In this unit, students are introduced to a wide range of careers in Education and Childcare. They read graphs and articles to learn the big picture of Education and Childcare careers. Included are careers not directly related to serving students that exist in Education settings.

1. **WHAT IS THE EDUCATION AND CHILDREAR SECTOR?**

An introduction to the field, students read a description of the Education and Childcare sector, learning which careers are included, what types of businesses there are and the job outlook in this field.

2. **LABOR VOCABULARY:**

   **WHAT ARE WE TALKING ABOUT WHEN WE TALK ABOUT LABOR?**

Students learn the language of labor—careers, jobs, industries, sectors—what does it all mean?

3. **READING BAR GRAPHS SERIES: EMPLOYMENT TRENDS IN EDUCATION AND CHILDREAR**

Students read about the local labor market by analyzing graphs and articles about jobs in the Education and Childcare sector.

   - **3.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors**
     Students predict then analyze a graph showing the job losses and gains by sector and consider which fields are ones to watch.

   - **3.2 • Interpreting Bar Graphs: Total Employment in Education and Childrear**
     Students read, analyze and write about a bar graph containing the total number of Education jobs between 2010 and 2015.

   - **3.3 • Why Are Early Childhood Education Jobs Increasing?**
     Students read two graphs and an article about the reasons behind the increase in jobs in Early Childhood Education, a field with many entry-level job openings.

   - **3.4 • Education and Childcare Careers Brainstorm**
     Students identify careers in Education and Childcare with which they are already familiar, before learning about them in greater detail.
4. **HOW DOES TECHNOLOGY AFFECT TODAY’S LABOR MARKET?**

Students learn how technology both positively and negatively impacts the workplace, including the number and types of jobs available, the job search process and the need to stay current on technology to remain a valuable worker.

**4.1 • Technology’s Impact on Education**

Students read an article about technological advances in the Education sector and how they impact employment, while practicing annotation.

5. **READ AND DISCUSS: OPPORTUNITIES FOR BILINGUAL WORKERS IN NYC SCHOOLS**

Students read and discuss an article about the increase in translators in New York City public schools.

6. **CAREER FAMILIES IN EDUCATION AND CHILDCARE**

Across sectors, careers can be grouped into types, according to the kind of work the worker does. Students identify commonalities among careers of a particular type. Then they consider what type they themselves might be well suited for.

7. **EMPLOYER TYPES IN EDUCATION AND CHILDCARE**

In groups, students read about different types of employers, discuss an example employer with their group, then present to the class this employer type, explaining how it is different from other types of employers.
What is the Education and Childcare Sector?

In this unit, students are introduced to the wide range of careers in Education and Childcare. They read graphs and databases to learn about Education and Childcare careers at various levels. They also consider careers not directly related to serving students that exist in Education settings, such as schools and daycare facilities.

PREP


1. Once in Career Cruising, navigate to the Careers section. This is a resource for the teacher to learn background information about the Education sector.

2. Next click on Industries.
3. Lastly, navigate to **Educational Services** and read about the Education sector, within the **Overview, Significant Careers and Wages & Trends** tabs.

**MATERIALS**

- *Profile of the Education and Childcare Sector* reading
- Chart paper and markers

**DISCUSS**

1. When you think of the Education and Childcare sector, which careers come to mind?
   - Teachers, principals, daycare center workers.

2. What else?
   - Secretaries, bus drivers, librarians, chefs.

3. Where do people in Education and Childcare work?
   - In schools, daycare centers, colleges, homes, and non-profit and corporate businesses.
EXPLAIN

1. We’re going to learn a lot about working in the Education and Childcare sector and about accessing Education and Childcare as a student, parent or caregiver of a student. Let’s begin by thinking about which careers and employment settings are included in the Education and Childcare sector. Distribute *Profile of the Education and Childcare Sector*.

2. Ask students to read the article, then turn to a partner and identify the main ideas of the article.
   
   - *Education and Childcare jobs exist in all regions of New York State, in public and private institutions. Entry-level positions often garner low wages, and can be used as the first step on a career path in Education.*

3. Ask students to read the article a second time, explaining that when they are finished reading, they will write a 3-4 sentence summary of the article without looking at it. Ask students to explain what a summary is and discuss any confusions.
   
   - *A summary is a brief explanation of the main points. It does not include a lot of details and uses the summarizer’s own words.*

4. Ask students to put the article away and write a 3-5 sentence summary of the article.

5. Ask for a few volunteers to read their summaries aloud.

6. Ask students to recall some examples of places where Education and Childcare workers are employed and list them on the board.
   
   - *Schools, daycare centers, etc.*

7. Divide the students into three groups and assign each group one of the Education and Childcare employment settings. Try to select from their list the three you think might yield the most results in a career brainstorm.

8. Distribute chart paper and markers to each group. Each group should list as many careers as they can that work in one of their assigned educational settings. They do not have to be teaching or direct care positions. They should write their lists on chart paper.

9. Post the chart paper on the walls and have students rotate between the groups, noting the careers listed on each list.

10. Have students return to their seats and write 5-8 questions they have about working in the Education and Childcare sector.
Profile of the Education and Childcare Sector

Written by the Labor Market Information Service (LMIS) and Ellen Baxt

Education and Childcare includes establishments that provide education and training to people, such as K-12 schools, colleges, universities and training centers. It also includes establishments that provide day care services for infants and young children. Education and Childcare establishments are either run by the government or are privately owned.

K-12 schools are either:
- public schools (run by the government)
- charter schools (receive funding from the government, but are run by a private company)
- private schools (not run by the government, usually charging students tuition in order to cover the expenses of paying the staff and operating the school)
- parochial or religious schools (private schools that are run by a religious organization and may include teachings about the religion in addition to the subjects taught by all schools).

Some students are homeschooled, meaning that they are educated at home by a parent or teacher, either alone or with a group of other students. Each setting has its own set of work requirements and paths to preparation.

Responsibilities and Skills

Most jobs in this industry involve teaching or caring for students who are children or young adults. So, people in this industry have to enjoy working with young people. They also need to have good communication, writing and planning skills. They need to be organized and able to work with other people. Having basic technology skills is also important, such as knowing how to use Microsoft Word, Excel and PowerPoint.

Elementary, middle and high school teachers’ responsibilities include: preparing and delivering lessons, providing assistance to students one-on-one or in small groups; grading students’ assignments and exams to monitor their progress; observing students to evaluate their abilities, strengths, and weaknesses; preparing students for tests required by the state; keeping records of attendance and grades; supervising students between classes, during lunch and recess, and on field trips; enforcing school and classroom rules; working with other teachers, communicating with parents about their child’s progress. Teaching Assistants help teachers to fulfill these responsibilities. Preschool or childcare workers also supervise children at play and help with feeding and other basic care.

Teachers generally work during daytime school hours for the 10-month academic year and have a 2-month break during the summer, though some schools have alternative schedules, such as night classes. They may meet with parents, students, and other teachers before and after school and often spend time in the evenings and on weekends grading papers and preparing lessons. Some
teachers teach in summer programs. Teachers in districts with a year-round schedule typically work 8 weeks in a row then have a break for one week before starting a new session. They also have a 5-week midwinter break. Some teaching jobs are part-time, for example, about 2 in 5 pre-school teachers worked part time in 2014.

In addition to teaching, there are other jobs in the Education and Childcare sector, such as working in school, college or city libraries, assisting students and teachers with computer use, working as school secretaries or as guidance counselors. Schools and school systems also employ bus drivers, cooks, construction workers and building staff.

**Requirements and Outlook:**
- In most regions of New York State, there are a lot of jobs in Education and Childcare. Jobs in Education range from entry-level positions, such as Teaching Assistant, to positions that require further education and advanced skills such as Head Teacher. Being a Teaching Assistant in New York State requires a high school diploma or equivalent, passing an exam, receiving additional training and clearance through a criminal history background check.
- In New York State, working in a daycare or childcare center an average of 20 or more hours per week, requires at least 30 hours of training every two years. For most jobs in Education, the more school you have completed, the more money you will earn. Typically, jobs in Childcare pay an average or below average wage, and can be used as a first step on a career pathway in Education.
- Most jobs that involve instructing students require college degrees. While some jobs are available to people without degrees, a Bachelor’s or Master’s degree is required for many full-time teaching positions. These jobs usually come with benefits, such as healthcare insurance and paid vacation.
- The field of Education is overseen by the State Education Department. Many Education professionals, such as Teachers and Social Workers, must become licensed by the state in order to work in public school settings. As with licenses in many fields, this requires years of study, supervised work experience, and passing statewide exams. Many private schools do not require state licenses.
- Education and Childcare are affected by changes in the population. For example, during periods when there are a lot of school-age children, schools need more teachers than they do when the school-age population shrinks. Public education jobs are also affected by government budgets. Between 2009 and 2014, the sector lost jobs, in part, because of budget cuts.
- Over the next 10 years, experts expect Education and Childcare to grow about as much as the rest of the economy across New York State.
Labor Vocabulary: What Are We Talking About When We Talk About Labor?

Students learn and practice using terms common to the consideration of careers, laying the groundwork for future reading, discussions and career research.

PREP

- Become familiar with the terms on the Labor Terminology information sheet.

MATERIALS

- Labor Terminology information sheet
- Labor Terminology worksheet
- Labor Vocabulary Questions worksheet

DISCUSS

1. Explain that you are going to talk about careers. Ask students what words come to mind when they think about careers. Discuss the meanings of these words.

2. Distribute the Labor Terminology worksheet and ask students to work in pairs to write what they think each of the terms means.

3. Discuss the definitions, using the Labor Terminology information sheet as a guide. Ask students where and when they have heard each term in the past, for example on the news, in readings for school, etc. Feel free to alter the language of the definitions to make them most meaningful to students. Ask students to take notes on the definitions.

4. Distribute the Labor Vocabulary Questions worksheet and ask students to complete it, in pairs during class or alone for homework.
## Labor Terminology

Read the term in the left-hand column. Then write what you think the term means in the center column. As the class discusses each definition, take notes and write the definition in the right-hand column.

<table>
<thead>
<tr>
<th>Term</th>
<th>What I Think it Means</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
<td></td>
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<tr>
<td>Profession</td>
<td></td>
<td></td>
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<tr>
<td>Job</td>
<td></td>
<td></td>
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<tr>
<td>Employment</td>
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<tr>
<td>Career</td>
<td></td>
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</tr>
<tr>
<td>Labor Force</td>
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</tr>
</tbody>
</table>
**Labor Terminology Information Sheet**

**Industry**
An industry is a group of organizations that do the same type of work. It is a way of grouping employers. All of the employers in healthcare, for example, hospitals, nursing homes and physical therapy practices, provide services to keep people healthy. The word “sector” means the same thing as “industry.”

**Occupation**
An occupation is a group of jobs that involve performing the same type of activities. It is a way of grouping workers. For example, people who work as nursing assistants or home health aides all help people who are sick. You can do this type of work in different places for example, in a patient’s home, in a hospital, or in a nursing home.

**Profession**
A profession is a group of jobs that requires advanced degrees and qualifications, such as being a doctor, a nurse, a lawyer, or a teacher.

**Job**
A paid position with a particular employer. The job-holder is the employee.

**Employment**
A relationship between an employer and an employee in which the employee is paid to do work for the employer. Employment can be part-time or full-time. It also can be temporary or permanent.

**Career**
One job or a series of related jobs that a person has over a period of several years. For example, a person could be a teacher for a long time and have a career in education. Or he could have a job as a home health aide and after several years of experience and more education, he could advance to a job as a medical assistant. This would be a career in healthcare. This person has a career in healthcare. A person can have more than one career over a lifetime.

**Labor Force**
The United States labor force refers to all the people in this country who are 16 years of age or older who are either able to work, are looking for work or are working. Labor force can also mean all of the people who work for a particular employer or in a specific city, for example, Target’s labor force or New York City’s labor force. Workforce and labor force mean the same thing.

By Lesley Hirsch and Alison Richardson, The New York City Labor Market Information Service of the CUNY Graduate Center, 2015
Labor Vocabulary Questions

Use the vocabulary definitions from the Labor Terminology worksheet to answer the following questions.

1. What is the difference between a job and a profession?

2. Does a person with a profession likely earn more than a person with a job? Why or why not?

3. For each of the following, circle the correct definition:
   1. An employee is a worker / boss
   2. An employer is a worker / boss

   Is the boss always the same as the employer? Why or why not?

4. Healthcare, retail and construction are examples of industry sectors. Give an example of a career within each of these industry sectors:
   a. Healthcare
   b. Retail
   c. Construction

5. What is one industry that you might be interested in working in and why?
Reading Bar Graphs Series: Employment Trends in Education and Childcare

Students learn about the local Education and Childcare labor market by analyzing employment graphs and reading about employment trends.

ACTIVITIES IN THIS SERIES

3.1 • Interpreting Bar Graphs: Job Losses and Gains Across Sectors*

3.2 • Interpreting Bar Graphs: Total Employment in Education and Childcare*

3.3 • Why Are Early Childhood Education Jobs Increasing?

3.4 • Education and Childcare Career Brainstorm
Interpreting Bar Graphs: Job Losses and Gains Across Sectors*

Students predict, then read a graph detailing how various industries fared in New York City* in 2004 and 2014.

PREP

- Read the graph, *Job Losses and Gains*

MATERIALS

- *Job Losses and Gains Graph*
- *Prediction Guide: Rising and Falling Industries* worksheet

EXPLAIN

1. Before planning a career, it helps to know which industries are growing, which are shrinking, and which are staying level. At any point in time, the number of jobs in some industries is increasing, and in others, decreasing.

   First off, what do we mean by industry?

   - *An industry is a collection of related jobs. For example, what industry a substance abuse counselor and a sanitation collector belong to? Community and Social Services.*

   If a particular industry is growing, what does that mean for job seekers—people looking for jobs?

   - There are jobs that need to be filled.

   If it is shrinking, what happens to jobs?

   - There are fewer jobs. Some people might lose their jobs and there won’t be many new openings.

   Which industries do you think are growing in New York City* right now?

2. Distribute the prediction guide, one per pair, and explain that in partners, students are going to predict which industries increased in 2014, which decreased and which remained level.

3. When students are finished, distribute *Job Losses and Gains Graph* and ask them to read it carefully.
# Prediction Guide: Rising and Falling Industries

With a partner, decide whether you think each of the industries below increased, decreased or remained level between 2004 and 2014, marking a check in the corresponding boxes below. Discuss the reasons for your choices.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Increased</th>
<th>Decreased</th>
<th>Stayed Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td></td>
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<tr>
<td>Public Administration</td>
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<td></td>
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<tr>
<td>Financial Services</td>
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<td></td>
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<tr>
<td>Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade, Transportation and Utilities</td>
<td></td>
<td></td>
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<tr>
<td>Professional and Business Services</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Leisure and Hospitality</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Education and Health</td>
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<td></td>
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</tr>
</tbody>
</table>
Department of Labor and CareerKit Sectors

The data on labor statistics included in the CareerKits comes from the Department of Labor, which collects information on hundreds of jobs and businesses. The table below describes the intersection of Department of Labor and CareerKit sectors, which are categorized similarly in many cases, though some differences exist. When considering which sectors to study with students based on the availability of local jobs, use this table alongside the Job Losses and Gains graph.

<table>
<thead>
<tr>
<th>U.S. DEPARTMENT OF LABOR SECTORS, REFLECTED IN THE JOB LOSSES AND GAINS GRAPH</th>
<th>CAREERKIT LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>Organizations that build things. This includes organizations that build houses, office buildings, sewer pipes, power lines, highways and bridges. It includes organizations that employ people with general skills such as managing a building project and specialty skills such as carpenters, electricians and plumbers.</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>The CareerKits divide Manufacturing into two sectors: Manufacturing, which includes organizations that make products such as clothing, machines, electronics and cars, and Food Production, which includes organizations that grow, raise and produce products such as apples, bacon, yogurt and milk.</td>
</tr>
<tr>
<td>Mining and Logging</td>
<td>Organizations that prepare natural resources for use. Some examples of natural resources are coal, metals, minerals, oil, gas and trees.</td>
</tr>
<tr>
<td>Education, Healthcare and Social Assistance</td>
<td>Organizations that offer childcare, education and training as well as healthcare and social assistance. This includes daycare centers, schools, colleges, hospitals, shelters and soup kitchens.</td>
</tr>
<tr>
<td>Government</td>
<td>Sometimes called “public administration” or “the public sector,” the Government sector includes local, state, and federal agencies. This includes organizations that are in charge of public housing, trash collection and national security as well as prisons, the police and the fire department, among others.</td>
</tr>
<tr>
<td>Entertainment, Food and Hospitality</td>
<td>Organizations that provide art, fun, food and places to stay overnight. This includes organizations involved in theater, dance and music, as well as museums, parks, bowling alleys, restaurants and hotels.</td>
</tr>
<tr>
<td>Professional and Administrative Services</td>
<td>Organizations that provide support services to other organizations. This includes services such as accounting, advertising, billing, security, mailing packages and cleaning.</td>
</tr>
<tr>
<td>Banking, Insurance and Real Estate</td>
<td>This sector includes organizations that deal with money. This includes banks as well as insurance and mortgage companies. It also includes organizations that rent property, vehicles or machinery, such as buildings, cars, refrigerators, televisions and bulldozers.</td>
</tr>
</tbody>
</table>

Continued…
<table>
<thead>
<tr>
<th>Information</th>
<th>Organizations involved in producing, processing and distributing different types of information. This includes publishers of books, newspapers and computer software as well as producers of movies, music, radio and television programs.</th>
<th>Some of these careers are included in the Technology CareerKit</th>
</tr>
</thead>
</table>
| Trade, Transportation and Utilities | The CareerKits divide this sector into Retail and Transportation & Warehousing. Retail includes businesses that sell products such as clothing, cars, telephones and furniture. Transportation & Warehousing includes airlines, taxi and limousine companies, shipping and trucking. Some utilities are addressed in other sectors, such as phone/internet in Technology and others, and water and sewage treatment are included in the Community and Social Services CareerKits. | Transportation and Warehousing  
Retail  
Technology  
Community and Social Services |
| Other | This catchall includes organizations that do things not captured by the other sectors. This sector includes car, computer and shoe repair shops, beauty salons, laundromats, parking lots and religious organizations. | Community and Social Services |
Job Losses and Gains Graph: How Did You Do?*

Read the graph below* noting the employment numbers for each industry sector in 2004 and 2014.
DISCUSSION

Before we think about how the data compares to your predictions, let’s discuss how to read this graph.

- According to the title, what is this graph about?
- What do the words going down the left side of the page tell you?
- What do the numbers across the bottom of the page tell you?
- What do the dark blue and light blue lines represent?
- What do the heavy black vertical lines represent?
- What do the fine black vertical lines represent?
- Where on this graph is the key? What does it tell you?
- Why are there two years shown on this graph?
- What does it mean when a dark blue line is longer than its partner light blue line?
- What does it mean when a light blue line is longer than its partner dark blue line?
- The heavy black vertical lines represent an increase of 200,000 jobs. How much of an increase does each fine black vertical line represent? How did you arrive at that answer?
- Ask students to find the corresponding industry sectors from the graph listed on their worksheets and discuss how these numbers compare to their predictions.

PAIR ACTIVITY

In pairs, write three statements about the graph, two that are true and one that isn’t. When you are finished, share with another pair. Each pair should determine which of the other pair’s statements are true and which is false.

FOLLOW-UP DISCUSSION

1. Which sector showed the most job growth from 2004 to 2014? How do you know?
2. Which sector showed the least job growth from 2004 to 2014? How do you know?
3. Why are the industries listed in this order?
4. How is the information in this graph relevant to a job-seeker?
Lesson Guide

Interpreting Bar Graphs: Total Employment in Education and Childcare*

Students read a bar graph containing data of the total number of jobs in Education and Childcare from 2010–2015. In groups, they discuss the graph and answer open ended questions, followed by a class discussion. Then they write short paragraphs about the information in the graph and use the data to back up a prediction about the job outlook for the Education and Childcare field.

PREP

- Review Total Jobs in Education and Childcare, New York City* graph, to prepare for class discussion. Write 6-10 questions based on the sample discussion questions listed below.

MATERIALS

- Jobs in Education and Childcare, New York City* graph
- Jobs in Education and Childcare Writing Assignment worksheet

EXPLAIN

1. Today we are going to look at a graph titled, Jobs in Education and Childcare, New York City. Can you predict what this data might show?
   - How many Education and Childcare jobs are in New York City.

2. Do you think this graph will show us how many jobs exist today, in the past, or in the future? Why do you think that?

3. Why might it be useful to look at this graph?
   - To determine if jobs are available, have been available, or are likely to become available. To help us decide if we want to go into Education or Childcare.

4. Let’s see if your predictions are correct. Divide students into groups of three and distribute Jobs in Education and Childcare, New York City* graph.

5. Ask students to discuss the graph together and answer the following questions:
What do you notice? (write down as many things as you can)

What do you see that interests you?

What do you want to know more about?

What do you have questions about?

Ask students to write down their group’s answers to be discussed afterward as a class.

DISCUSSION GUIDELINES

Facilitate a discussion in which students share what they talked about in groups and also ultimately discuss:

- The structure and organization of the graph
  For example: What information is on the X axis? What information is on the Y axis? What increments of time are used?

- How to read the graph
  For example: Can you describe how you would find the total number of jobs for July–September of 2011?

- The purpose of the graph
  For example: Why is this graph useful?

- The content included in the graph
  For example: During what period was the total number of jobs the lowest? Highest? When did it stay roughly the same?

- Any patterns the data shows and possible reasons for the patterns
  For example: Are there any quarterly periods that seem similar from year to year? How? Why do you think that might be?

- Implications of the data
  For example: What can we predict based on this graph? Is it a good time to look for a job in Education and Childcare?

Students should back up their thinking with evidence from the graph. Ask follow up questions that help students explain their thinking, delve more deeply into the questions, and cite evidence from the graph. Some sample questions might include:
Section 3.2

- How do you know that?
- Where in the graph do you see that?
- Why do you think that?
- What else do you notice?
- Can you say more about that?
- What do you think that means?

SAMPLE DISCUSSION QUESTIONS:

What does this graph show?

- The total number of jobs in Education and Childcare in NYC* from 2010-2015.

How do you know?

- Because the vertical axis shows the total number of jobs and the horizontal axis shows the years 2010-2015.

Does the graph report data for each individual month between 2010 and 2015?

- No, it is measured in three month increments or quarterly.

How do you know?

- Each line on the horizontal axis reads Jan–Mar, Apr–Jun, Jul–Sep, etc.

During which periods did ________________? Why do you think that is?

What other things did you notice about the total number of jobs in Education and Childcare from 2010–2015? Why do you think that? Can you say more about that?

Do you think now is a good time to look for a job in Education or Childcare? Why do you think that?

OPTIONAL WRITING ASSIGNMENT

1. Distribute Jobs in Education and Childcare Writing Assignment worksheet.

2. Ask students to write a paragraph in a journalistic style that describes the data in the graph and makes a prediction about the future of Education and Childcare jobs in the region citing evidence from the graph. Encourage students to write more about trends in the data rather than to report a series of individual pieces of data.
Section 3.2
Student Handout

GRAPH:
Jobs in Education and Childcare, New York City*

Jobs in Education and Childcare Writing Assignment

WRITING PROMPT: You work for a newspaper. Your editor wants a short article to accompany the graph, Jobs in Education and Childcare, New York City*. Write a paragraph that describes the total number of Education and Childcare jobs between 2010 and 2014. Assume that your reader cannot see the graph. Include a prediction for Education and Childcare jobs in the near future—Do you think these jobs will rise or fall in the near future? Explain why you think this. Back up your prediction with evidence from the graph.
Why are Early Childhood Education Jobs Increasing?

Keeping in mind their own ideas about why Early Childhood Education jobs may be on the rise, students read and discuss an article and a graph that discuss recent trends.

PREP

• Complete the worksheet Exploring Percent in Job Growth.
• Read Early Childhood Education Jobs Remain on the Rise.
• Be prepared to discuss the concepts of trend and average growth.

MATERIALS

• Early Education Job Growth 2014–2024 graph (of percent change)
• Exploring Percent in Job Growth worksheet
• Early Education Job Growth by the Numbers 2014–2024 graph (of number of jobs)
• Early Childhood Education Jobs Remain on the Rise article

EXPLAIN

1 Before reading, review with students the meaning of the word trend in relation to job growth.
   A trend is a direction in which something is developing or changing.

2 Tell students they are going to be looking at a graph titled, Early Education Job Growth 2014–2024. First, ask students to brainstorm the title and make predictions about what the graph will show. After they have shared some ideas, ask students if they can think of any trends with respect to children that explain why there would be growth in Early Childhood Education jobs. Ask for a few examples. Briefly discuss their ideas.

3 Distribute Early Education Job Growth 2014–2024. Ask students to write down what they notice and what they wonder about the data.

4 Ask students to share what they notice and what they wonder in pairs and then in a whole class discussion. Write their responses on the board in two lists—one list of things they notice, the other list of things they wonder.
Section 3.3

Ask for a volunteer to explain in their own words what this graph tells us about Preschool Teachers (or another job from the graph). Write the student response on the board. Ask if anyone can add details or clarity to the statement and add accordingly. You want to end up with something like:

> Between 2014 and 2024, the Bureau of Labor Statistics projects there to be a 7% growth in the number of Preschool Teaching jobs.

Then ask if anyone can explain the data on the graph without using the word “percent”.

Distribute Exploring Percent in Job Growth and ask students to complete the proportion tables in groups of 2-3. Then ask them to share their responses with another group.

Write:

“Between 2014 and 2024, there is more growth projected in childcare worker jobs than in preschool/care center director jobs.”

Take a vote by a show of hands for: True, False, Not Sure. Make sure to tell students they can use any information they’ve looked at during this lesson. Ask a few volunteers to explain their vote.

Tell students you are going to try to prove to them that 5% can be larger than 7%.

Distribute Early Education Job Growth by the Numbers (2014–2024) graph, and ask students to write three true statements based on the data in the graph or table. As students complete their statements, have them share them in pairs.

Ask students how the new information helps you make the case that the statement on the board is true.

Distribute the article, Early Childhood Education Jobs Remain on the Rise, and ask students to read it, keeping in mind their ideas about trends.
DISCUSS

For what amount of time are researchers projecting growth?
❯ 10 years. A decade.

According to this article, what are some reasons why Early Childhood Education jobs are growing?
❯ Because of the benefits of early education; because working parents need to provide care for their children; because there are more after-school programs now than there were before.

❯ Not in article (but students might add): increase in population

Which jobs on this chart require the most education and training?
❯ Preschool teacher; kindergarten teacher; preschool/daycare center director

Which jobs require the least amount of education?
❯ Childcare worker; teacher assistant

Which of these jobs require no certification, on-the-job experience or higher education credential?
❯ None of them

Which involve working directly with students?
❯ All of them

With parents?
❯ All of them, to one degree or another.

Where are some places where Early Childhood Educators work?
❯ Daycare centers, public schools, private schools, homes.

What interests and skills should someone working in Early Childhood careers have?
❯ Understanding of child psychology and development; patience, love of children; interest working with people; interest in how people learn
Early Education Job Growth 2014-2024 graph


What do you notice?

What do you wonder?
### Exploring Percent in Job Growth

The Bureau of Labor Statistics predicts there will be a need for 5% more childcare workers in 2024 than there was in 2014. Fill in any blanks.

#### 5% means “5 for every 100.”

5% of 100 is 5, so we would add 5 more jobs.

<table>
<thead>
<tr>
<th>5% of 100 = 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>jobs in 2014</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>200</td>
</tr>
<tr>
<td>300</td>
</tr>
<tr>
<td>400</td>
</tr>
<tr>
<td>500</td>
</tr>
</tbody>
</table>

#### Childcare Worker

<table>
<thead>
<tr>
<th>5% job growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there were...</td>
</tr>
<tr>
<td>jobs in 2014</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>1,000</td>
</tr>
<tr>
<td>10,000</td>
</tr>
<tr>
<td>100,000</td>
</tr>
<tr>
<td>1,000,000</td>
</tr>
<tr>
<td>1,250,000</td>
</tr>
<tr>
<td>1,500,000</td>
</tr>
</tbody>
</table>

#### Preschool Teacher or Preschool/Care Center Director

<table>
<thead>
<tr>
<th>7% job growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there were...</td>
</tr>
<tr>
<td>jobs in 2014</td>
</tr>
<tr>
<td>100</td>
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<tr>
<td>1,000</td>
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<td>1,000,000</td>
</tr>
<tr>
<td>1,250,000</td>
</tr>
<tr>
<td>1,500,000</td>
</tr>
</tbody>
</table>

#### Kindergarten Teacher or Teacher Assistant

<table>
<thead>
<tr>
<th>6% job growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there were...</td>
</tr>
<tr>
<td>jobs in 2014</td>
</tr>
<tr>
<td>100</td>
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<tr>
<td>1,000</td>
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<td>10,000</td>
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<td>1,000,000</td>
</tr>
<tr>
<td>1,250,000</td>
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<tr>
<td>1,500,000</td>
</tr>
</tbody>
</table>
Early Education Job Growth by the Numbers 2014–2024

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2014</th>
<th>Job growth before 2024</th>
<th>Projected Jobs (2024)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Teacher</td>
<td>441,000</td>
<td>29,600</td>
<td></td>
</tr>
<tr>
<td>Childcare Worker</td>
<td>1,260,600</td>
<td>69,300</td>
<td></td>
</tr>
<tr>
<td>Preschool / Care Center Director</td>
<td>64,000</td>
<td>4,200</td>
<td></td>
</tr>
<tr>
<td>Kindergarten Teacher</td>
<td>1,517,400</td>
<td>87,800</td>
<td></td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td>1,234,100</td>
<td>78,600</td>
<td></td>
</tr>
</tbody>
</table>
Early Childhood Education Jobs Remain On the Rise

For Teachers | May 23, 2016


The rise in the number of two-income families and single-parent families and a growing focus on early childhood learning and child development are all playing a role in the steady increase of Early Childhood Education job openings. Early Childhood Education is a growing industry where energetic, motivated teachers are in demand. According to research from the U.S. Department of Labor, this isn’t a trend that looks to be changing anytime soon.

The Bureau of Labor Statistics gives a glimpse into the future of all U.S. occupational growth over the next decade. They have determined that the average growth of all occupations, from 2014 to 2024, will total 7%. When focusing in on a variety of childcare and Early Childhood Education jobs, the growth ranges from 5-7% over the course of ten years. This is good news for new graduates or those looking for career advancement in the early education field.

Why do these types of jobs continue to be in demand? Here’s a snapshot of the reasons that top-quality childcare workers, preschool teachers, and childcare center directors will continue to be hired:

• Early Childhood Education is crucial to a child’s short- and long-term intellectual and social development.

• Parents are enrolling younger children in learning centers and preschools because of the educational benefits.

• Parents working outside their home continue to need assistance to provide care for their children.

• Students enrolling in kindergarten and elementary schools are expected to increase over the coming decade.

• Since 2004, the number of children in after-school programs has grown by 60%.


A Need for Quality Childcare (and Childcare Workers)

The availability of childcare in the form of full-day learning centers, along with qualified, nurturing, and energetic teachers to lead classrooms, is increasingly necessary as more married and single parent families are operating with all parents working outside the home.

• In 2013, 67.8% of married mothers were in the labor force.

• In 2013, 93.7% of married fathers were in the labor force.

• In 2014, 69.4% of single mothers were employed.
Education and Childcare Careers Brainstorm

Students brainstorm careers in Education and Childcare with which they are already familiar, including the name of the occupation and primary responsibilities.

MATERIALS

- *Education and Childcare Careers Brainstorm* handout
- *Non-Educator Careers in Education and Childcare Settings* handout

EXPLAIN

1. There are dozens of careers in Education and Childcare, and more are being created all the time, as Education policies evolve, as childcare becomes more accessible to more families, as we learn more about child development and the needs of children.

2. Distribute *Education and Childcare Careers Brainstorm* worksheet. Ask students to work with a partner to list as many Education and Childcare careers as they can in the left column. Write a description of what that person’s job duties are in the right column. List additional Education and Childcare jobs in the left column that you’ve heard of, but are not sure what exactly the job entails—you can leave the duties on the right side blank. List additional Education and Childcare duties, even if you are not sure of the name of the career—you can leave that part blank. See the examples on the worksheet.

Examples might include:

- Elementary school teachers
- Childcare workers
- College professors
- Science lab assistants
- High School Equivalency or adult literacy teachers
- School librarians
- School bus drivers
- School cafeteria workers
- Guidance counselors
- School receptionists

3. In addition to people who work with students or young children, either teaching them or providing some kind of supportive care, there are dozens of other careers that make education settings run.
Who drives the school bus? Who answers phones in the principal’s office? Who provides advice to high school students interested in going to college? Who cooks the food in the cafeteria? Who serves it? Who makes sure the children walking to school arrive safely?

Write as many careers as you can that are done by non-educators in education settings. Distribute the Non-Educator Careers in Education and Childcare Settings worksheet and have students work in pairs to complete it.

**Examples might include:**
- Cafeteria cook
- School secretaries / receptionists
- Library assistant
- School crossing guard
- Bus driver
- School counselor

**Share Responses**

When students have completed both brainstorms write some of their responses on the board, with Educator careers in one column and Non-educator careers in Education and Childcare settings in another. Students can also share some of the duties for each job, but it’s not necessary to write them on the board. Let students know that they will learn much more about these and other Education and Childcare careers over the next several weeks.
### Education and Childcare Careers Brainstorm

Write the name of the Education and Childcare careers that you are aware of on the left. Write the duties on the right. It's okay to leave some columns blank if you're unsure. Write as many as you can. Include careers that exist in formal settings, such as schools, as well as those that exist in informal settings, such as homes.

<table>
<thead>
<tr>
<th>Career</th>
<th>Duties (what they do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education teacher</td>
<td>Teaches students with special learning, physical or emotional needs.</td>
</tr>
<tr>
<td>Assistant principal</td>
<td>Tests students to determine whether they have learning disabilities.</td>
</tr>
</tbody>
</table>

---

This is a partial list. You can add more careers and their duties as you brainstorm.
### Non-Educator Careers in Education and Childcare Settings

Write the name of the career on the left and the job responsibilities on the right.

<table>
<thead>
<tr>
<th>Non-Educator career</th>
<th>What they do in an Education setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>School bus driver</td>
<td></td>
</tr>
</tbody>
</table>
How Does Technology Affect Today’s Labor Market?

Students read an article and consider the positive and negative effects of technology on the workplace across labor sectors.

MATERIALS

- Technology Opinionaire
- Technology in the Workplace reading
- Chart paper & markers

INTRODUCE

1. Distribute the Technology Opinionaire. Ask students to read each statement, and circle whether they agree or disagree. Then they should choose one of the statements to explain (in writing) their reasoning.

2. Write on the board:

   How has technology changed the labor market?

3. Distribute Technology in the Workplace, and ask students to read and annotate it, making sure to take notes about how technology has changed how people look for jobs, what kinds of jobs are available, and what their lives are like at work.

4. Put students in groups. Tell them to turn over the article (so they’re not looking at it), and make a list on chart paper of all the ways they can remember from the article how technology has changed the world of work. Groups share findings with the class.

5. When the groups are finished, ask them to look back at the article, and see if they missed anything. If they did, they can add to their lists.

6. Point students back to their opinionaires. Ask if anyone has changed their mind. For example, did anyone who started out feeling positively about technology start to feel more negatively, or the other way around?
Technology Opinionaire

For each of the statements below, circle whether you agree or disagree.

1. Overall, technology is improving our world today more than technology is hurting our world.
   Agree / Disagree

2. Technology these days makes it easier to find a career.
   Agree / Disagree

3. I would rather be looking for a job in today’s job market than I would 20 years ago.
   Agree / Disagree

Choose one of the above statements, and explain why you agreed or disagreed:
Technology in the Workplace

Technology has affected the world of work since the rise of factories in the 19th Century. For example, a machine called the cotton gin, that removes seeds from cotton after it is picked, made cotton manufacturing quicker and easier. When we talk about technology today, we usually mean hardware, such as hard drives and monitors; software, such as word processing programs; the internet; or networks, which allow computers to communicate with one another. Technology also refers to data collection, analysis and storage. It affects today’s labor market in many ways: the way we find work, the types of jobs we do, the education and skills we need, the way we do work, and the way companies operate.

1. **The way we find work**
   Long ago, people often looked for jobs in local newspapers, but today they use technology. Job search websites such as Monster, Indeed.com and Glass Door have become popular. People use social media sites like LinkedIn and Facebook to make themselves known, connect to others and find opportunities. Employers use these sites too, to find employees and research job applicants.

2. **The type of jobs we do**
   Advances in technology have made some jobs disappear and others appear. For example, because companies like Netflix can offer movies on the internet, there are fewer video rental stores. We used to see a travel agent, baggage collector, porter and ticket agent when we traveled by plane or train. There are fewer of those jobs now that we use websites to book our tickets, and electronic machines to get our tickets and to check our bags. Advances in technology create new jobs too, like ‘app developers’, social media specialists, and health information managers.

3. **The education and skills we need**
   A lot of work relies on technology. We use it to do simple tasks like answering phone calls. More and more employers rely on people to do more difficult work that requires innovative thinking, flexibility, creativity, and social skills. You need a person to plan the layout of products in a store so customers can find them easily and you need a person to provide hands-on care for sick patients. You need technology, for cashiers to use during transactions and to store medical information of patients. In this technology driven labor market, individuals who want
4. **The way we do work**

Technology has also changed the way we work, by:

- **Making workers more productive**—Using technology can help you do your job better. You can complete more tasks, do them faster and sometimes more accurately. For example, with programs like Word, you can create and edit a letter more quickly than if you were to do it by hand or on a typewriter.

- **Reducing the tasks workers do themselves**—Some tasks that workers used to do themselves are now done by technology. For example, lawyers can use computer programs to search through thousands of documents to find certain information. This allows them to spend more time doing work computers can’t do, such as developing arguments for the courtroom.

- **Replacing some workers**—More and more, we rely on machines to do work without any help from humans. This is called automation. Many people wonder if machines or even robots will one day replace workers. Right now, machines can assemble car parts, answer customer calls and check passengers in at airports. Robots can work together to fulfill warehouse orders. Experts disagree on what kind of impact automation will have on work in the future.

- **Making some workers more mobile**—Mobile phones, computers and the internet have allowed employees to do work from almost anywhere at almost any time. For example, some office workers can work from home for a local company or for a company based in another country. And, they can check email after the official end of the workday. Because of videoconferencing, we can even have meetings with people who are in different places around the world.

- **Directly connecting people who need goods or services to people who can offer it**—Businesses like Uber, Airbnb and Ebay allow sellers to connect with customers in moments. They offer transportation, accommodations and products to potential buyers through the internet.
5. **The way companies operate**

With technology, organizations can produce goods and provide services more quickly, more accurately, on a larger scale and in new and improved ways. They can reach more customers. And, they can use huge amounts of information about individuals—known as 'big data’—to help them sell more to customers. For many organizations, the way they use technology is what sets them apart from the rest.

Technology has changed the world of work in these five ways, but not all types of technology have the same impact. Some technologies totally transform the way people and organizations work. The internet is a good example; it changed everything. Other technologies that may transform our lives include driverless cars and advanced robots that can work alongside or replace employees altogether. And, some jobs seem to be effected by technology more than others. For example, jobs that involve activities such as data entry, assembly line work or routine design work have all become reliant on technology.

Technology has had many positive effects, but it has also had some negative. For example, the internet has allowed a wide range of individuals to access an incredible amount of information quickly, but it has made security and privacy an important issue. Hackers now can get confidential information that they were not intended to have. Governments are catching up to these changes by making new laws and regulations to keep people more safe.

Jobseekers and employees in today’s labor market must make sure they are tech-savvy. This can include:

- knowing how to operate a computerized cash register
- being proficient in Microsoft Office including Word and Excel programs
- operating medical technology that can require ongoing training as the technology evolves

Employees can raise their awareness by staying current with technological trends in their field, by reading online or print materials about their industry. Jobseekers can prepare for interviews doing job research and getting training. Jobseekers who are not tech-savvy may be at a disadvantage to their more tech-savvy peers.
Technology’s Impact on Education

Students read an article about the impact of technology on the Education sector, then develop text-based and speculative questions based on this information.

PREP

- Read the article, The Impact of Technology on Education and annotate it by underlining parts of the article that mention specific ways technology has impacted Education careers, in preparation for class discussion.

MATERIALS

- The Impact of Technology on Education article

DISCUSS

1. Ask students how they think technology has changed the workplace.
   - Most businesses use computerized technology, such as warehouses tracking items in transit, builders using computerized building plans, or cashiers using computerized cash registers. Even many factories use digital equipment these days to cut and assemble products.

2. Ask students how they think technology has impacted Education careers. Write their responses on the board.
   - Teachers can research new topics quickly via the internet, exchange lessons easily with other teachers via email or file sharing software. Students can research topics easily through the internet, can reserve library books electronically, and can search a library card catalog quickly. Teachers can find out if a student is plagiarizing by just entering a few words from an essay or report. Administrators can communicate with parents quickly through email. Childcare workers or nannies can send photos of children to parents instantaneously.

3. Distribute The Impact of Technology on Education and ask students to read and annotate it. They should underline parts of the article that discuss the specific ways technology is impacting Education careers.

4. Ask students to share these details with the class.

5. Divide the class into pairs and ask each pair to write 3 questions that can be answered by the article and 3 speculations about Education careers and technology beginning with “I wonder…” For example: I wonder if entire classes will be run by computers or robots some day.
The Impact of Technology on Education

Access to technology varies greatly between educational institutions. Some have computers in every classroom, while others have far less. Technology is a tool that can support learning and help teachers and students meet their goals. Some say that technology can positively transform Education. But not all schools have what they need to use it well. Using technology effectively requires a high-speed internet connection, up-to-date computers and software, training for teachers, and time for teachers and students to plan and to practice using new equipment. Over the last few decades, school districts, state officials and the federal government have been helping schools to get these resources by providing funding, for example. But many experts agree that more needs to be done. Despite these challenges, Education is influenced by technology in a number of ways:

1. **Content** or the materials students learn from.
2. **Accessibility** or finding materials and learning opportunities more easily, quickly and conveniently.
3. **Assessment** or checking to see what students have learned.
4. **Communication** or sharing information within and beyond a school community.

**Content**

Some learning materials can be especially interactive and dynamic through technology. For example, in addition to looking at a picture of the solar system in a book, students can see a video of the planets circling the sun. Or, students can practice problem solving skills by playing a video game which requires them to solve problems by navigating a virtual environment. Some experts believe that students understand concepts better when they can see them in action and can actively participate in exploring them. Students can also simulate activities on a computer safely and repeatedly, such as mixing chemicals to test their reaction or dissecting a frog.

In addition, technology can help teachers meet the needs of different types of learners. For example, some students find it easier to learn material when they hear it, so they can listen to books on computers, tablets or MP3 players. Other students learn best from material that is visual, so they can do math activities by moving shapes around on an interactive whiteboard. Some students need larger or brighter print and technology can provide this.

In addition to having different styles of learning, students learn at different paces and are at different levels. With technology, students in the same class...
can work at their own speed and level. For example, they can each work on a different computer completing a range of interactive activities at their own pace. The activities that each student does can be designed to get more difficult in line with their ability, as they progress through the work. This kind of individualized learning helps make sure that all students are challenged.

Lastly, educational content can be organized and obtained more efficiently and cheaply with technology. For example, libraries now have electronic catalogues and databases where resources such as books and videos can be found. Books can now be purchased and downloaded to an e-reader more cheaply and quickly than they can be bought in a bookstore.

**Accessibility**

Technology has made materials and learning opportunities more accessible. Here are two examples of how.

- Teachers and students can quickly and easily access materials beyond those that are available in their classrooms. For example, they can search the internet for newspaper articles, videos, blogs and more, created by people around the world, last year or an hour ago. They can also communicate with experts and other students nearby and far away to help them learn about a subject. And students can create their own content and put it on the internet for others to learn from. With these materials at their fingertips, students can shape their own learning by gathering information on topics that they find interesting. But, they have to be critical consumers because some of the information on the internet is reliable and some is not.

- Students can enroll in online learning opportunities. This includes, Massive Open Online Courses (MOOCs), online degree programs and individual courses. These are often less expensive than traditional learning opportunities and tend to offer more flexibility to students who are juggling work and family responsibilities. They also make education accessible to people from all over the world who may not live near a school or who cannot find the programs they want at the schools in their area. However, this is not the best way of learning for all students. The face-to-face interaction that happens in a classroom is critical to many students’ success and that is missing from online learning.

**Assessment**

Technology can make checking to see what students have learned efficient, engaging and ongoing. Below are some examples of how.
• Assignments can be submitted online and teachers can give students comments via email.

• Quizzes can pop up on a screen, while a student is reading an online article. The student can find out how much she has understood and can re-read the part of the article she needs more time with.

• Some exams can be taken on and graded by computers. The results can be sent to students quickly.

• Computer-based exams can be designed as video games and can ask questions based on a specific student’s performance. For example, if a student answers correctly, a more difficult question can follow. If a student gets a question wrong, she can be asked a different type of question that gives her a second chance to show what she knows.

• In addition or as an alternative to writing a report, students can create digital products, such as videos, photographs and PowerPoint presentations, to show what they have learned. These products can be posted on the school website and be commented on by members of the school community.

Being able to check how students are doing quickly and easily helps teachers to make sure their students have reached their goals. It also empowers students to ask for help immediately, rather than at the end of the semester. And, using different types of tests, such as video games and written exams, can help different types of learners succeed.

**Communication**

Technology has made it easier to share information within and beyond school communities. For example, teachers can send email messages to students and parents about a school event or recent test score. Teachers from one school can video chat with teachers from another school to share ideas about classroom activities. Students can work together to complete an assignment in a chat room and submit it online. The victory of a sports team can be posted on a school website for all to celebrate. Students and parents can explore a school’s website to learn about what a college has to offer before they apply.

Many of the activities discussed above related to content, accessibility, assessment and communication can be done with learning management systems. These are technological structures such as Blackboard. Teachers can use them to, for example, post tests and send out grades, upload course materials, set up class chat rooms, keep students up to date on events or
deliver parts of their class online. Students can use them to, for example, get assignments, communicate with other students, store or turn in their work. And, parents can find out how their children are doing in school. Many college professors use them and in order for students to receive and submit assignments, they are expected to use them.

Below are examples of job postings in New York State for people who specialize in Education and technology. Like many jobs in Education, they require at least a Bachelor’s Degree.

- **Online English as a Second Language Teacher:** Teaches online English courses to children in Beijing, China.

- **Educational Design Technologist:** Works with teachers and other educators in a school to design and deliver courses and classroom materials that use technology to improve teaching and learning.

- **Digital, Multimedia and Online Learning Designer:** Works with educators in a school to develop digital materials for use in classrooms and in online courses, participates in designing the school website, edits content on the school’s blog and helps to broaden the schools online audience.

- **Product Developer:** Works for a company that produces digital educational materials. Develops, publishes and markets interactive educational content.

- **Technology Coordinator:** Provides support to people who contact the school helpdesk; installs, tests and sets up new equipment; keeps track of equipment and software licenses; and helps teachers and students to use technology.
Read and Discuss: Opportunities for Bilingual Workers in NYC Schools*

Students read and discuss an article about the increase in translators in New York City public schools, then respond to the article using Constructed Response.

**PREP**

- Read the article, *Chancellor Fariña Announces Expansion of Language Access Services*
- Write the following statement on the board:

  *Job seekers whose first language is not English are at a disadvantage when looking for a job.*

**MATERIALS**

- *Chancellor Fariña Announces Expansion of Language Access Services* article
- *Understanding Chancellor Fariña’s Expansion of Language Access Services* handout
- *Daniel Gordon’s Resume*

**EXPLAIN**

1. Ask students to discuss in pairs whether they agree or disagree with the statement on the board and why. Once students have discussed for a few minutes, ask them to share their thoughts in a class discussion.

2. Distribute the article, *Chancellor Fariña Announces Expansion of Language Access Services*. Ask students to read and annotate it, underlining parts that express the most important ideas of the article, then writing questions about the article in the margins.

3. After reading, distribute *Understanding Chancellor Fariña’s Expansion of Language Access Services* handout and ask students to complete it.

4. Ask students to share their responses with a partner.

5. Discuss responses as a whole class.
6 In addition to translators, there are many jobs that require bilingual workers.

Are language skills something that should be included on a resume?

▷ Yes!

Why?

▷ *It tells employers that you have a skill they may need or that may add value to their business.*

7 Now, we’ll think about the best ways job-seekers can highlight their language skills. Distribute *Daniel Gordon’s resume.*
Chancellor Fariña Announces Expansion of Language Access Services

01/11/2016

NEW YORK—“Schools Chancellor Carmen Fariña today announced the expansion of language access services with the creation of nine new positions in the Borough Field Support Centers and Affinity Groups. The new Field Language Access Coordinators will ensure that schools are providing parents with limited English proficiency with full access to translation and interpretation services available to them in schools.

The expansion also includes new direct access to over-the-phone interpreters for schools, available after 5 p.m. for the first time, as well as a substantial increase in the translation and interpretation supports the Department of Education provides to Citywide and Community Education Councils.

Led by the Translation and Interpretation Unit, the expansion changes the way the Department of Education communicates with families with limited English proficiency. The Field Language Access Coordinators will ensure every school has a trained Language Access Coordinator (LAC) in place and determine whether schools are addressing the language access needs of their parents.

“New York City represents a wealth of different cultures, languages, traditions, and beliefs. This is an important step forward and I want to thank all of the advocates, community members and elected officials who continue to work closely with us to ensure that there are no language barriers between students and families and a great education,” said Schools Chancellor Carmen Farina. “Increasing translation and interpretation services to families is a top priority, and a critical part of building strong relationships between schools and communities.”

As of December 2015, the DOE is providing schools with direct access to over-the-phone interpreters. In the past, schools had to contact the Translation and Interpretation Unit, which then connected the call—a step that has been eliminated. This will help reduce the wait time for an interpreter and allows teachers and staff to call non-English speaking families after business hours. Interpreters are available in 200 languages. In the first month alone, over 1,500 calls were made from schools requesting language support in 43 languages.

“Being able to communicate with parents and guardians in a language they understand and in a timely fashion is key to our work with parents,” said Maite Junco, Senior Advisor for Communications and External Affairs, whose office now oversees the Translation and Interpretation Unit. “We are proud to work jointly with advocates, parents, parent leaders and educators to expand and improve the way we provide language services to our parents with limited English proficiency. We look forward to our continued partnership.”•
Understanding Chancellor Fariña’s Expansion of Language Access Services

Answer the questions below in complete sentences.

1. What kinds of language access services are being expanded? What new services will be provided?

2. What are the goals of expanding translation and interpretation services?

3. What are some specific examples of when a school may need the help of an interpreter?

4. What job opportunities might be available to bilingual workers because of the expansion?

5. How do you think expanded translation services will help students and families? Be as detailed as possible.

6. How do you think expanded translation services will help to build stronger relationships between schools and communities?
Daniel Gordon’s Resume

In the following resume, circle all of the different places that the applicant says in some way that he speaks more than one language. (He says it many times: see if you can find them all).

DANIEL L. GORDON
1455 Brooke Street
Sugar Land, TX 77478
Tel: 713-687-0081
Email: danielg@freemail.com

Career Objective
Seeking a position in a reputed organization where my skills and abilities can be explored to the fullest and where the scope of work will enhance my career growth.

Summary of Qualifications
- 8 years of total work experience
- Strong interpersonal skills
- Positive attitude and adaptable to change
- Excellent written and verbal communication skills
- Fluent in two languages—English and Spanish (read, write and speak)
- Work experience in the hospitality and IT industry

Computer Skills
- Proficient with Microsoft Suite—Excel, Word, Internet and MS Windows
- Knowledge of hardware—PC, Mac

Professional Experience
APRIL 2010–PRESENT
XYZ Software Services, NY
Bilingual Customer Service Manager
- Provided support to all customer queries in two languages
- Responsible for handling a big team and training bilingual customer service representatives
- Manage and analyze customer feedbacks, follow-up methods and quality of after sales service
- Improving customer service based on client feedback
- Development of new policies and procedures for better organizational benefits

JANUARY 2007–MARCH 2010
ABC Communications Pvt. Ltd., Texas
Customer Service Representative
- Responsible for handling customer inquiries
- Kept a check on pricing, delivery and product information in a call center environment
• Provided support to the sales team
• Assisted in the development of new policies and techniques
• Involved in market research surveys on customer needs and requirements

JUNE 2004–DECEMBER 2006
Ford Matt Co Pvt. Ltd., Texas
Assistant Sales Manager
• Provided support to the sales team
• Prepared weekly reports and monthly reports for sales team and sales management
• Trained and motivated team members to achieve sales and customer service goals
• Built long-term relationships with business clients

MAY 2000–JUNE 2004
RST Group, Texas
Customer Service Representative
• Provided customer service in the hospitality department
• Assisted all customers via phone, digital communication and in-person
• Handled all customers in English and Spanish language
• Responsible for attending customer queries, solving problems and providing detailed information on the services provided

**Educational Qualifications**
• Bachelor’s Degree in Computer Science from ABC University, Texas, 1998
• Graduated from Bernard High School, 1997

A. Why do you think Daniel Gordon kept talking about being bilingual in his resume?

B. If you are bilingual, would you put your language skills on your resume? Why or why not?
Career Families in Education and Childcare

Students learn about job types common across sectors, such as student-facing, administrative, operational, and production. They brainstorm specific jobs in those career families, the skills someone would need to work in them, and answer self-assessment questions about their interest in various career families.

PREP

• Be prepared to discuss the terms: **career families, job duties vs. job skills**

MATERIALS

• *Career Families in Education and Childcare* worksheet

EXPLAIN

1 There are job types that are common across sectors. These are called **career families**. There are some career families with jobs that nearly all companies or organizations need, for example, public-facing careers. This is a job working directly with people.

2 Which jobs in Education require you to work directly with people?

   > Teacher, teaching assistant, school nurse, guidance counselor, cafeteria server, bus driver.

3 What kinds of skills do people who work directly with students, parents or children need to do their job?

   > Communication skills, listening skills, problem solving skills, friendliness, approachability, patience, knowledge of their subject area, the ability to work well with others, the ability to work well independently, the ability to multi-task.

4 What do you think are the benefits of having the skills to do jobs in a career family that exists in many different industries?

   > Many job opportunities, you won’t be stuck in one industry if you don’t like it, if you change industries, you won’t necessarily have to learn a whole new set of skills (though you’ll still have to learn industry/company specific knowledge and duties).
5 Put students into groups of three or four, distribute the *Career Families in Education and Childcare* worksheet, and ask students to complete the table together. After they finish the table, have them complete the questions on the second page individually. When finished, students discuss answers (both group and then individual answers) with entire class.

6 Can you think of any other types of jobs that are needed in many industries?
# Career Families in Education and Childcare

In the chart below, follow the example, listing additional examples in the categories provided.

**Left-hand column:** write a career that is part of the career family in each industry.

**Right-hand column:** write the skills needed to do the job listed in the left column.

<table>
<thead>
<tr>
<th>CAREERS IN EDUCATION AND CHILDCARE</th>
<th>SKILLS NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student/Child-Facing</strong></td>
<td></td>
</tr>
<tr>
<td>1. Early Childhood Teacher</td>
<td>1. Clear speaking voice, good listening skills, ability to explain things, patience.</td>
</tr>
<tr>
<td>2.</td>
<td>2. Clear speaking voice, patience.</td>
</tr>
<tr>
<td>3.</td>
<td>3. Clear speaking voice, patience.</td>
</tr>
<tr>
<td><strong>Administrative</strong></td>
<td></td>
</tr>
<tr>
<td>1. School secretary</td>
<td>1. Attention to detail, facility with numbers, writing skills, clear speaking voice, positive manner.</td>
</tr>
<tr>
<td>2.</td>
<td>2. Clear speaking voice, positive manner.</td>
</tr>
<tr>
<td>3.</td>
<td>3. Clear speaking voice, positive manner.</td>
</tr>
<tr>
<td><strong>Operational (Non-teaching, non-administrative staff who keep an educational institution running)</strong></td>
<td></td>
</tr>
<tr>
<td>1. Information Technology (IT) Specialist</td>
<td>1. Knowledge of computer systems and software, ability to explain things clearly, problem solving</td>
</tr>
<tr>
<td>2. Maintenance staff</td>
<td>2. Knowledge of basic plumbing, electrical and carpentry skills, problem solving skills, basic reading and math skills.</td>
</tr>
<tr>
<td>3.</td>
<td>3. Knowledge of basic plumbing, electrical and carpentry skills, problem solving skills, basic reading and math skills.</td>
</tr>
<tr>
<td>4.</td>
<td>4. Knowledge of basic plumbing, electrical and carpentry skills, problem solving skills, basic reading and math skills.</td>
</tr>
</tbody>
</table>

*Continued*
Section 6

Student Handout

### Production (making goods)

<table>
<thead>
<tr>
<th>1. Educational app or software designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
</tr>
</tbody>
</table>

| 1. Knowledge of writing code, problem solving, listening skills, graphic design skills. |
| 2. __________________________        |
| 3. __________________________        |

| Of the five we have examined—Student/Child-facing, Administrative, Operational and Production—which would you be interested in working in? Why? |

| Do you already have any skills that would help you work within the career families you are interested in? How did you acquire these skills? |

| Of these four career families, are there any you would not be interested in working in? Why? |

| Can you think of any other types of jobs that are needed in many different industries or job sectors? Would you be interested in working in any of those? Which ones and why? |
Employer Types in Education and Childcare*

Students learn about classifications of employers—corporations, nonprofits, owner operated or self-employed businesses, cooperatives and civil service.

PREP

- Be prepared to discuss the following terms, defined below: **Corporation**, **Nonprofit**, **Self-employed**, **Cooperative** and **Civil Service**, also known as the **Public Sector**.

MATERIALS

- *Sample Employer Types* worksheet
- *My Local Employers* worksheet

EXPLAIN

1. Sometimes the word **employer** refers to an individual, but it is also used to describe a company or organization. We are going to look at five different types of employers that exist in the Education and Childcare sector—corporations, nonprofit organizations, owner-operated or self-employed businesses, cooperatives, and civil service.

2. Distribute *Sample Employer Types* worksheet. Have students get into pairs and complete the worksheet together.

3. When they are finished, have students share their answers with the class.

4. After each workplace type is reported back, discuss the corresponding definition on the following page to clarify and answer any questions. The definitions are intended for use by the teacher.

5. Distribute the *My Local Employers* worksheet and have pairs work together to list employers that they think belong in each category.
   - Students can complete them based on their existing knowledge or use the following websites for research:
     - [www.greatnonprofits.org](http://www.greatnonprofits.org) and [www.nycworker.coop](http://www.nycworker.coop)
     - If they use websites for research, discuss the importance of paraphrasing.
     - Another option is to have them complete this worksheet individually for homework.
**Workplace Types**

- **Corporation** is a business that sells goods or services. Many corporations have one person in charge at the top, the CEO or President, then a layer of middle managers who supervise people with lower levels of responsibility. If a corporation makes a large profit, that money might go to the high level managers, or they may choose to share it among the employees. Many, though not all, corporations have a hierarchy with some people holding more power to make decisions than others.

- **Nonprofits** or Not-for-profits generally prioritize providing services over making money. For example, they might provide shelter or counseling to homeless or low-income people, people with disabilities or other groups of people who need assistance. They are governed by a Board of Directors, a group of people interested in the success of the organization, which guides the decision-making. Users or clients often do not pay for the services. Instead, the organizations apply for and receive grants from the government or private funders. This is money that does not have to be repaid and often comes with requirements on the services provided, such as a certain number of people served or certain results of the services provided.

- **Self-employed** businesses are often a business of one, for example, a handyperson who makes repairs in people’s homes or someone who does hair in their own or other people’s homes. They set their own hours, prices, get their own clients and run the business themselves. They might hire someone to help with certain aspects, such as a bookkeeper to help manage the finances or an assistant to help them provide the service.

- **Cooperatives** are businesses that are owned by a group of people together, instead of having one owner or president. They make decisions about the business together and have equal decision-making power. Profits earned often go back in to supporting the business or go to the worker-owners themselves. There are many new cooperatives in New York City.

- **Civil service** is also known as the public sector or the government. Civil servants are public employees who work in a variety of fields such as teaching, sanitation, health care, management, and administration for the federal, state, or local government. There are standardized prerequisites for employment such as minimal age and educational requirements and residency laws. Employees enjoy job security, promotion and educational opportunities, comprehensive medical insurance coverage, and pension and other benefits often not provided in comparable positions in private employment.
Sample Employer Types*

Read the descriptions of employers below and determine whether each one is a corporation, a nonprofit organization, cooperative, self-employed or civil service.

1. **GLSEN, the Gay, Lesbian, Straight Education Network**, is a national organization based in New York City. It provides teaching and training resources to help keep schools safe for gay, lesbian, bisexual, transgender and queer students or those perceived to be. It provides teaching materials and trainings to school administrators and helps schools create Gay-Straight Alliances, where students of all sexual and gender identities can meet together in queer-friendly environments. GLSEN is funded by grants from corporations, foundations and individuals interested in supporting the work of making schools safe for LGBTQ youth. Because GLSEN receives grants, it does not have to charge a fee to the schools that receive its services. The money it receives is used to pay the organization’s writers, trainers and advocates, and to purchase everything they need to keep it running.

   Business Type __________________________________________________________________________

2. **All Seasons Daycare**, operating in two locations in the Bronx, serves infants and children from age 6 weeks to 5 years old. Families pay a weekly fee for their children to attend full-time programming. All Seasons is licensed by the NYC Departments of Health and of Education, but is privately run.

   Business Type __________________________________________________________________________
Beyond Care Childcare, in Sunset Park, Brooklyn, provides in-home childcare to families and to local neighborhood organizations, so that parents can attend neighborhood meetings with their children. Beyond Care began with 17 immigrant women in 2008 and now has 38 members. Members decide collectively on the rates they will charge customers, and receive ongoing training in topics such as CPR and Child Development. Rather than having one president or executive director, all 38 members collectively own and operate the business.

Business Type

The Queens Library operates 68 libraries in various neighborhoods in Queens, NY. It employs librarians, computer specialists, teachers, operational staff who take care of the buildings, and administrative staff. Patrons, people who use the library, can check out books and videos, read magazines and newspapers, practice language skills, search for jobs and use the library’s computers all for free, regardless of their income level or citizenship status. The library receives money to purchase materials and pay its staff from New York City’s budget.

Business Type

Moozika is a children’s music class run by Jesse Goldman in Brooklyn, NY. Jesse works by himself to teach 10 music classes a week to infants and children. He updates his website, promotes the classes, processes the registration and fees from parents, writes the songs he sings with the kids, rents a local studio and teaches the classes. All of the money he receives to cover his expenses and pay himself comes from the students who take his classes.

Business Type
# My Local Employers

List as many local employers as you can in the boxes below, providing the name and what they provide. Use businesses near class, near your home, and ones you are familiar with. If no employers come to mind for a category, do some research. Use readings from class or search online.

<table>
<thead>
<tr>
<th>Corporation</th>
<th>Nonprofit Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
</tr>
<tr>
<td></td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Product or Service:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperative</th>
<th>Self-Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Product or Service:</td>
</tr>
<tr>
<td></td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Product or Service:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civil Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Product or Service:</td>
</tr>
</tbody>
</table>
I’ve failed over and over and over again in my life and that is why I succeed.

— Michael Jordan

American basketball star MICHAEL JORDAN was born on February 17, 1963, in Brooklyn, New York. Jordan left college after his junior year to join the NBA. Drafted by the Chicago Bulls, he helped the team make it to the playoffs. For his efforts there, Jordan received the NBA Rookie of the Year Award. With five regular-season MVPs and three All-Star MVPs, Jordan became the most decorated player in the NBA.

Source: http://www.biography.com/people/michael-jordan-9358066