Pathway to employment for learners in the AMEP

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### Barriers for CALD learners

#### Communication skills
- Pronunciation/intelligibility
- Telephone skills
- Small talk
- Confidence
- Cross-cultural communication

#### Qualifications
- No qualifications
- Overqualified (Masters)
- Recognition of qualifications

#### Flexibility
- Location
- Money
- Transport – car/public transport

#### Job seeking skills
- Understanding the application process in Australia
- Understanding the job ad
- Developing culturally appropriate targeted resumes and letters
- Marketing self & interview skills

#### Lack of local experience
- Australian experience
- Local referees
- Networks
- Access to hidden job market

Workplace culture eg **punctuality, initiative, humour**
Pathways to employment kit

The employment context
- Employment in Victoria (from “Welcome to Victoria” DIMA kit)
- Hints and tips for all job-seekers
- Barriers to employment for CALD job-seekers
- Skilled migration fact sheets and forms

The regional employment context
- Local regional profiles: Know your area/department of sustainability info
- Local job-network provider/s
- Other local services and resources eg Multicultural support officer/Centrelink, training companies etc

Cultural profiles

PD sessions and notes

Other contents in the Kit
- At Work in Australia: Books and DVD's
- People and work resource
- Integrated counselling CD & CD of contents page and weblinks
What the teacher can do

• Development of general language and communication skills

How we communicate

- Non-verbal: 55%
- Tone of voice: 38%
- Spoken word: 7%
What the teacher can do

• Develop generic skills through classroom practice
  • Communication
  • Teamwork
  • Problem solving
  • Self-management
  • Planning and organisation
  • Technology
  • Learning
  • Initiative and enterprise
  • Cultural understanding
  • Global sustainable perspectives
What the teacher can do

Develop some specific language, skills and knowledge for the workplace eg

• driver licence, road laws, test requirements
• workplace agreements, time sheets, types of employment casual / permanent, remuneration & tax
• job cards, work plans, work reports
• transport industry: log books, loading dockets, daily travel log.
• industry slang
• applications for tax file number
What the teacher can do

Develop skills for job search eg

- Reading and understanding job ads
- Resume building
- Cover letters
- Interviews
9. Cultural Understanding: identifying, analysing and applying the practices of culture

• The capacity to apply a cultural understanding to behaviours, values and attitudes in workplace and social settings, in a way that promotes respect and cooperation (VLESC 2003)

• Focuses on the capacity to use an understanding of the cultures and cultural issues applying in a given context. This understanding is developed through recognition and analysis of the organisational and personal cultures and cultural issues involved in any activity. Multiple cultures are present at any one time:
  - Diverse language and communication skills
  - Rights and responsibilities
  - Community participation and interaction in culturally diverse contexts.
  - (CGEA 2002 - 06, pg 390-1)

• Pre CSWE
  - “Sorry I’m late” and reasons E.g. The bus was late
  - Closing conversation with reasons
  - Please/ thankyou / greetings
  - Sign-in book (time and signature)

CSWE 1 / 2
• Turn taking
• Staging; conversations
• Volunteering
• Small talk
• Body language / space
• “cup sweep”

CSWE 3
• Starting class with warmers eg joke of day / cartoons
• Cultural sharing eg handshakes
• Job-seeking skills
Unit 5 Networking activities

• Comprehension questions
• Reading a table; ABS stats on how people found work in 2000
• Intonation exercise on asking questions
• Questionnaire (out of class to how people found jobs)
• Listen and fill a gap exercise on networking conversations
• Network map
• Make your own business cards using MS publisher
• Role plays