

Task Title: Employment Goal Setting

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** Fill out information about short-term and long-term goals, personal strengths, and potential areas of improvement.

**Main Competency/Task Group/Level Indicator:**

* Find and Use Information/Read continuous text/A1.2
* Communicate Ideas and Information/Complete and create documents/B3.1a

**Materials Required:**

* Pen/pencil and paper and/or digital device

# Learner Information

Planning your future involves setting short and long-term goals. Learning about different goal paths and assessing your strengths can be an important first step towards achieving your goals.

Read “Goal Paths” and “About You”.

*Note: The information in this task has been sourced from Adult Basic Education Association (ABEA) in Hamilton, Ontario.*

**Goal Paths**

A **Goal Path** is the pathway that best describes the goal you would like to reach. Some goal paths lead directly to your goal, others are a step before your goal. Of the 5 goal paths, try to select the one that best describes the goal you would like to reach.

**Employment** The employment goal path means that you want to get a new job or keep

a current one. You may have an employment goal in mind. Maybe it requires you to

* complete a training program
* upgrade of your skills
* learn how to find and applying for this job.

**Credit** With this path, you want to get your secondary school credits. You may

want to complete your high school diploma. Or, you are upgrading your marks in certain credits for another program or training.

**Post-Secondary** This pathway means that you want to get into a college or university

programs.

**Apprenticeship** This is for you if you want to go into a skilled trade and complete an

apprenticeship. You may need to upgrade your skills to meet the requirements.

**Independence** This is for personal goals. You may want to review your skills or

learn a new skill. For example, you may want to learn more about computers, or learn how to build a budget.

**About You**

|  |  |
| --- | --- |
| **Name** |  |
| **Date** |  |
| **Education and/or**  **Training Goals**  **(credit, post-secondary, apprenticeship)** |  |
| **Employment Goal(s)** |  |
| **Other Goals / Independence** |  |

**About You**

What are your strengths? What about your challenge areas? Are there areas you find difficult that you would like to improve on?

Use the ‘Other’ spaces to add strengths or areas of improvement that are not listed. For example, maybe you are very creative, or you need to improve time management skills.

|  |  |
| --- | --- |
| **Strengths** | Reading  Writing  Math  Working as a part of a team  Working independently  Communicating with others  Using technology  **Other strengths** |
| **Areas of Improvement** | Reading  Writing  Math  Working as a part of a team  Working independently  Communicating with others  Using technology  **Other areas of improvement** |

# Work Sheet

**Task 1: Complete the “About You” table on page 4 by filling in each section.**

Answer: No written response required here.

Task completed: Yes:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2: Complete the “About You” checklist on page 5. Add other strengths and other areas of improvement.**

Answer: No written response required here.

Task completed: Yes:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Answers

**Task 1: Complete the “About You” table on page 4 by filling in each section.**

Answers will vary and can be used to inform the Learner Plan.

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**Task 2: Complete the “About You” checklist on page 5. Add other strengths and other areas of improvement.**

Answers will vary and can be used to inform the Learner Plan.

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# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A1.2 | Scans text to locate information |  |  |  |
|  | Locates multiple pieces of information in simple texts |  |  |  |
|  | Makes low-level inferences |  |  |  |
|  | Makes connections between sentences and between paragraphs in a single text |  |  |  |
| B3.1a | Makes a direct match between what is requested and what is entered |  |  |  |
|  | Makes entries using familiar vocabulary |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**