

Connecting to Workplaces:

Validating Outcomes Demonstrations with Employers



Nanny / Caregiver Demonstration

LBS Levels 2/3

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**Meeting Employers' and Employees' Needs
...Now and in the Future**



Literacy Network Northeast



Far Northeast Training Board (FNETB)

Acknowledgements

Nanny / Caregiver Demonstration

Demonstration Scenario:

The learner is a nanny for two pre-school children. She/he is asked to plan the day's schedule, register the children for swimming, pay for their lunch, and get them to a library event on time.

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

or

<http://www.nt.net/literacy@>

We would like to acknowledge the employers that helped make this project a success.

Cochrane Child Care Centre, Cochrane

Iroquois Falls Preschool Early Years Centre, Iroquois Falls

ABC Early Childhood Education Centre #1, Timmins

Chapleau Child Care Centre, Chapleau

Chapleau Health Services, Chapleau

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Table of Contents


Essential Core Skills Chart	1
Assessment Preamble	3
Demonstration Scenario	4
Notes for the Instructor	5
Instructions for Delivering this Demonstration	6
Level Descriptions and Outcomes for this Demonstration	7
Demonstration Scenario	8
Note to Nanny	9
Part One	10
Part Two and Three	11
Daily Schedule	12
Pool Schedule	13
Registration Form	14
Library Poster	15
Kids' Menu	16
Cheque	17
Instructor's Evaluation	18
Learner Self-Evaluation	19
Answer Key	20
List of Reference Materials	21

Essential Core Skills Chart

Nanny/Babysitter/Respite Care Giver Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting to Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

Essential Core Skills Chart

	HRSDC Essential Skills	Most Important → Important				
Most Important  Important	Time Management	Be on time	Take initiative	Deal with change, stress	Listen, follow instructions	Organize work, tasks
	Additional Skills	Be friendly, helpful efficient	Have a genuine interest in children	Use appropriate vocabulary, language, tone	Demonstrate, understand cultural diversity	Be a team player
	Reading Skills	Read, follow instructions, directions	Read stories & children's books	Locate information from different sources	Read names, addresses, numbers	Read charts, lists schedules
	Math Skills	Read/write numerals to 1000	Measure liquids	Add/subtract with carrying	Solve mathematical problems	Make proper change
	Writing Skills	Complete simple forms	Record information on lists	Write names & addresses	Write messages, notes, memos	Make journal entries

- Within LBS mandated reading, writing and numeracy skills
- Within LBS mandated speaking and listening skills
- Within LBS mandated problem-solving teamwork, critical thinking
- Outside of LBS mandate, but possible with partnership

“Nanny/Babysitter/Respite Care Giver” profile continues on next page.

Nanny/Babysitter/Respite Care Giver Profile (continued)

More Workplace Information from Participating Employers

Methods most often used to train employees:

(In order of importance)

1. Job Shadowing
2. Other (ECE Diploma, workshops, conferences as available)
3. Computer based
4. Audio

Requirements most employers look for:

1. Police Check
2. CPR
3. First Aid
4. WHMIS
5. Grade 12

Courses employers most often provide to employees:

1. WHMIS
2. First Aid
3. CPR

Number of employers who stated they would hire applicants who do not have a grade 12 equivalent:

Yes — 5 employers No — 3* employers (only hire ECE graduates due to licensing requirements)

*Mostly pertains to day care centres

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes — 5 employers No — 3 employers (same as above)

Employers also base their hiring decisions on:

Interaction with children, criminal record check, teacher's aid certificate, related skills, experience in day care setting

Assessment Preamble

More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.¹

1. Jane Barber, *Connecting to Workplaces: Validating Outcomes Demonstrations with Employers*, Chambermaid/Housekeeping Cleaner Demonstration, 2005

Demonstration Scenario

The learner is a nanny for two pre-school children. She/he is asked to plan the day's schedule, register the children for swimming, pay for their lunch, and get them to a library event on time.

Notes for the Instructor

Employment goal: Nanny or Caregiver

Employers have said that a number of skills are essential to nannies and caregivers. Successful completion of this demonstration indicates that the learner has some competency in the following essential skill areas:

- ▶ Taking initiative
- ▶ Following instructions
- ▶ Organizing work, tasks
- ▶ Reading, following instructions
- ▶ Locating information from different sources
- ▶ Reading charts, lists, schedules
- ▶ Solving mathematical problems
- ▶ Making proper change
- ▶ Completing simple forms, including names and addresses
- ▶ Making journal entries

Preparation for this Demonstration

The learner should be working at a high level 2 or level 3. To prepare her/him to successfully complete this demonstration, the learner should have practice in:

- ▶ Using authentic documents
 - ▶ reading schedules
 - ▶ reading notices
 - ▶ completing forms
- ▶ Solving word and money problems in math

In her/his self-management, the learner should be able to:

- ▶ Take initiative
- ▶ Organize work and tasks
- ▶ Follow written instruction

Instructions for Delivering this Demonstration

- ▶ This demonstration is divided into three parts. Have the learner read each part to make sure that he or she understands the scenarios and instructions.
- ▶ Review the assessment criteria with the learner by going over both the instructor's assessment tool and the learner's.
- ▶ Ask if the learner has any questions. Encourage the learner to work on the demonstration without aid. However, if he or she gets stuck assure the learner that you will help.
- ▶ You may choose to copy in handwriting the "Note to Nanny" on page 7 to more closely simulate a real life situation.
- ▶ This demonstration should be completed in one to two hours.

Note: If the learner has much difficulty navigating the demonstration without your help, it could be that he or she is not yet ready for the activities. The learner's sense of his or her readiness and competency will be reflected in the learner's assessment tool.

Materials to be provided:

Pen, paper, calculator (optional)

Assessment

The learner's performance on this demonstration is assessed by both the instructor and the learner.

What constitutes a successful demonstration?

On the instructor's assessment tool, the learner must have **at least** 10 performance indicators completed and the other 4 mostly complete.

Learning Outcomes

Please refer to the next page, **Level Descriptions and Outcomes for this Demonstration**, to determine the literacy outcomes.

Level Descriptions and Outcomes for this Demonstration

Read with understanding for various purposes	Write clearly to express ideas	Use number sense and computation	Self-Management and Self-Direction
<p>Skims to understand types of text; scans to find specific information (level 3)</p> <p>Uses various conventions of formal texts to locate and interpret information (level 3)</p> <p>Text is within the interest of the reader with personal and/or general relevance (level 3)</p> <p>Follows written instructions (level 3)</p> <p>Makes inferences (level 3)</p>	<p>Writes lists (level 2)</p> <p>Completes forms requiring more detailed personal information (level 2)</p> <p>Shows awareness of audience's needs (level 3)</p> <p>Uses appropriate levels of language (level 3)</p>	<p>Reads and writes numbers from everyday life (fills out cheques) (level 2)</p> <p>Uses multiplication and division facts and concepts to solve simple, real-life word problems (level 2)</p> <p>Performs money calculations (level 3)</p>	<p>Takes initiative</p> <p>Organizes work and tasks</p> <p>Follows instructions</p>

Learner Name _____ Date Completed _____

Demonstration Scenario

You work as a nanny Monday to Friday for:

Mrs. Sandra Brown
216 Maple Avenue
Nelson, Ontario
N5W 1K1.
636-9528

Mrs. Brown's children are Tom, aged 2 and Emma, aged 4. Each morning it is important for you to arrive at the Brown's house by 8 a.m. so that Mr. and Mrs. Brown can catch their bus. Often Mrs. Brown leaves you a note, to help you plan the children's day.

Read Mrs. Brown's note for the day, and follow her instructions to complete the tasks she has set out for you.

Note to Nanny

Good morning, Nanny!

Emma and Tom have both had their breakfast this morning. They got up very early, so they'll probably be ready for a snack before too long. I imagine that they will be ready for their afternoon nap earlier than usual as well.

Today is the day that the pool registers children for the next set of swimming lessons. Please be sure to sign up Emma for Preschool level 2 and Tom for Aqua Tots. I picked up a pool schedule for you so that you can plan a time that suits your day. It might be easier for you if they can both go at the same time. I've also included a signed cheque for you to fill out for the pool.

The library is hosting a storyteller today. I hope you will have time to take Emma and Tom. I think it would be great for the kids to go. The storyteller uses puppets and dance and is supposed to be very good. There are two shows; I've left you the poster so that you have all of the information.

If time is very short between the pool and the library, why not take the children to lunch at the Family Restaurant? I'll leave you \$20 in case you decide to do that.

Have a great day and see you around 5 p.m. - Sandra

Wow! It looks like you're going to have a busy day. How will you arrange your time? You decide that it might be a good day to go out to lunch, because the library and pool are a block away from each other, and you won't have time to go home to eat. The restaurant is across the street from the pool. Mrs. Brown doesn't say so in her letter, but you both know how difficult it is to take Tom and Emma to the pool without letting them swim. You decide to include time for swimming in your schedule as well.

Part One

1. Look at the pool schedule and the library story time poster and plan your day by filling in the attached Daily Schedule.
2. Look at the pool schedule and decide the best time to sign up Tom and Emma for their lessons. Which day and time will you choose?
3. Fill in the registration forms for both children.
4. Fill in the cheque that Mrs Brown has left you for the total amount of the swimming lessons.

Part Two and Three

Part Two

You get to the Family Restaurant at 11:30. Tom and Emma like to eat here and are allowed to choose from the children's menu. You decide to have the lunch special for \$5.99.

1. What is the total cost of your meal?

Cost of Emma's meal	
Cost of Tom's meal	
Cost of your meal	
Tax	+ 2.10
Total	\$

2. You decide to leave a tip of \$2.25. How much change will you receive from the \$20 Mrs. Brown has given you?

Total of bill	
Tip	+ _____
Total amount paid	\$
	20.00
Total amount paid	- _____
Change from twenty	\$

Part Three

You arrive at the library a few minutes before the story time begins. The children find a place on the floor, ready for the show. The storytelling will last for 45 minutes. What might you do during this time? Write your response on the paper you have been provided.

Daily Schedule

Date: _____

Time	Activity	
7:00 am		
8:00 am		
9:00 am		
10:00 am		
11:00 am		
12:00 pm		
1:00 pm		
2:00 pm		
3:00 pm		
4:00 pm		
5:00 pm		
Minor Accidents 	Medications Taken 	
	Money Spent For: _____ Amount: \$ _____ For: _____ Amount: \$ _____	
Nanny's Notes 		

Pool Schedule

City Leisure Centre Winter Pool Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Aqua Tot	9-9:30 10-10:30 1-1:30 2-2:30		9-9:30 10-10:30 2-2:30	9-9:30 10-10:30 1-1:30 2-2:30	9-9:30 10-10:30 1-1:30 2-2:30	8-8:30 9-9:30 1-1:30 2-2:30
Preschool 1	8:30-9:00 9:30-10:00 11-11:30	8:30-9:00 9:30-10:00 11-11:00	8:30-9:00 9:30-10:00 11-11:30	8:30-9:00 9:30-10:00 11-11:30		8:30-9 9:30-10 10:30-11 11-11:30
Preschool 2	9:30-10 10-10:30 10:30-11 2-2:30	9:30-10 10-10:30 10:30-11 2-2:30		9:30-10 10:30-11 2-2:30	9:30-10 10-10:30 10:30-11 2-2:30	9:30-10 10-10:30 10:30-11 2-2:30
Family swim	9-11 am 3-5 pm		9-11 am 3-5 pm	9-11 am 3-5 pm	9-11 am 3-5 pm	8-12 pm
Adult swim	6-9 am 12-2 pm	6-9 am 12-2 pm	6-9 am 12-2 pm	6-9 am 12-2 pm	6-9 am 12-2 pm	6-9 am
General swim	5-9 pm	5-9 pm	5-9 pm	5-9 pm	5-9 pm	5-9 pm

Registration Form

City Leisure Centre Recreations Programs Registration Form

Applicant Name: (Parent or Guardian)	
Registrant Name: (Student/participant)	Age:
Address:	
Phone:	
Session:	
Program:	
Day:	Time:
Fees (including GST):	
Aqua Tot: \$35.00 per 10 lessons	Pre-school: \$35.00 per 10 lessons
Aqua Quest: \$45.00 per 10 lessons	
Method of Payment: <input type="checkbox"/> Cash <input type="checkbox"/> Cheque <input type="checkbox"/> Credit Card Cheques should be made payable to: City Leisure Centre	

Library Poster

One Day Only!

City Library Presents:

The Porcupine's Pickle

By Story Teller Sheri Kirkland

Story times: 11 am 1 pm 3 pm

Hurry In! Seating is Limited

Kids' Menu

Family Restaurant
Kid's Menu

All menu items include a kid-size beverage and dessert

Hot Dog and Fries	\$3.99
Fish and Chips	\$3.99
Kid's Burger	\$3.99
Kid's Veggie-burger	\$3.99
Chicken Bites and Fries	\$3.99
Chicken Caesar	\$3.99

Cheque

<i>National Bank</i> NELSON, ONTARIO	
	Date _____
Pay to the Order of _____	\$ _____
_____	/100 Dollars
Memo _____	Signature _____
	Mrs. Sandra Brown

Instructor's Evaluation

Levels 2 and 3 Performance Indicators	Beginning	Mostly	Complete
<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> • Skims to understand types of text; scans to find specific information (level 3) • Uses various conventions of formal texts to locate and interpret information (level 3) • Follows written instructions (level 3) • Makes inferences (level 3) • Writes lists (level 2) • Completes forms requiring more detailed personal information (level 2) • Shows awareness of audience's needs (level 3) • Uses appropriate levels of language (level 3) <p style="text-align: center;">Number Sense and Computation</p> <ul style="list-style-type: none"> • Reads and writes numbers from everyday life (fills out cheque) (level 2) • Uses multiplication and division facts and concepts to solve simple, real-life word problems (level 2) • Performs money calculations (level 3) <p style="text-align: center;">Self-Management and Self-Direction</p> <ul style="list-style-type: none"> • Takes initiative • Organizes work and tasks • Follows instructions 			

Learner Self-Evaluation

1. I understood what I was asked to do in part one.
 yes some no
2. I understood what I was asked to do in part two.
 yes some no
3. I understood what I was asked to do in part three.
 yes some no
4. I read and understood Mrs. Brown's note without difficulty.
 yes some no
5. I was able to schedule all of the events for the day.
 yes some no
6. I was able to find a time and day where both children could have their swimming lessons at the same time.
 yes some no
7. I was able to fill out the cheque for the swimming lessons.
 yes some no
8. I calculated the cost of lunch and change I would receive.
 yes some no
9. I used my time constructively while the children listened to the storyteller.
 yes some no

After completing this demonstration, I would like to work on...

- Scheduling time and events
- Reading and following instructions
- Math problems involving money
- None of these. I feel confident in all of these areas.

Answer Key

Part One

1. Best Scenario
 - ▶ Go to pool for Family Swim 9-11.
 - ▶ Eat at restaurant 11:30-12:30
 - ▶ Story Time 1 pm
2. Lessons are together at 10 am Monday or Friday. 2 pm is also correct but not preferred due to reference to afternoon nap in the note.
3. Correctly completed registration form.
4. Correctly completed cheque for \$70.00.

Part Two

1. Total cost of meal including tax (provided): \$16.07.
2. Total change received after paying bill and tip: \$1.68

Part Three

Answers will vary for this question. The key to any correct response will be that the learner has used the time in some way that is useful to her work. For example, picking out library books for the children or sitting with them in order to share the experience with them later.

List of Reference Materials

Binder prepared for Nanny/Babysitter

Single sheet of essential skills for nanny/caregiver

<http://www.selectnannies.ca/>

<http://www.abcnannies.org/>

<http://childcare.net/indexnew.shtml>

Leisure centre websites for pool and registration information