# Supporting Core Skills

## Legend

Oral Communications: **blue**

Reading: **green**

Writing: **purple**

Numeracy: **orange**

Learning: **dark red**

## Session Plan

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| **Session section** | **Learning** | **Activity** | **Notes to help core skills** |
| Introduction | Warm up activity 10 minutes | **Pair share** on what I hope to learn today | **Speaking in pairs to help oral communication.** |
| Topic 1 | What is ‘Customer Service’? | **Read 5 definitions of customer service.** Do you agree with these? | **Make sure I identify and explain any difficult vocabulary or new terminology**. |
| Topic 2 | Good and bad customer service | What is your past experience of good and bad customer service. **Discuss in small groups and then share with the class**. | **Speaking in small groups to help oral communication. Encourage everyone to share**. |
| Topic 3 | Moments of Truth (MOTS). What are they and how do I record each one. | Walk through customer service MOTS by watching a video and then role playing going to a café. **Write down each MOT**. | Show a completed list of MOTS. Provide them with the printed list and get them to **underline the good MOTS. Encourage questions and reciting of key points.**  **Provide a template for them to write in**. |

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| Topic 4 | The cost of good and bad customer service. Calculations based on number of people who purchase and refer. Translating into dollar value. Calculating profits based on repeat business. | **Use the café game to teach the calculations.**  **Break into teams to see which team can make the most profit**. | **Remember to use games and activities to reinforce the numeracy concepts**. |
| Conclusion | What we discovered to be the value of good customer service. | **Discuss in pairs and share with the class**. | **Speaking in pairs to help oral communication**. |

## Some strategies

* Undertake pre-training assessments helps with identifying skill gaps to guide program planning – these assessments can be in the relevant vocational context; simple and should not feel like a test otherwise people with poor core skills will feel further alienated or stigmatised.
* Make the language, literacy, numeracy and learning demands of your course clear to potential participants before they enrol. In this way people can elect to undertake gap training first, rather than finding themselves out of depth during the course.
* Improve your ability to recognise and manage language, literacy and numeracy needs by undertaking the TAE Certificate IV unit TAELLN401A - Address adult language, literacy and numeracy skills.
* Consult with an LLN specialist – Team teaching approaches have been shown to be effective for enhancing LLN skills within a vocational context. Some RTOs employ their own LLN specialists. There are also multiple approved LLN providers across the state which are contracted by the Department to provide LLN services to eligible User Choice-funded apprentices and trainees (see http://training.qld.gov.au/training-organisations/user-choice/what-is-funded.html).
* Make opportunities for teachers, trainers and assessors to share expertise and strategies by including core skills as a topic at regular staff meetings.
* Nominate a member of staff or faculty to be an internal resource for core skills matters.
* The Queensland Council of Adult Literacy (QCAL) is a voluntary non-profit organisation representing Adult Literacy in Queensland. It promotes literacy as the key to effective life-long learning for all. QCAL has a number of useful links via their website, as well as suggestions of available resources, including seminars and events.