

Ontario Skills Passport Resource Backgrounder

<http://skills.edu.gov.on.ca>

Name of resource	OSP Job Shadowing – Take Our Kids to Work Day
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Date resource was produced	September 2005
Original language submitted	<input checked="" type="checkbox"/> English <input type="checkbox"/> French
Computer use required when using this resource?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Fonts used in handouts	Verdana Lucinda
Background information	<p>The OSP Job Shadowing Resource can be used on “Take Our Kids To Work Day” or in other types of job shadowing experiences. It contains the following:</p> <ul style="list-style-type: none"> • Ontario Skills Passport Resource Backgrounder • Key Messages to Consider in Using an Ontario Skills Passport (OSP) Resource • OSP Job Shadowing Resource – Teachers’ Notes • Job Shadowing at a Glance – Fig.1 • OSP Job Shadowing – Sample Parent Consent Form • Job Shadowing Checklist • OSP Skills and Work Habits Tracker • Job Shadowing - Visual Report <p>“Take Our Kids to Work Day” - For more information, go to http://www.takeourkidstowork.ca/.</p> <p>Job Shadowing - allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation (<i>Cooperative Education and Other Forms of Experiential Learning, section 1.2</i>). Teachers and trainers need to consult school/board/organization policy re: appropriate forms required for job shadowing as well as roles and responsibilities. It is strongly recommended that students/participants complete the Passport to Safety test online at http://www.passporttosafety.com before a job shadowing experience.</p>
Purpose of Lesson	To help students or participants in job training programs understand how workers use their Essential Skills in the workplace.
Recommended target group (e.g. grade levels, student ages, newcomers, unemployed youth, etc.)	Any secondary school student participating in “Take Our Kids to Work Day”. This resource can also be used by students enrolled in the Grade 10 “Discovering the Workplace” course or for other types of job shadowing experiences.
Teacher/trainer notes	<ol style="list-style-type: none"> 1. Arrange for an appropriate job shadowing opportunity for the student/participant. Note to teachers- please see the “OSP Job Shadowing Resource Teachers’ Notes” which accompanies this resource. 2. Provide students/participants with copies of the appropriate forms. 3. Log onto the Passport to Safety website at http://www.passporttosafety.com/teacher_docs/teacher-info.pdf to obtain passwords and PIN Numbers so that your students can take the online test for free.

	<ol style="list-style-type: none"> 4. Arrange for students/participants to complete the Passport to Safety online test at http://www.passporttosafety.com and/or other appropriate materials on workplace health and safety. Please note that you need to provide them with passwords and PIN numbers. 5. Provide students/participants with a copy of the OSP Skills and Work Habits or arrange for access to the Ontario Skills Passport website at http://skills.edu.gov.on.ca. Click on "OSP Skills and Work Habits" located in the navigation bar at the top of the page. 6. Explain that the skills listed in the OSP are what Human Resources and Skills Development Canada (HRSDC) refers to as Essential Skills: skills that are used in virtually all occupations and throughout daily life. Use the list of OSP Work Habits to discuss the work habits that are needed for success in the workplace. 7. Provide each student/participant with a copy of the OSP Skills and Work Habits Tracker sheet. Please note that all of the OSP Skills are listed in the OSP Skills Tracker sheet but they are not required to record sample tasks for every skill. You also have the option to ask students/participants to pick only 4 or 5 skills that they really want to focus on during the job shadowing experience. 8. Review vocabulary as required (i.e. WHMIS – Workplace Hazardous Materials Information System, Authentic Workplace Materials – forms, tables, graphs, brochures, regulations, etc. that are used in workplaces. Go to http://srv600.hrdc-drhc.gc.ca/esrp/english/general/Auth Work Mats e.shtml to download examples of AWMs. 9. Review assignment as well as the assessment and evaluation tools. 10. After the job shadowing experience, provide students/participants with an opportunity to: discuss the experience, share any Authentic Workplace Materials they have collected and "analyse it in relation to their educational and career planning, and set or review their future goals in the light of what they have learned" (<i>Cooperative Education and Other Forms of Experiential Learning, section 1.2</i>).
Estimated time required for effective use of resource	2-3 days
Connections to the curriculum or training programs	<p>Any secondary school student participating in "Take Our Kids to Work Day". This resource can also be used by students enrolled in the Grade 10 "Navigating the Workplace" course or for other types of job shadowing experiences.</p> <p>Curriculum Linkages for Ontario Educators</p> <p>Career Studies – GLC20 - identify the skills they have developed through school subjects (e.g., literacy, numeracy, communication) and through community experiences and explain how these skills are transferable to work and other life roles</p> <p>Guidance (Discovering the Workplace) – GLD 20 - 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 <i>Ontario Skills Passport</i>, brochures on essential skills, employers)</p> <p>- 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</p>

	(e.g., job shadowing, job twinning, simulations, site visits)
Information on Essential Skills Research (ESR) and the OSP that is relevant to the resource	See attached "Key Messages to Consider In Using an Ontario Skills Passport (OSP) Resource".
Relevant references and/or links to the Ontario Skills Passport website (and if appropriate, to the Human Resources and Skills Development Canada (HRSDC) Essential Skills Research website).	<p>Go to http://skills.edu.gov.on.ca to find out more information about skill levels. Click on FAQs located in the navigation bar at the top of the page and then scroll down to find the section on skill levels.</p> <p>Go to http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home_e.shtml to access more information about Authentic Workplace Materials (located in the menu on the left side of the page).</p> <p>Job Shadowing - allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. A student may participate in more than one job shadowing experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing may be integrated into any credit course and may also be components of a student's school-work transition program. (<i>Cooperative Education and Other Forms of Experiential Learning – section 1.2</i>)</p> <p>The preparation of students for job shadowing should include in-school instruction on employer's expectations, workplace health and safety procedures, and work ethics and attitudes. Teachers are responsible for ensuring the selection of appropriate placements in safe work environments. For students who are participating in job shadowing for more than one day and who are fourteen years of age or older, a Work Education Agreement form must be completed to ensure Workplace Safety and Insurance coverage (see Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs"). Coverage is not provided for students involved in only a half- to one-day experience, or for students under the age of fourteen. Job shadowing experiences lasting one day or less should be treated as field trips. Any forms that are required in connection with field trips must also be completed for students participating in job shadowing. (<i>Cooperative Education and Other Forms of Experiential Learning – section 1.2</i>)</p>
Also included: (please check all that apply)	<p><input checked="" type="checkbox"/>sample Authentic Workplace resources</p> <p>Go to http://srv600.hrdc-drhc.gc.ca/esrp/awm/pdf/027.pdf to download an example of a WHMIS document that you can print and show to the class as an example of an Authentic Workplace Material.</p> <p><input checked="" type="checkbox"/>assessment and evaluation methods</p> <ul style="list-style-type: none"> • Job Shadowing Checklist (formative) • OSP Skills and Work Habits Tracker (formative) • Visual Report (summative) – adapted from an activity from The Big Picture – "Student Applications of Work and Learning (AWAL)" activity <p><input checked="" type="checkbox"/>glossary of terms</p> <p>WHMIS – Workplace Hazardous Materials Information System</p> <p>Authentic Workplace Materials - materials (forms, tables, graphs, brochures, regulations, etc.) that are used in workplaces.</p> <p>NOC – National Occupational Classification – for more information, go to http://www23.hrdc-drhc.gc.ca/</p> <p><input checked="" type="checkbox"/>links to other resources and/or initiatives, bibliography</p>

	<p>The Big Picture has an excellent list of sample questions that can be asked during a job twinning or job shadowing experience. Go to http://www.awal.ca/files/BigPictureOnt/BigPictureOnt.html and click on the "Job Twinning" resource.</p> <p>WorkSmartOntario - http://www.worksmartontario.gov.on.ca/scripts/default.asp</p>	
<p>OSP skills and work habits that are highlighted in this resource:</p> <p>(please check all that apply)</p>	<p><u>OSP Skills</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Use of documents <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Numerical estimation <input checked="" type="checkbox"/> Money math <input checked="" type="checkbox"/> Measurement and calculation <input checked="" type="checkbox"/> Scheduling or budgeting and accounting <input checked="" type="checkbox"/> Data analysis <input checked="" type="checkbox"/> Oral communication <input checked="" type="checkbox"/> Decision making <input checked="" type="checkbox"/> Problem solving <input checked="" type="checkbox"/> Job task planning <input checked="" type="checkbox"/> Use of computers <input checked="" type="checkbox"/> Finding information 	<p><u>OSP Work Habits</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working safely <input type="checkbox"/> Teamwork <input type="checkbox"/> Reliability <input type="checkbox"/> Initiative <input type="checkbox"/> Customer service <input type="checkbox"/> Entrepreneurship
Type of software used in creation of resource	MS Word	
Other important information		
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