certification, first-aid training) that are related to their education and career goals, using resources in the school (e.g., guidance counsellors, teachers, the Internet) and in the community (e.g., career centres, local businesses, employment and community support agencies);
- EO1.04** - report on occupations in selected fields of work, using information gathered from interviews (e.g., by e-mail, in person, by telephone) and experiential learning (e.g., job shadowing, job twinning, simulations, site visits).

Exploring Learning and Work Opportunities

- EO2.01** - demonstrate knowledge of a range of occupations (e.g., duties, employment prospects, required knowledge and skills) and of the related education and/or training requirements;

- EO2.02** - describe the educational opportunities available in school (e.g., specific courses), in the community/workplace (e.g., job shadowing, volunteer work, first-aid training), or on the Internet (e.g., e-learning, e-cooperative education) that can contribute to the achievement of their goals for learning and work;
- EO2.03** - describe the characteristics and skills required for self-employment, including entrepreneurship;
- EO2.04** - describe work-style alternatives (e.g., contract work, job sharing, "flex-time" arrangements, telecommuting), and identify which ones best suit their interests, skills, and values.

Understanding the Workplace

- EO3.01** - identify the attitudes, behaviours, habits, and skills, including the workplace essential skills, required to obtain and keep a job;
- EO3.02** - explain workers' rights (e.g., right to refuse unsafe work, right to accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., Hazardous Products Act, Ontario Human Rights Act);
- EO3.03** - identify various workplace issues (e.g., ethics, confidentiality, harassment, equity, responsible use of technology), and explain how policies and procedures dealing with these issues contribute to a positive and productive work environment;
- EO3.04** - describe the role of unions in the workplace.

Demonstrating Health and Safety Awareness

- EO4.01** - identify health and safety hazards in school and in the workplace;
- EO4.02** - explain and follow health and safety policies (e.g., proper handling of tools/equipment, correct use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) at school or in a workplace setting;
- EO4.03** - identify procedures for reporting accidents and unsafe practices in school and in the workplace.

Preparation for Transitions and Change

Overall Expectations

- PTV.01** • identify changes and transitions that take place in their lives, and describe strategies to effectively manage these changes;
- PTV.02** • identify goals and develop plans for their learning in school, the community, and the workplace;
- PTV.03** • apply job-search strategies and tools to find or create opportunities for work and for learning about work.

Managing Change

- PT1.01** - identify and describe the changes and transitions that can occur during adolescence and young adulthood (e.g., a move to a new community, transition from Grade 8 to Grade 9);

- PT1.02** - describe the positive and negative impact of changes in their lives (e.g., going to a new school);
- PT1.03** - identify strategies for managing changes (e.g., preparing and planning for changes), both planned (e.g., a move, a part-time job) and unplanned (e.g., illness).

Planning for Learning and Work

- PT2.01** - identify their career goals and explain how these relate to their interests, skills, and values;
- PT2.02** - describe the career-planning process (i.e., determine personal interests and attributes; investigate education and career opportunities in the school, community, and work-place; decide which opportunities to select; plan the transition), and use it to develop goals and plans for learning and work;
- PT2.03** - identify strategies (e.g., back-up plan, tutoring) to overcome possible difficulties in achieving their goals;
- PT2.04** - describe factors that are changing the workplace (e.g., technology, globalization) and the implications that these may have for their learning and work plans.

Searching for Work

- PT3.01** - identify various job-search strategies (e.g., conducting on-line job searches, developing a personal network, making "cold calls") and tools (e.g., résumé, covering letter), and find or create opportunities for experiential learning, part-time work, or summer employment using these strategies;
- PT3.02** - communicate their interest in a volunteer or work opportunity by telephone or e-mail and by completing a real job application form;
- PT3.03** - use job interview skills effectively in simulated and/or real workplace interviews;
- PT3.04** - document evidence of the knowledge and skills (including workplace essential skills) that they have acquired in school, the community, or the workplace, using the Ontario Skills Passport and other tracking tools;
- PT3.05** - create effective job-search tools (e.g., résumé, covering letter, portfolio) that reflect their knowledge, strengths, experience, and skills (including workplace essential skills), using a word-processing program and appropriate vocabulary and conventions, for an experiential learning, volunteer, or work opportunity.