

JOB TWINNING: FOCUSING ON ESSENTIAL SKILLS

NOTES FOR TEACHERS

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

Job twinning is a one-on-one observation of a cooperative education student at his or her placement. Students participating in a job twinning experience “obtain a broader range of career information through observation in typical workplace environments” (*Cooperative Education and Other Forms of Experiential Learning 2000, p. 6*). Focusing specifically on the essential skills in the workplace helps students to understand and value the transferability of their skills from school to work, job to job and sector to sector.

Materials that Accompany this Resource

- OSP Resource Backgrounder
- Key Messages to Consider in Using the Ontario Skills Passport (OSP) Resources
- Notes for Teachers
- Job Twinning Process at a Glance

Sample Consent Forms and Student Assignments

1. Cooperative Education Job Twinning Program: Parent Consent Form (sample)
2. Job Twinning Student Organizer
3. OSP Skills and Work Habits Tracker
4. Interview Questions
5. Ready Set Go Whoa! Graphic Organizer
6. Reflection
7. Visual Report

Who can participate in a job twinning experience?

Teachers of the various disciplines can offer their students this opportunity as well as link the experience to their specific curriculum expectations. The job twinning experience, although applicable for any student in any classroom, is especially suited for the grade 10 Career Studies student and/or the student considering a cooperative education program. It may be integrated with a credit course or may be part of a student’s school-work transition program. For more information see the *Cooperative Education and Other Forms of Experiential Learning 2000* document available on the Ministry of Education’s website at <http://www.edu.gov.on.ca>.

Teachers should consider:

- the relevance of the placement to a student’s interest; and the
- student’s prior learning and assignment expectations.

After participating in a job twinning experience, students can:

- make more informed decisions about course selections (e.g. experiential learning opportunities like cooperative education);
- recognize essential skills used in the workplace;
- recognize work habits needed for success in the workplace;
- understand the connection between skills developed at school, home and in the community to what is expected in the workplace; and
- note the complementary relationship between job twinning and academics.

ROLES

The role of the classroom teacher is to:

- arrange an interview with the cooperative education teacher to discuss the job twinning experience, procedures, etc.;
- verify that the placement assessment requirements are met;
- arrange a meeting of the cooperative education student with the job twinning student;
- provide both the cooperative education student and job twinning student information about their roles, responsibilities, and expected workplace behaviour;
- arrange for students to complete the **Passport to Safety online test*** at <http://www.passporttosafety.com> and/or other appropriate materials on workplace health and safety;
- provide the job twinning student with information about the assignment expectations (e.g. OSP Skills and Work Habits Tracker, etc.); and
- review the workplace location with the student.

*Log onto the Passport to Safety website at http://www.passporttosafety.com/teacher_docs/teacher-info.pdf to obtain **passwords and PIN Numbers** ahead of time so that your students/participants can take the online test for **free**.

Note re: forms & safety information

Teachers can obtain necessary forms from the cooperative education teacher and the teachers' manual. The *one day* experience is treated like a field trip, therefore regular field trip forms are used (as per policy). *Safety Tips* information for parents and students can be found at <http://www.passporttosafety.com>.

The role of the student is to:

- obtain necessary forms needed for the job twinning experience (see Board policy e.g. the Student Statement of Understanding Agreement and Confidentiality Form);
- return signed and completed forms to teacher;

- meet with cooperative education teacher, cooperative education student, and classroom teacher;
- comply with the rules of the workplace;
- understand that they are ultimately responsible for their own safety; and
- meet all expectations set out by the teacher and/or cooperative education teacher (e.g. complete **Passport to Safety test*** on-line at <http://www.passporttosafety.com>, “Ready Set Go Whoa!” activity, etc.).

*Passport to Safety is optional but strongly recommended

The role of the parent is to:

- ensure that job twinning experience is appropriate and applicable to the interests of the student;
- sign applicable field trip consent forms;
- sign job twinning consent form;
- review *Safety Tips* information sheet; and
- arrange transportation (to and from workplace location).

The role of the employer is to:

- provide supervision;
- provide a safe workplace; and
- inform student about safety procedures.

The job twinning experience includes the following:

- a discussion about what the student wants to learn/discover from the job twinning experience;
- an interview with cooperative education department personnel so as to determine a suitable job twinning partner;
- pairing the student interested in experiential learning with an appropriate cooperative education student;
- a signature of consent from parents regarding the job twinning placement and their responsibility for transporting the student to and from the placement location;
- review of the Essential Skills Research and work habits for success in the workplace;
- prior learning activities to help the student prepare for the experience;
- a meeting with the cooperative education student to discuss the job placement and the student’s assignment expectations;
- a review of the location of the workplace;
- a clear explanation of the employer’s expectations and appropriate behaviour in the workplace;

- a review of Workplace Health and Safety Procedures – students are to receive the Passport to Safety “Safety Tips” information sheet, complete the Passport to Safety online test and then submit the certificate to their teacher;
- a record of the essential skills used at the job twinning workplace as identified through observation,
- an opportunity to reflect on the experience; and
- an opportunity to discuss and analyze how it relates to career planning.

Job Twinning Process At-A-Glance is a great visual to help explain the job twinning process.

Activities

This resource contains activities that the student can complete before, during and after the job twinning experience (see Handouts section).

Before the Job Twinning Experience

The student can:

- complete the “Ready” and “Set” portions of the “**Ready Set Go Whoa!**” activity. The student can also use the Ontario Skills Passport website (<http://skills.edu.gov.on.ca>) to research the kinds of tasks that workers do in occupations related to their job twinning experience.
- interview the cooperative education student and record answers in the “**Job Twinning Interview**” handout. The student also asks the cooperative student if he/she is able to answer any of the questions in the **Set** section of the RSGW! Graphic Organizer. If yes, responses are then recorded in the **Go** section of the graphic organizer.

It is strongly recommended that students complete the Passport to Safety test online at <http://www.passporttosafety.com> before the job twinning experience.

During the Job Twinning Experience

The student brings handouts the following to the workplace:

- ✓ Job Twinning Student Organizer
- ✓ OSP Skills and Work Habits Tracker
- ✓ Ready Set Go Whoa! Graphic Organizer (Note: The “Ready,” and Set” sections have already been completed. During the work placement, the student can write observations in the “Go” and “Whoa” sections)

The student can:

- use the “**OSP Skills and Work Habits Tracker**” to record the kinds of tasks performed by the cooperative education student as well as other employees while at the work placement;
- collect **one example of an Authentic Workplace Material** while at the workplace with the cooperation of the cooperative education student and the permission of the employer as needed (i.e. a job application form); and
- record any information he/she finds interesting or surprising about the occupation. These responses are recorded in the **Whoa!** section of the RSGW! Graphic Organizer.

At the end of the job twinning experience, the cooperative education student will *sign off* on the “**Job Twinning Student Organizer**” and submit it along with other assignments as required.

After the Job Twinning Experience

The student can:

- reflect on their job twinning experience by completing the **Job Twinning Reflection** questions;
- complete a **Visual Report**; and/or
- create an **OSP Work Plan** using the essential skills’ information they gathered during the job twinning experience. Students can refer to their “OSP Skills and Work Habits Tracker” and choose a few skills and tasks that would be applicable to their job twinning workplace. Go to <http://skills.edu.gov.on.ca> for more information on how to create an OSP Work Plan.

The information gathered by the student may be used as:

- a component of his/her career portfolio;
- personal research for career interest and goal planning;
- course selection (e.g. cooperative education program);
- literacy preparation (write a summary, etc)
- research information for an assignment on the specific career

HANDOUTS

JOB TWINNING: FOCUSING ON ESSENTIAL SKILLS

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

- Cooperative Education Job Twinning Program: Parent Consent Form (sample)
- Job Twinning Student Organizer
- Job Twinning Interview Questions
- OSP Skills and Work Habits Tracker
- *Ready Set Go Whoa!* Graphic Organizer
- Job Twinning Reflection
- Job Twinning Visual Report

SAMPLE: Cooperative Education Job Twinning Program Parent Consent Form

Note: This is a sample only. Please make sure that you use the appropriate forms as required by your board.

Date of Job Twinning Experience: _____ Departure Time: _____ Arrival Time: _____

Destination: _____

Supervising Teacher: _____

To the Parent/Guardian: Your son/daughter has the right and responsibility to have a safe and educational workplace visit. Health and safety education is an important element of this experiential learning opportunity. Review this form, the information in the Student Statement of Understanding Agreement and Confidentiality Form, with your son/daughter and sign below. If you have additional questions about safety, contact the co-operative education teacher.

- | | | |
|--------------------------|--------------------------|--|
| Yes | No | My son/daughter, _____, has my permission to participate in Job Twinning experiential learning on _____. |
| <input type="checkbox"/> | <input type="checkbox"/> | I understand that there may be risks associated with my son/daughter visiting a workplace. |
| <input type="checkbox"/> | <input type="checkbox"/> | I will be responsible for ensuring that my son/daughter gets to the workplace and home safely, at my expense. |
| <input type="checkbox"/> | <input type="checkbox"/> | My son/daughter will accompany cooperative education student _____ at the _____ workplace. |
| <input type="checkbox"/> | <input type="checkbox"/> | My son/daughter may be photographed, interviewed, or videotaped on this day. |
| <input type="checkbox"/> | <input type="checkbox"/> | My son/daughter has my permission to participate in this program. In the event that my son/daughter does not abide by the Workplace Rules and regulations, policy for safety, and the school "Code of Conduct"; I can be reached at _____. |
| <input type="checkbox"/> | <input type="checkbox"/> | My son/daughter will report to _____ at _____. |
| | | (Supervisor) (organization) |

Parent/Guardian Signature: _____

Date: _____ Student: _____ Teacher: _____

JOB TWINNING – STUDENT ORGANIZER

In preparation for my job twinning experience, I will ensure that the following expectations have been fulfilled:

- Meet with the **Cooperative Education teacher** to discuss employer’s expectations, workplace health and safety procedures, and work ethics and attitudes.

Date: _____ Time: _____ Meeting Room: _____ Name of Teacher: _____

Cooperative education teacher signature: _____ Date: _____

- Meet with the **Cooperative Education student** to discuss the occupation and workplace health and safety procedures. I understand that I will be completing the “**Job Twinning Interview Questions**” during this meeting.

Date: _____ Time: _____ Meeting Room: _____ Name of Student: _____

Cooperative education student signature: _____ Date: _____

- Obtain the **password** and **PIN number** from my teacher for the **Passport to Safety** online test and complete the test prior to my job twinning experience.

Passport to Safety website address: <http://www.passporttosafety.com>

Password: _____ PIN: _____

Date test completed: _____

- Return the following forms to my teacher **before** the Job Twinning experience. (*NOTE: list the names of all the forms you are handing to the student that require parent signature and need to be returned to you. Each Board has its own policies.*)

- My job twinning experience is arranged for:

Date: _____ Time: _____ Name of Company/Organization: _____

Address: _____

- Complete the following assignments during and after my job twinning experience: (*teacher chooses assignments as appropriate*)

| Activity | Due Date |
|--------------------------------------|-----------------|
| OSP Skills and Work Habits Tracker | |
| Ready Set Go Whoa! Graphic Organizer | |
| Reflection | |
| Visual Report | |

Job twinning student signature: _____ Date: _____

JOB TWINNING INTERVIEW QUESTIONS

In point form or sentences, record the responses of the **cooperative education student** to all of the following questions:

PART A

1. How would you describe the job you do?

2. Which **essential skills** do you use the most at the workplace (refer to OSP Skill Tracker)?

3. Which **Essential Skills** would you like to further develop at school so you can be more prepared for the workplace?

PART B

Ask the cooperative student at **least two** of the following questions and write their responses.

1. What education (specifically course selections) at school do you think have helped you to do this job?

2. What experiences at home, school or in the community have helped you in the workplace?

3. What kind of training have you received to do this job?

4. What was the biggest surprise for you in terms of the employers' expectations?

5. What would you change about your job if you could?

6. What other kinds of jobs could you get with your experience from this job?

OSP Skills and Work Habits Tracker – Instructions to Student

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

The Ontario Skills Passport (OSP) is a resource that provides clear descriptions of the skills used in virtually all occupations. Focusing specifically on the essential skills in the workplace can help you understand and value the **transferability** of your skills from school to work, job to job and sector to sector.

Before the Job Twinning Experience

- Review the list of skills and work habits on the **OSP Skills and Work Habits Tracker**. Choose **three or four skills** that you want to learn more about.
- Reflect on how you **already** demonstrate these skills and work habits at school, at home, and/or in the community (e.g. *Reading* – read an article in a snowboarding magazine to find out about new types of snowboards on the market; *Use of computers* – created an Excel spreadsheet to track expenditures for an accounting class; *Writing* – wrote an informational paragraph about Alexander Graham Bell in English class).
- Visit the OSP website at <http://skills.edu.gov.on.ca>. Click on the “**Getting Started**” button on the OSP homepage to learn more about essential skills and work habits required for success in the workplace. Click on “**List of Occupations in the OSP Database**” to find a description of occupations you may be interested in as well as a list of the “most important essential skills” for different occupations.

During the Job Twinning Experience

- Choose **three or four skills** and ask the cooperative education student how he/she uses each skill on-the-job. Record the student’s responses in the **OSP Skills and Work Habits Tracker** sheet. For example, the cooperative education student may have to fill out order forms (Use of documents) or talk to coworkers about what work needs to be completed (oral communication, job task planning). If the cooperative education student cannot think of an example for a particular skill you can skip it and ask about a different skill.
- If possible, seek permission from the supervisor to take an **Authentic Workplace Material** such as a job application or an order form used by the company. You can include this with your assignment.

After the Job Twinning Experience




Submit your completed OSP Skills and Work Habits Tracker sheet to your teacher as well as other assignments as required.

OSP Skills and Work Habits Tracker

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

1. Ask the cooperative education to identify **work habits** he/she feels are important for the job and to give an example of how he/she demonstrates good work habits.

2. Choose **three or four skills** and ask the cooperative education student how he/she uses each skill on-the-job. If the cooperative education student cannot think of an example for a particular skill, then skip it and ask about a different skill! If possible, seek permission from the supervisor to take an Authentic Workplace Material such as a job application or an order form used by the company. You can include these materials with your assignment.

| OSP Skills and Work Habits | Example of a how the cooperative education student demonstrates this skill or work habit at his/her workplace |
|---|---|
| <p>Work Habits:</p>  | |
| <p>Reading: The comprehension of text consisting of sentences and paragraphs.</p>  | |
| <p>Writing: The preparation of written materials for a variety of purposes.</p>  | |

Use of documents:

The use of labels, lists, signs, graphs, charts, tables, forms, and other similar materials.



Use of computers:

The use of any type of computerized technology.



Numeracy

Money math: The use of mathematical skills in making financial transactions, such as handling cash, preparing bills, and making payments.









Scheduling or budgeting and accounting: Planning for the best use of time and money, as well as monitoring of the use of time and money.



Measurement and calculation:

The measurement and calculation of quantities, areas, volumes, and/or distances.



| | | |
|---|---|--|
| | <p>Data analysis: The collection and analysis of data in numerical form.</p>  | |
| | <p>Numerical estimation: The production of estimates in numerical terms.</p>  | |
| <p>Oral communication: The use of speech for a variety of purposes.</p>  | | |
| <p>Thinking Skills</p> | <p>Job task planning: The planning and organization of one's own work.</p>  | |
| | <p>Decision making: The making of any type of decision, using appropriate information.</p>  | |
| | <p>Problem solving: The identification and solving of problems.</p>  | |

Finding Information: The use of a variety of sources, including written text, people, computerized databases, and information systems.



Record observations or notes on the work environment:

READY SET GO WHOA! INSTRUCTIONS TO THE STUDENT

Complete the “READY” section and the “SET” sections **before** the job twinning experience.

R – READY– Students’ recall what they have already learned or know about the occupation through discussions with people in the job, selected readings and/or research.

S – SET– Students identify any questions they have about the occupation. The job twinning student will ask the cooperative education student and/or an employee these questions and responses will be recorded in the GO section.

Complete the GO section **during or after** the job twinning experience.

G – GO – Information can be gleaned from the OSP Skills and Work Habits Tracker and then summarized and recorded in this section of the graphic organizer. Some of the questions you entered in the “Set” section (before your workplace observation) may have been answered by the cooperative education student so this information can also be entered in this section.

W– WHOA! – Reflect on what you learned during your job twinning experience.

READY SET GO WHOA! GRAPHIC ORGANIZER

Occupation Title: _____

| <p style="text-align: center;">Ready What I Already Know About this Occupation</p> <p style="text-align: center;">(complete this before job twinning experience)</p> | <p style="text-align: center;">Set Questions I have about this occupation/workplace</p> <p style="text-align: center;">(complete this before the job twinning experience)</p> | <p style="text-align: center;">Go What I observed/learned</p> <p style="text-align: center;">(complete this during the job twinning experience)</p> | <p style="text-align: center;">Whoa! Reflection</p> <p style="text-align: center;">(complete this at the end of the job twinning experience)</p> |
|--|---|---|--|
| | | | |

READY SET GO WHOA! GRAPHIC ORGANIZER
SAMPLE OF COMPLETED GRAPHIC ORGANIZER

Occupation: Veterinarian assistant

| Ready | Set | Go | Whoa! |
|--|---|---|---|
| <p>Cleans animals, cages, floors Assists the Vet when needed weighs the animals (<i>numeracy</i>) Records animals weight (<i>writing</i>) Assists the Vet when giving needles Grooms the animals Wears a lab coat Inputs medical data into computer(<i>computer use, document use</i>) Fills prescriptions</p> | <p>How much do they get paid? What courses in high school help you do the job? Can you assist in examining the animals? What happens if you get hurt by an animal on the job? What are your work hours?</p> | <p>Responsible for walking the dogs and cats Responsible for feeding the animals Inputs data of new patients (computer use) Takes payments for bills (money math) Weighs the animals and records the weight (numeracy) Helps administer medication Assists in examining room \$11/hour Biology, Computers and Math Health and Safety training like WHMIS (reading, document use) Work hours from 10am -4 pm</p> | <p>Vet Assistant greets customers and patients at the door Vet Assistant wears rubber gloves at all times Internet research regarding specific breed (computer use) Walking more than one dog at a time Cat needed oxygen and vet assistant previously trained on how to administer First aid course for pets classes held at the Vet Hospital. Vet assistant records names of students and takes payment (writing, money math) \$10.50/hr entry level pay an then after 3 months, salary review works under pressure; clinic gets busy fast! Answer the phones (oral communication) Control and management of patient flow-- Birds, dogs and cats in waiting area (problem solving)</p> |

JOB TWINNING – REFLECTION

Name: _____

Write a 3–5 sentence response for each of the following questions:

1. What did you learn about the occupation and the use of essential skills at the placement?

2. What skills would you need to further develop to enter this occupation?

3. Are you still interested in this occupation? If not, why not?

4. Has this job twinning experience created an interest in taking cooperative education?

Job Twinning Reflection – Assessment Tool

| Completeness (all questions answered) | Clarity (organization of thoughts) | Spelling and Grammar |
|---|--|-----------------------------|
| COMMENTS | COMMENTS | COMMENTS |
| | | |

Job Twinning - Visual Report

Create a visual report that represents:

- what you learned from your job twinning experience; and
- how you use at least **three** essential skills in school, at home, in a part-time job or in volunteer work.

You can choose to display your information on a poster or you may have another creative idea of your own! You can incorporate a quiz or a matching exercise (with the answers, of course) to demonstrate your knowledge and understanding of the essential skills and work habits. If you collected any Authentic Workplace Materials, you can also incorporate these into your report.

| Categories/Criteria | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|--|---|---|--|
| Knowledge/Understanding | | | | |
| demonstrate knowledge and understanding of the essential skills and work habits | name and describe essential skills and work habits with limited understanding | name and describe essential skills and work habits with some understanding | name and describe essential skills and work habits with considerable understanding | name and describe essential skills and work habits with thorough understanding |
| Thinking | | | | |
| explain how essential skills are used in a work environment and throughout daily life (in school, at home, in a part-time job or at volunteer work) | explain how essential skills are used in a work environment and throughout daily life with limited clarity | explain how essential skills are used in a work environment and throughout daily life with some clarity | explain how essential skills are used in a work environment and throughout daily life with considerable clarity | explain how essential skills are used in a work environment and throughout daily life with exemplary clarity |
| Communication | | | | |
| utilizes report to present information with clarity | uses a few simple ideas | uses a variety of simple and related ideas | uses ideas of some complexity | uses complex ideas |
| Application of Language Conventions (spelling, grammar, punctuation and style) | | | | |
| uses correctly the conventions for grade level | with several major errors | with several minor errors | with a few minor errors | with almost no minor errors |

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.