

the CESBA

.....

Updater

Spring 2011



Special OALCF Issue

Ontario Adult Literacy Curriculum Framework

PLUS:

.....

**Engaging Technology for Classroom
and Professional Development Training**

Another Look at Learning Styles

Looking in on the OALCF Website

Updater

Acknowledgements

Editor: Jane Barber

Art Direction and Design: David Baker

Publisher: Cornwall City Press

Contributors:

Brenda B. King

Jane Barber

Daphne Lane

Christine Prieur

Charlotte Parliament

Lorraine Cheshire

OALCF Website

CESBA Literacy Committee

Executive Director: Brenda B. King

Chair: Charlotte Parliament – SCDSB

Member: Christine Hendrie - HWCDSB

Member: Christine Prieur – HDSB

Member: Daphne Lane - UCDSB

Member: Carol Visser – TDSB

Member: Lorraine Cheshire – WCDSB

Consultant: Jane Barber

CESBA Board of Directors

President: Paul Cox, Waterloo Catholic DSB

Vice President: Hanne Nielsen, Simcoe County DSB

Past President: Robert Fitzgibbon, Durham Catholic DSB

Treasurer: Namita Aggarwal, Toronto DSB

Acting Secretary: Theresa Harper-Dube, Algonquin Lakeshore Catholic DSB

Directors:

Kathy Mills, Halton DSB

Joseph Ibrahim, Windsor Essex Catholic DSB

Theresa Harper-Dube, Algonquin Lakeshore Catholic DSB

Catherine Deschambault, Ottawa Carlton DSB

The CESBA Updater is made possible through the generous funding of the Ministry of Training, Colleges and Universities



In this issue:

FEATURES:

6 Engaging Technology for Classroom and Professional Development Training



8 Another Look at Learning Styles

By Christine Prieur



10 Looking in on the OALCF Website



4 A Story of Collaboration – Message from the Executive Director Brenda King

9 Goal-Directed Assessment – an Essential Feature in OALCF

22 OALCF Questionnaire

23 Key Components of Task-Based Programming in the OALCF—a checklist

23 Collaboration: Lessons Learned

24 Make www.eopg.ca Your New Best Friend

25 OALCF – Like Building a House

26 OALCF Implementation Training

27 Sources & Resources

28 Introducing the new face of CESBA's Practitioner Training website

Message from the Executive Director...

A Story of Collaboration

“If you have an apple and I have an apple and we exchange these apples, then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.”

George Bernard Shaw

OALCF collaboration – an overview

Collaboration is clearly one of the key operational concepts of the new millennium. The literature on collaborative processes and behaviours is extensive but I must admit that it was not until very recently that I had given much thought to the incredible value to be gained from involvement in collaborative activity. My experience as a member of the Executive Directors’ Committee to advise the Ministry of Training, Colleges and Universities on the development of the Ontario Adult Literacy Curriculum Framework has been, for me, a seminal experience.

Following the 2007 election, the notion of a provincial curriculum for adult literacy was introduced at a meeting attended by representatives from the ministry and the executive directors from Ontario’s adult literacy sectors, streams and regional networks. Today almost, four years later, I pause to reflect on that important announcement and wonder at how little I really understood at that time what impact the OALCF would have on my work as CESBA’s ED and that of my colleagues. In this article I am eager to share with you

my reflections on the collaborative process as I experienced it in working with the other stream and sector executive directors.

In light of the huge and complex issues surrounding design, development and communication for the Ontario Adult Literacy Curriculum Framework, the Ministry of Training, Colleges and Universities proposed a collaborative approach involving Ontario’s streams and sectors. Clearly the work called for activity and expertise that exceeded the capacity of any single organization. Moreover, with the continuing rise of information technology and MTCU’s interest in supporting joint efforts in the literacy community, a collaborative enterprise was seen as a readily attainable goal.

Seeing beyond our differences – working together

The ED Advisory Committee was brought together by MTCU to provide oversight and direction to the combined and individual efforts of the OALCF development teams and to resolve any issues as they arose. Ontario’s four adult literacy streams were represented by John McLaughlin, Ontario Adult Literacy Coalition

(OLC); Ellen Paterson, Ontario Native Literacy Coalition (ONLC); Suzanne Benoit, Coalition ontarienne de formation des adultes (COFA); and Peggy Anne Gordon, Deaf Literacy Initiative (DLI). Ontario’s three sectors were represented by Lynne Wallace, College Sector Committee; Jette Cosburn, Community Literacy of Ontario (CLO); and Brenda King, CESBA. Alpha Plus also participated represented by Michael Coteau.

Our experience working together had, in the past, been limited. The political climate of LBS delivery in Ontario had, in fact, often positioned us as competitors for research and development funding. As a result, initially, we did not have the history of collaboration and cooperation that we needed for understanding the roles and expectations required for true collaboration.

It soon became apparent, however, that our collaboration was designed as a means to an end, not an end in itself. Joint efforts in our assigned tasks proved that it was often our differences that contributed most to a sharpened focus, centralized processes, enhanced communication and increased odds for getting the project on the right track and keeping it there.

As I look back on four years of meetings what really emerges is that in order to be effective as a committee and to work collaboratively we had to

develop what has been coined, “cultural intelligence”. Cultural intelligence is the capability to adapt effectively across different linguistic, organizational and professional cultures. And so we learned that as a group we needed to develop capacity to work with colleagues who not only think and communicate differently but also function and value things differently.

Making it work for everyone

The road was not always smooth; in fact, much of our activity was negotiated on an unpaved surface. I think we all knew that conflict must be expected in any collaborative effort, but what I see now in looking back, and what is truly revealing, is that many times the conflict between us was an indicator that change was happening and difficult issues were being brought forward openly and honestly. Particularly in the first year, there were times when work seemed to stall, commitment seemed to wane and trust issues emerged. However, our project manager, a change agent of some repute, persistently navigated us forward until eventually it seemed that a new culture, an OALCF culture, separate from the culture of any individual organization, was created.

I discovered through the collaborative process that our work required us to continually return to the beginning, not to “start over” – but to learn, refine, shift and expand our vision to include others.

A rich legacy...valuing interdependence

Every exit is an entrance somewhere else. Ontario’s sectors and streams have been on a journey together and while this leg of the journey has come to an end, as travellers we continue to move forward with new destinations. I discovered through the collaborative process that our work required us to continually return to the beginning, not to “start over” – but to learn, refine, shift and expand our vision to include others. We build on what we have done before; we expand the scope of our efforts and, ultimately, we move on.

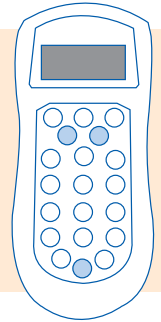
Ontario’s streams and sectors have participated in a collaboration that has produced a commitment to mutual respect and mutual accountability for shared responsibility in a product that we have jointly developed. As a result, I have benefitted greatly. I have replaced my previously held comfortable assumption of my own infallible independence of thought and effort with a new appreciation of interdependence between organizations with unique views. This spring I walk away from the ED Committee feeling proud of the project outcome yet realizing the year ahead will require continued effort. However the most powerful result of my participation on this committee will always be the new learning I acquired with regard to the collaborative process. And that, for me, is a rich legacy. •



Brenda King
CESBA Executive Director

ENGAGING TECHNOLOGY

For Classroom and Professional Development Training



Recently, an LBS Manager along with the LBS Team Leaders of the TR Leger School (Upper Canada District School Board) delivered the OALCF Overview training in a most engaging way. Training materials were developed based on the OALCF Overview Train-the-Trainer package from CESBA but the use of Virtual Smartboard technology, including CPS clickers, took the training to a whole new level.

“CPS clickers” (Classroom Performance Systems) are remote polling devices that allow students to respond to questions or express opinions throughout the course of a training event. UCDSB had purchased these devices for practitioners to use in the classroom and the OALCF Overview training provided the perfect opportunity to distribute the clickers and let practitioners see how much fun and how effective they could be. Our goal was not only to provide staff with interesting and engaging training, but also to encourage them to use the CPS units in their programs.

As anticipated, the clickers kept staff attentive, engaged and an active part of the training. Questions were used to review and check what had been learned, and seeing the poll results immediately provided opportunities for presenters to pause and address identified concerns or issues. With the help of the CPS clickers we were able to cover a lot of information and check for understanding as we went along. In our training we:

- outlined the history and development of the new curriculum

- captured the most important concepts of the OALCF affecting practitioners directly
- explored the relevance of the five learner pathways to learners in our programs
- examined each competency group and practised linking tasks to particular competencies
- addressed the relationship between tasks and skills
- re-wrote skills as tasks

The post-session evaluation results collected through Survey Monkey confirmed that staff had gained a good understanding in all aspects of the training. Practitioners also found the new technology fascinating and easy to use, and, as a result, are planning to use CPS clickers in their programs. Win-Win.

Q: How did you get the CPS clickers for UCDSB?

- Jane

A: The company who sold us the clickers is Einstruction Canada. Their website is: <http://www.einstructioncanada.com/>

Our contact there was John Paul Copeland (jp@einstructioncanada.com), and he has agreed to lend us 100 clickers if we want to use them in the CESBA training in Toronto in May. He is very enthusiastic and helpful.

- Daphne



CPS (Classroom Performance System) is used to promote active learning in the lecture. Each student needs a small hand held wireless transmitter or a “clicker”. During class, questions can be asked in relation to course materials that will require learners to answer by entering an answer on a handset. The answers from the class are collected via a wireless receiver and analysed immediately. In this way, teaching content can then be adapted to respond to the immediate feedback.

CPS allows students to:

- respond to in-class questions anonymously
- be a part of every class response
- gauge their own understanding immediately
- identify “trouble spots” in teaching content
- actively participate in the class

CPS allows instructors to :

- gauge class understanding immediately after teaching a concept
- gauge class understanding before introducing a new concept
- adapt teaching content based on identifiable needs

Another look at learning styles

By **Christine Prieur**, The Centre for Skills Development and Training

At a recent CESBA conference, I attended a wonderful workshop by Estelle Cohen and Grant Reimer entitled, “I’m Losing It! Organizational Skills for Managers”. Much to my surprise, we began by completing a learning styles inventory.

Many of us in the literacy field have long been familiar with the theory of learning styles (and the related theory of multiple intelligences) as well as the various tools available for self-assessment. In my almost 20 years in the literacy field, I have encouraged perhaps hundreds of students to complete a learning styles inventory, but I had never taken the time to complete one myself.

I had always assumed that I was a visual learner, based on my positive experience in traditional academic life. (Traditional schools teach to visual learners. Since I had always been somewhat successful, I must learn visually! That was my logic, flawed as it was.)

You can imagine my surprise upon completing the learning styles inventory and being faced with the result of being a kinesthetic learner! I was shocked, and even disbelieving! “Why, I’ve never hammered a nail in my life!” I mumbled to myself. “Nor have I had any desire to do so! Remember that time I tried to learn to knit? I lasted a full 23 minutes before I threw the whole mess in the trash! I hate doing things with my hands!”

It was at that moment that I realized that I had an internalized prejudice—a hierarchy, in my mind, of how learning styles rate from best to worst. And clearly, being a visual learner was somehow better than being a kinesthetic learner. It was humbling to realize that I have been unfairly judging my students in this way, all these years - humbling, but very helpful, and a lesson well-learned.

Kinesthetic Boss at Work



The facilitators’ insights about using learning styles theory outside of the classroom were very helpful and got me thinking about more efficient ways to go about my day-to-day life. For example,

they suggested that a kinesthetic learner does his or her best (i.e. most efficient and most productive) planning and strategizing while walking, not sitting at a desk. I learned that a kinesthetic learner often doesn’t spend very much time in the planning stages of a project, but tends to jump right in; and that a kinesthetic learner should plan to take several breaks during a long activity. What helpful and useful information! Now I had new and concrete ways to think about how to go about my work, not only as a life-long learner, but also as an employee.

Of course there are many critics of the learning styles theory. It doesn’t take very many mouse clicks to find detractors of these learning models, for various reasons. For example, “Guy Claxton has questioned the extent that learning styles...are helpful, particularly as they can have a tendency to label [individuals] and therefore restrict learning.”¹

However, we know that teaching adults is a careful mix of a bit of this and a bit of that, plus a whole lot of support and cheer-leading. If we find something that helps even some of our students some of the time, we typically keep these ideas and tools handy.

Once I started thinking about learning styles beyond our work with learners I began to think about all the different professional development workshops I’d attended (and given) over the years. I

¹ “Learning Style”. Wikipedia.com. http://en.wikipedia.org/wiki/Learning_styles. Retrieved 2011-04-02.

realized that facilitators typically engage only one or two of the learning styles. I wondered if maybe we should be placing more emphasis on using learning styles theory when developing and delivering training for our colleagues and employees.

As we begin to grapple with the OALCF and the implications it will

have for the way we deliver literacy programming, and as we design and deliver training for our employees around this and other initiatives, I propose that we consider the fact that amongst our colleagues there is likely a variety of learning styles represented. And further, if we truly consider our content to be important, and we wish to help our colleagues to understand,

learn, absorb and retain significant new ideas and concepts, let us consider incorporating learning styles theory (and perhaps that of multiple intelligences) into the training we build. We need to remember, when we do this, we are treating ourselves (and one another) with as much consideration as we have always given our students. •

Goal-Directed Assessment – an Essential Feature in OALCF

Goal-Directed Assessment Process	
Steps	What this step accomplishes
<p>Step 1: Gather background information on the learner's</p> <ul style="list-style-type: none"> • Educational experience • Work experience • Transferrable skills • Preferred learning style • Obstacles and challenges 	<p>Step 1 tells you:</p> <ul style="list-style-type: none"> • if your program can build upon the learner's identified strengths and transferrable skills • if your program can deal with the obstacles and challenges that may affect learner progress and persistence. <p>If the answer is, "no" to either of these conditions, discontinue the assessment, and refer the learner to another program.</p>
<p>Step 2: Identify</p> <ul style="list-style-type: none"> • long-term goal (goal path - achievable after LBS) • short-term goal (achievable while the learner is still in the program) 	<p>Step 2 tells you:</p> <ul style="list-style-type: none"> • the learner's goal path • what the learner will be able to do at the end of the program
<p>Step 3:</p> <ul style="list-style-type: none"> • Assess the requirements of the learner's goal • Identify important indicators of task performance for accountability purposes 	<p>Step 3 identifies:</p> <ul style="list-style-type: none"> • the goal-related tasks that are necessary for successful goal completion, • the complexity level of each of those tasks, • the knowledge, skills and behaviours that are necessary for successful task performance • any skill development that is required • the cultural and linguistic requirements of the goal path • any other non-LBS Program credentials, certificates, test completion, or personal attributes required for transition to the long-term goal destination.
<p>Step 4: Assess the learner's achievements and current capacity to complete goal-related tasks</p>	<p>Step 4 identifies:</p> <ul style="list-style-type: none"> • goal-related tasks the learner can already perform • tasks that will become the focus of learning • important embedded skills development and knowledge required to perform goal-related tasks.
<p>Step 5: Create the learner's Learner Plan</p>	<p>Step 5 produces a plan that:</p> <ul style="list-style-type: none"> • summarizes the pertinent information from steps 1 to 4 • lays out the action plan for learning • provides a way to monitor learner progress • identifies estimated program duration based on the learner's commitment to participation



Looking in on the

OALCF Website

...a look in on the key elements of the curriculum framework

Taken from the Introduction to the Framework and the Curriculum Framework: Conceptual Foundation document

Competencies - the broad, generic categories of a learner's abilities, capture and organize the learning that takes place in Ontario's literacy programs. These competencies represent the full range of skills, knowledge, and behaviours that adult literacy learners can expect to develop in literacy programming as they work to achieve their specific goals.

The competencies are:

A - Find and Use Information >

B - Communicate Ideas and Information >

C - Understand and Use Numbers >

D - Use Digital Technology >

E - Manage Learning >

F - Engage with Others >

Task groups - Task Groups organize the content within each competency. They link the broad competencies to program development, and make it easier to determine what a learner can or cannot do. For example, three task groups for the competency "Find and Use Information" are

A1 Read continuous text

A2 Interpret documents

A3 Extract information from films, broadcasts, lectures, and observations

When taken together, task groups describe what is included in each competency. Task groups present no implied hierarchy, as they can be taught or selected in any order, depending on the learner's goals and needs. Three of the six competencies have task groups.



...a look in on the key elements of the curriculum framework *(continued)*

Indicators - describe achievement at the end of each level and give readers a snapshot of the programming focus at the level.

Descriptors - provide detail about the qualities of tasks and performance at a given level. They are intended to work in combination with each other to foster understanding of task complexity at a given level within a given task group. Descriptors are typically unique to a level; however, some qualities may apply to more than one level. **Performance descriptors** are observable characteristics of learner performance, whereas **Task descriptors** describe the qualities of tasks. Competency *E: Manage Learning* and *F: Engage with Others* contain only performance descriptors.

Task Examples - illustrate what learners can do at the end of a level. Each example indicates the goal paths in which learners are likely to be expected to perform similar tasks once they have made transitions. They help readers understand how the framework applies to all learners, regardless of their goals. For some task groups, framework pages also provide additional examples of text types and document examples appropriate at the level.



Competencies, Task Groups and Indicators - an Overview

COMPETENCY	TASK GROUP	INDICATORS		
		LEVEL 1	LEVEL 2	LEVEL 3
A Find and Use Information	A1 Read continuous text	A1.1 Read brief texts to locate specific details	A1.2 Read texts to locate and connect ideas and information	A1.3 Read longer texts to connect, evaluate and integrate ideas and information
	A2 Interpret documents	A2.1 Interpret very simple documents to locate specific details	A2.2 Interpret simple documents to locate and connect information	A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information
	A3 Extract info from films, broadcasts & presentations	Not applicable: Tasks in this task group are not rated for complexity		
B Communicate Ideas and Information	B1 Interact with others	B1.1 Participate in brief interactions to exchange information with one other person	B1.2 Initiate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions	B1.3 Initiate and maintain lengthier interactions with one or more persons on a range of topics
	B2 Write continuous text	B2.1 Write brief texts to convey simple ideas and factual information	B2.2 Write texts to explain and describe information and ideas	B2.3 Write longer texts to present information, ideas and opinions
	B3 Complete & create documents	B3.1a Make straightforward entries to complete very simple documents	B3.2a Use layout to determine where to make entries in simple documents	B3.3a Decide what, where and how to enter information in somewhat complex documents
	B4 Express oneself creatively	Not applicable: Tasks in this task group are not rated for complexity		
C Understand and Use Numbers	C1 Manage money	C1.1 Compare costs and make simple calculations	C1.2 Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	C1.3 Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets
	C2 Manage time	C2.1 Measure time and make simple comparisons and calculations	C2.2 Make low-level inferences to calculate using time	C2.3 Find, integrate and analyze numerical information to make multi-step calculations using time
	C3 Use measures	C3.1 Measure and make simple comparisons and calculations	C3.2 Use measures to make one-step calculations	C3.3 Use measures to make multi-step calculations; use specialized measuring tools
	C4 Manage data	C4.1 Make simple comparisons and calculations	C4.2 Make low-level inferences to organize, make summary calculations and represent data	C4.3 Find, integrate and analyze data; identify trends in data
D Use Digital Technology	n/a	D.1 Perform simple digital tasks according to a set procedure	D.2 Perform well-defined, multi-step digital tasks	D.3 Experiment and problem-solve to perform multi-step digital tasks
E Manage Learning	n/a	E.1 Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	E.2 Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	E.3 Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning
F Engage with Others	n/a	Not applicable: This competency is not rated for complexity		

...a look in on how practitioners can use the curriculum framework

Taken from the Curriculum Framework: Conceptual Foundations Document

Literacy practitioners can use the curriculum framework to support their work in delivering Literacy and Basic Skills (LBS) programming in community-based, school board, or college settings. Key applications include:

- information and referral
- assessment
- learning plan development
- the development of training

Using the framework for information and referral

The curriculum framework provides a common language to help practitioners describe LBS programming when making referrals to other agencies, allowing for greater learner mobility between LBS Programs anywhere in the province. It also provides a common reference point for describing and discussing learner performance across the competencies.

Using the curriculum framework for assessment

The curriculum framework can help practitioners decide on appropriate placements for learners within the LBS Program. It can also be used to develop assessment tools to evaluate learners' progress. Since practitioners will now be able to describe an individual's performance in the competencies at any point in time, they will be able to monitor and assess progress more accurately.

The specificity of the framework also allows practitioners to identify individuals' strengths and needs with some precision, and target training to areas of need while recognizing that a learner may be able to do tasks at different levels across the six competencies.

Using the curriculum framework for learning plan development

The curriculum framework fully describes the task groups and indicators that practitioners and learners can relate to learners' goals. This information provides the foundation for the development of learning plans.

Using the curriculum framework for the development of training

The curriculum framework can help practitioners deliver quality and consistent service to Ontario's literacy learners. The framework is not prescriptive in nature; it provides direction but, it does not specify the details of what is taught and learned. Practitioners can use the framework as:

- a baseline against which to develop appropriate programming, including selecting the types of tasks learners need to do to achieve one of the following five learner goals:
 1. Employment
 2. Apprenticeship Training
 3. Secondary School Credit
 4. Postsecondary
 5. Independence
- a foundation to build training packages, resources, and curricula
- an assurance that all competencies are adequately addressed
- a guide to help them identify learning activities related to the task groups and answer the question, "*Is the resource at an appropriate level?*"



...a look in on how the curriculum framework supports training delivery

Taken from the Introduction to the OALCF

Training - The curriculum framework supports a task-based approach to literacy instruction that helps learners link the learning to the world around them. Completing tasks helps learners understand how they will use skills to respond to real world demands that they will encounter as they transition to their next step. The framework provides a baseline against which practitioners can develop programming that meets individual learners' needs as they move towards goal attainment. The examples of tasks provided in the framework can be used to determine what tasks might be appropriate for each of the five different learner goal paths.

To use the framework effectively, practitioners will need to be able to identify tasks that are appropriate for the learners they work with, and analyze tasks to understand the skill demands they represent. In their analysis of tasks, practitioners will be looking for two main things: to identify which competency the task belongs to, and to determine its complexity level. To identify the competency or task group to which the task pertains, practitioners need only identify the predominant skill(s) the learner is required to draw on to complete the task. Practitioners can then use the task and performance descriptors within the curriculum framework to determine the complexity level for each of the tasks.

Although the competencies are explored separately in the framework, they are intended to work together to inform programming. This is evident in the description of the competencies and task groups where links to other task groups are identified. In this way, the framework supports the use of integrated tasks in literacy programming. Integrated tasks are meant to reflect real life activities that learners

engage in and typically involve a number of competencies and tasks groups. For example, a practitioner might choose to develop lessons that revolve around purchasing a new computer for the classroom. The lessons could include instruction and practice conducting Internet research (*D Use Digital Technology*), comparing costs (*C1 Manage money*), and reading user reviews (*A1 Read continuous text*) of different computer models. The practitioner could have learners document their research in table form (*B3 Complete and create documents*) and write a report that outlines their recommended purchase (*B2 Write continuous text*).



The framework can be used to develop learning activities related to learner goals at the appropriate level. For example, learners with a goal of independence might express interest in improving their ability to select healthy foods to eat. The lessons could include interpreting the Canada Food Guide to understand nutritional requirements (*A2 Interpret documents*), reading informational brochures about the link between poor diet and chronic illness (*A1 Read continuous text*), comparing fat and sodium counts of different products on nutritional labels (*C3 Use measures*), and producing a shopping list with healthy food choices (*B3 Complete and create documents*).

The framework can be used to guide practitioners in the selection of resources. Resources selected to support a learner program should be relevant to the learner's goals and interests and be level appropriate. Resources should be examined using the framework keeping in mind what a learner will be asked to do with the resource in order to ascertain if it is level appropriate.

...a look in on FAQ's related to skill development in a task-based approach

Taken from the *Practitioner Guide to Task-Based Programming*

FAQ #1 - WHERE DOES SKILL DEVELOPMENT FIT IN A TASK-BASED APPROACH?

Tasks are built on a solid foundation of component skills. Component skills, sometimes referred to as academic skills are those discrete skills an individual acquires along a continuum of skill development that build proficiency in, for example, reading, writing and math. As most practitioners are aware, the *Matrix*, i.e., *Appendix of the Working with Learning Outcomes Validation Draft*, contains a collection of academic skills described across five LBS levels. Skills are integral to successful performance of the multitude of tasks that adults carry out for various and particular purposes throughout the course of the day. In almost every situation, successful task performance is dependent upon some necessary background knowledge, a good understanding of expectations related to appropriate behaviours and, very importantly, mastery of the embedded skills. Skills and tasks are interdependent; they work hand in hand. Skills enable task completion; tasks enable goal completion.

...and what comes first?

In task-based programming, goal-related tasks always come first. As learners are linked to the goal path of their choice, and task-based assessment reveals the various kinds of tasks and levels of task complexity that will be part of the learner's program, practitioners begin to select tasks that seem appropriate for first steps. If the learner's performance on any task reveals a deficiency in embedded skills, the practitioner and learner step back from the task to work on skills. The practitioner provides the necessary explicit instruction and skill-building activities but always point to how skill development impacts positively on how the skill is used. It's always task-to-skills-to-task.

FAQ #2 - HOW DO YOU STRIKE THE RIGHT BALANCE BETWEEN TASKS AND SKILLS IN PROGRAM PLANNING?

Choices regarding the appropriate amount of time to devote to skill development and task performance will vary program to program. There are, however, a number of determining factors that can affect this decision including, but not limited to:

- Learner goal path
- Learner proficiency
- Program marketing

Learner Goal Path

A goal path describes where the learner wants to go - or transition to - after his or her literacy program. If the learner's long-term goal is related to Apprenticeship Training, Secondary School Credit, or Postsecondary, the learner will require particular concentration on skill development in order to be equipped for the demands of the next academic learning environment. Finding the right balance between skill-building and task-based activities for learners heading to further education and training will depend on:

- level of background knowledge and skills the learner has already acquired
- knowledge and skills still to be acquired within the allotted time frame
- amount of time the learner commits to the program
- the learner's pace of learning
- the relative importance of particular tasks to overall success in the next learning environment
- the learner's knowledge, understanding and proficiency with regard to tasks that support student success in the next learning environment

Learner Proficiency

Gaps in skill development may become evident early on through the learner's performance of tasks during intake and initial assessment. If the learner is struggling to complete tasks at basic complexity levels, it may mean some particular skills are lacking. When that's the case, practitioners may decide to use a skill-based assessment tool in order to gather more detailed information about the learner's skill development. For learners working at these lower literacy levels, considerable time will, no doubt, be devoted to building an adequate foundation of skills, but tasks will still have a part to play. Skills always support tasks, so even at

basic levels, authentic tasks can be found or developed that bring meaning to skill development and provide concrete evidence to the learner of progress being made towards goal completion.

Program Marketing

Marketing of short-term programs to meet specific, identified needs in the community is certainly another determining factor in the ratio of time spent on skills versus tasks. Programs that advertize increased skill proficiency for a particular purpose will naturally place the emphasis on skill development even though there is a purpose identified. A few examples are, *Computer Skills for Business Purposes*, *Pre-GED Math*, *MSWord for Beginners*, *Improve Your Spelling at Work*, and *Mathematics for Work and Every-Day Life*. Programs that market to a clientele interested in a specific job or in preparation for job-specific training usually organize curriculum in relation to the various tasks required in that particular occupation. A few good examples of task-based curriculum that is readily available include: *Personal Support Worker Preparation*, *Food Processing*, *Skilled Trades Helpers and Labourers*, *Service Station Attendant*, *Nanny*, *Florist Helper*, and *Retail Clerk*.

...a look in on OALCF Levels

Taken from the Curriculum Framework: Conceptual Foundations document

Levels of performance to describe proficiency

The curriculum framework uses three levels to describe a learner's developing proficiency. Informed by the same factors that drive complexity at Essential Skills (ES) levels 1, 2, and 3, these features include the extent to which the context is familiar and the factors that make text and tasks increasingly complex. The interplay of context familiarity, text complexity, and task requirements contributes to how challenging a task is. It is this interplay which is documented in the curriculum framework. For example, for the task group "Interpret documents"

a Level 1 indicator is: "Interpret very simple documents to locate specific details."

a Level 2 indicator is: "Interpret simple documents to locate and connect information."

a Level 3 indicator is: "Interpret somewhat complex documents to locate, connect, and integrate information."

(taken from the Curriculum Framework: Conceptual Foundations document)

Learner proficiency

Like the Essential Skills, the framework focuses on the ways in which individuals use their abilities to accomplish tasks outside of a learning context. Where skills treated in the curriculum

framework intersect with Essential Skills domains, task descriptors are consistent with Essential Skills Levels 1, 2 and 3. In cases where the Essential Skills does not have a corresponding complexity scale, either similar task complexity features were identified to describe tasks along a scale of 1 to 3, or tasks were deemed appropriate for learners regardless of their level of proficiency.

The curriculum framework departs from the ES framework in that its primary purpose is to support adult learning. To do so, the curriculum framework moves away from using the skill domains established by the ES framework and adopts instead a system whereby learning is organized and articulated to competencies and task groups that allow for integrated skills development.

It should be noted the ES scale describes five levels of task complexity, while the curriculum framework addresses the first three levels. The decision to include only levels 1, 2 and 3 was informed by International Adult Literacy Survey (IALS) findings, which indicates that adults with level 3 skills can meet most of the Essential Skills demands of daily life and transfer their learning more easily from one context to another. For programming purposes, there may be tasks practitioners choose to carry out with their learners that rate beyond level 3. The focus of the curriculum framework remains on the three levels indicative of foundational literacy and numeracy needs.

...a look in on Milestone Tasks

Taken from the *Practitioner Guide to Task-Based Programming*

In time, goal completion for Ministry accountability purposes will be expressed in terms of the learner's completion of milestone tasks (currently in development). Milestone tasks that are selected for each learner will indicate the progress learners have made towards goal completion. Current understanding of the role of milestone tasks includes the following:

- Milestone tasks will be developed reflecting three levels of task complexity for each goal path.
- Milestone tasks will reflect end-of-level performance.
- Learners will not be expected to perform every milestone task but only those that are
 - appropriate to the learner's goal path
 - are related to goal completion and reflect what the learner needs to focus on in the program
- In time, milestone tasks will be selected for each individual learner and will serve as indicators of learner progress and goal completion on EOIS CaMS (Employment Ontario Information System)
- Each learner's selected milestone tasks will appear on the learner's Learner Plan.



Milestone tasks are not intended to become the sum total of the learner's program but are intended to support program delivery by informing instructional content and by providing common criteria for tracking learner progress.

Milestone tasks will be able to provide some direction to program planning because:

- they point to the broad scope of learning that may be required for goal completion
- practitioners can use milestone tasks as another point of reference when creating or selecting the other tasks for curriculum planning.

Milestone tasks will support consistency in assessment and understanding by providing:

- a common set of tasks for each goal path that all programs will draw upon to assess goal completion
- common criteria for understanding and tracking learner progress and goal completion
- options in the selection of the milestone tasks that fit for individual Learner Plans.

Milestone tasks are only one part of a program's overall assessment strategy. For further details and information, please refer to the *Foundations of Assessment* paper and *Selected Assessment Tools and Processes*, both available on this site.

Successful performance of all required milestone tasks for goal completion indicates that learners are ready either to exit the LBS Program completely (transition-ready) or to transfer to another LBS service provider that will take them closer to their next step destination, e.g., a learner from a community-based program transfers to an upgrading program situated at a college. Goal completion is similar in many respects to current reporting practices except that with milestone tasks there will be greater consistency in understanding learner progress and it will mean the learner is ready to transition to the goal path.

...a look in on Skill-Based and Task-Based Approaches

Taken from the Practitioner Guide to Task-Based Programming

This chart describes program processes that are typical of predominantly skill-based and task-based approaches. To identify what is your program's predominant approach, **check (√) the activities that most closely reflect current thinking and practice in your program.**

In a skill-based approach...	In a task-based approach...
<ul style="list-style-type: none">■ Learners are assessed at intake to determine their current skills and abilities. Assessment tools and methods may include demonstrations, math worksheets, a reading comprehension exercise and a writing sample. The learner's skills in reading, writing, and math are identified using LBS levels.	<ul style="list-style-type: none">■ Learners are assessed at intake, first using a range of task-based assessment tools and activities (such as demonstrations) and secondly, where necessary, skill-based activities that may involve math problems, a reading comprehension exercise and writing sample. Initial assessment provides an understanding of the learner's ability to use their existing literacy skills and competencies at particular levels of task complexity.
<ul style="list-style-type: none">■ With practitioner assistance, learners, identify long-term and short-term goals for learning. Learner goals are analyzed to identify the embedded skills and LBS skill levels.	<ul style="list-style-type: none">■ With practitioner assistance, learners identify goal path (long-term goal).and a short-term goal for learning. Practitioners analyse the short-term goal to identify the competencies involved, embedded tasks and levels of task complexity. They then look for the embedded knowledge, skills and behaviours that are necessary for successful task performance.
<ul style="list-style-type: none">■ The practitioner works with the learner to develop a Training Plan that includes the learner's short term goal and the LBS levels of the skills required to achieve the goal.	<ul style="list-style-type: none">■ Learners work with the practitioner to develop a Learner Plan (Training Plan) that includes the short-term goal and specific tasks that are necessary for goal completion.
<ul style="list-style-type: none">■ Content planning begins with the learner's starting point on the continuum of skill acquisition and ends with skill levels required by the learner's goal. Instructional strategies and learning activities are selected based on the learner's particular needs and the practitioner's own bank of skill-building resources.	<ul style="list-style-type: none">■ Content planning begins and ends with goal-related tasks. Daily learning activities are selected or created to support the development of knowledge, skills and behaviours required by each particular task and other similar tasks at the same or lower complexity levels. Additional goal-related tasks are selected for practice purposes.
<ul style="list-style-type: none">■ The practitioner gathers sample and authentic documents that 1) are related to the learner's goal and 2) require reading, writing and/or math.	<ul style="list-style-type: none">■ Practitioners integrate selected materials from a variety of sources in order to develop necessary knowledge, skills and behaviours and strengthen task performance.
<ul style="list-style-type: none">■ As the learner acquires the necessary skills, the practitioner introduces authentic goal-related materials and task activities that show the learner's increased skill acquisition. Tasks are usually selected based on their ability to showcase particular discrete skills at particular levels.	<ul style="list-style-type: none">■ Skill-building activities are introduced when the lack of component skills is interfering with successful task performance. As quickly as possible, the focus returns to the performance of tasks and the learner continues with task-based activities completing tasks until goal completion has been achieved.
<ul style="list-style-type: none">■ Practitioners monitor skill acquisition through ongoing assessment that may include quizzes, tests, exams, and demonstrations.	<ul style="list-style-type: none">■ Practitioners track progress through ongoing assessment of the learner's performance of goal-related tasks. As the learner completes more complex tasks, progress towards the requirements of the goal become evident.
<ul style="list-style-type: none">■ Learner progress is measured and tracked through the use of demonstrations. Results focus on the learning outcomes involved in the demonstration activity and point to progress made within or across LBS levels. Goal achievement is recognized when the learner demonstrates skills at the levels identified on the Learner Plan.	<ul style="list-style-type: none">■ Learner progress is measured and tracked through the use of tasks that are related to the learner's goal path. In time, milestone tasks will be identified by goal path and will provide a standardized way of communicating results of learner progress. Goal completion is recognized when the learner can successfully complete all tasks identified on his or her Learner Plan.

...a look in on the Learning Materials Framework

Taken from the Learning Materials Foundation Document and the Learning Materials Framework

What are learning materials?

Learning materials are resources that practitioners and learners use for the purposes of literacy instruction and learning. They include materials in a variety of print and non-print formats, such as:

- books, workbooks, and worksheets
- print and online courses
- audio and visual learning supports
- Web-based materials
- CD-ROMs with audio and animated activities
- resource lists and guides
- manuals, instructional guides, and handbooks
- alternate format materials, including audio and braille
- authentic documents, such as newspapers, catalogues, and job applications

LBS service providers are well positioned to implement the new OALCF because of the range of high quality materials that are already available. ... The OALCF will support and guide practitioners by providing tools to help them evaluate the appropriateness of their learning materials for a literacy learner, and use these materials to meet the learner's level of proficiency, goal, and cultural or linguistic needs.

The *Learning Materials Evaluation Tool* provides... standards for assessing learning materials to determine their "fit" within the OALCF. These standards apply to both print and non-print materials, including online resources. The standards will help practitioners evaluate a resource's:

- content quality
- potential effectiveness as a teaching or learning tool
- ease of use for both practitioners and learners

Selected Learning Materials List

The purpose of the five lists of selected learning materials is to present examples of learning materials currently used in Ontario's adult literacy programs and to show how the learning materials can be used with the competencies and goal paths of the OALCF.

The resources chosen for the selected learning materials lists are based on the following criteria:

- ...are described by practitioners as resources... they like, use often, or find effective.
- ...are currently available and can relate to the new curriculum framework.
- ...include a range of print, non-print, and online learning materials that give practitioners examples of how they can continue to meet the diverse needs and learning styles of LBS learners.
- ...can be successfully rated using the *Learning Materials Evaluation Tool*.

The purpose of the *Practitioner's User Guide* is to help practitioners use the *Learning Materials Evaluation Tool* and to understand the lists of selected learning materials.



...a look in on **Selected Assessment Tools**

Taken from the OALCF Selected Assessment Tools

Selected Assessment Tools provides practitioners and assessors with examples of a wide range of informal and formal assessment tools that can be used within the Ontario Adult Literacy Curriculum Framework (OALCF) to assess learners... The collection contains 25 individual assessment tools and an annotated bibliography listing additional resources. The collection

- emphasizes the importance of using a variety of assessment tools, as no single tool should be relied upon to provide comprehensive information about learning
- affirms to LBS Program practitioners and assessors that their current assessment tools may be effective and meaningful within the OALCF
- introduces practitioners and assessors to tools that they might want to start using
- situates a task-based approach to assessment and learning within the broader context of literacy assessment and learning under the OALCF

A template has been used to organize information for each of the 25 assessment tools.

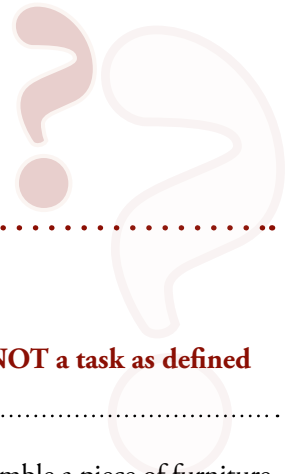
A short description of each tool's key features and organization is followed by a scale to show the tool's level of formality, from informal to formal. Then detailed information is provided about where to find the tool, how much it costs, and who the publisher or developer is, including the publication date.

To determine the usability of each tool the development team asked the following 13 questions:

1. Is the tool readily available and easy to access?
2. Does it address one of the four aspects of literacy or numeracy learning: skills, tasks, literacy and numeracy practices, or changes in learners' lives?
3. Is the tool widely used?
4. If the tool is not copyrighted, is it available in a format that allows practitioners to adapt it to meet the cultural or physical needs of learners? For example, font size may have to be increased.
5. Does the tool cost less than \$300?
6. Are ongoing replacements of test books and online registration free?
7. Does the tool provide explicit practitioner instructions in the form of a manual, CD, or DVD?
8. Is the tool self-explanatory, not requiring specialized expertise?
9. Is training required to use the tool?
10. If training is required, does it take less than one day?
11. Is training free or available at a low cost?
12. Can the tool be administered in 60 minutes or less, or can it be chunked into more than one session?
13. Does the tool support a task-based approach?



OALCF Questionnaire



Test your knowledge.

1. The OALCF has how many competencies?

- a. 7
- b. 3
- c. 6
- d. 5
- e. 9

2. A task-based delivery model will help

- a. The instructor to connect classroom activities to real life
- b. Outside organizations better understand LBS
- c. The learners understand how the classroom materials relate to their goals
- d. All of the above

3. According to the OALCF, a task is defined as

- a. An action or activity that a person performs
- b. An action that has both purpose and authentic application
- c. An activity that is part of a demonstration
- d. An action that is related to a learner's goal

4. The OALCF has added two new descriptors to LBS. These are:

- a. Goal-directed and task-based
- b. Transition-oriented and skill-based
- c. Task-based and three levels
- d. Five levels and task-based

5. Which one of the following is NOT typical of a task-based approach?

- a. Skill-building activities when learners lack particular skills for successful performance of a task
- b. Examples of tasks taken from everyday life
- c. A bundling of skills
- d. Goals described in terms of tasks that adults need for life learning and work
- e. Skill development along a continuum of learning

6. Which one of the following is NOT a task as defined by the OALCF?

- a. Calculate your income tax
- b. Follow a set of instructions to assemble a piece of furniture
- c. Explain to a new student how to get to the registrar's office
- d. Write a story
- e. Fill out a request form to reserve a book at the library

7. Tasks will be used in the new curriculum

- a. To assess learner progress
- b. To measure a learner's Essential Skills
- c. To keep the learner engaged and busy
- d. To show what skill level the learner is at

8. The three OALCF levels measure/refer to

- a. A person's literacy level
- b. LBS program levels
- c. Complexity levels of tasks
- d. A person's skill level
- e. Levels of learning required for success in life, learning and work

9. The three OALCF levels

- a. Are the same as the LBS levels
- b. Are the same as the first three levels of the Essential Skills scale
- c. Cover the LBS levels
- d. Correspond to the first three levels of the Essential Skills scale
- e. Are the same as the IALS scale

10. The five LBS levels

- a. Will continue to play an important role in program planning and assessment
- b. Will no longer be used in LBS
- c. Will be allowed for some programs but not all
- d. Will be used for program planning but not for assessment
- e. Will become less and less important in LBS literacy programs

Answers: 1-c; 2-d; 3-b; 4-c; 5-e; 6-d; 7-a; 8-c; 9-d; 10-a.

Key Components of Task-Based Programming in the OALCF—a checklist



- A clearly articulated goal linked to a specified goal path
- Authentic, goal-related tasks that can lead to goal completion
- Task analysis that:
 - situates each task within the competencies and task groups
 - establishes the task complexity level
 - identifies the embedded knowledge, skills and behaviours necessary for successful task performance
- Examples of other tasks from the same task group but at the same or lower complexity levels
- Learning activities using related tasks at increasing levels of complexity to develop proficiency
- A skill-building component, when necessary, to lay a foundation for successful task performance
- Goal-path related resources to support relevant task-based and skill-building activities
- An assessment strategy that includes task-based demonstrations that clearly relate to the tasks associated with goal completion
- A tracking mechanism to document progress made towards goal completion

Collaboration: Lessons Learned

The advantage of collaboration is that it allows participants to share:

- a broader range of information and authentic resources
- unique skill sets not available from any one participant

Collaboration builds its own unique culture that gives participants the chance to:

- meet with and learn from diverse groups
- develop cultural intelligence
- conduct more comprehensive research and analyses than would be possible alone

If you want to make collaboration work, you need:

- a shared vision
- mutual respect and trust
- ability and willingness to compromise
- frequent connection and open communication
- investiture in cultural intelligence
- willingness to embrace and resolve conflict
- skilled facilitation
- nurturing of personal relationships
- a firm personal commitment

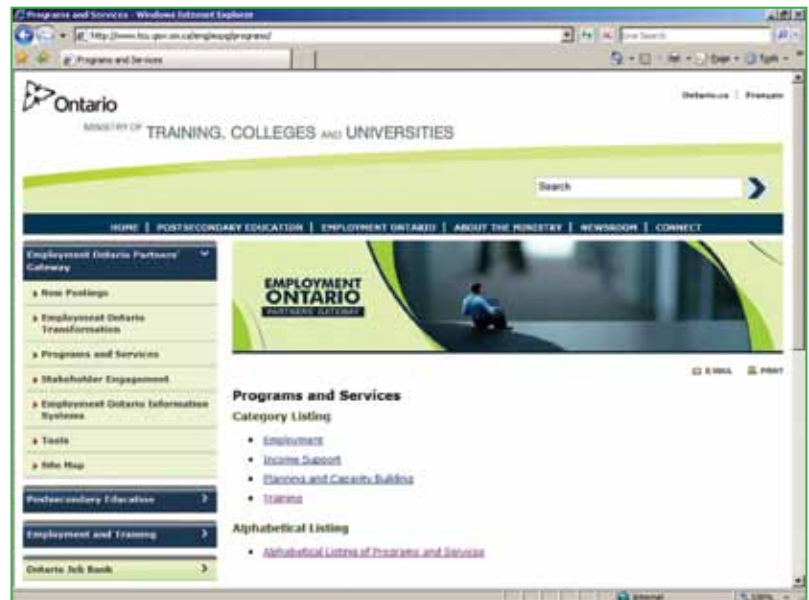
Make www.eopg.ca Your New Best Friend.



Did you know?

- LBS has a new Information Hub
- LBS agreements (contracts) and payment processes are now managed by local MTCU offices not Service Delivery Branch
- LBS agencies now have an EOIS number and an Agency Number
- LBS contact information and payment information can no longer be updated online
- LBS Service Delivery Agencies no longer have to report Contact Hours

This information and more is now at your fingertips on the EOPG (Employment Ontario Partners' Gateway) website. As of April 1 the LBS IMS website has been removed. LBS Agencies are an integral part of Employment Ontario, and this corroborates the integration.



▲ TIPS on how to navigate and make EOPG your new best friend.

- Type in www.eopg.ca to get to the website.
- Click on Programs and Services and click on Training. Scroll down to LBS
- Save THIS PAGE as a bookmark or favourite. Saving this page will save you a few clicks
- Check this page frequently, even as often as once a day or every other day as there are frequent new postings relevant to LBS
- Another option is to click on New Postings to view all postings to see the posting date
- Navigation Tip: When looking through documents always use the BACK button. If you use CLOSE you will exit the website.

▲ Notable Features

- There is no username or password required as there was on the LBS IMS website, therefore
 - ▶ quicker access to documents
 - ▶ easier to share with other programs and services
- The EOPG website is for all EO Agencies, which means LBS also has access to several resources in addition to the LBS updates, including
 - ▶ Apprenticeship, Pre-Apprenticeship and OYAP
 - ▶ Employment Benefits and Support Measures
 - ▶ Job Creation Partnerships
 - ▶ Ontario Employment Assistance Services
 - ▶ Second Career

OALCF – Like Building a House...



1. A **City Planner** decide where new homes are needed.
2. The **Architect** defines the size, the space, how and where the house will sit in the environment, and how it will be built according to code.
3. The **Contractor** supervises construction ensuring the work meets expectations.
4. The **Builder** pours the foundation, lays the flooring, frames the walls, installs plumbing and lighting, puts on a roof and makes the house habitable.
5. The **Owner** takes possession and makes the space their own – defining functionality, adding furnishings, decorating and using the space to meet the needs of their particular family members.

Unpacking the metaphor:

In constructing the OALCF, who did what?

Name the OALCF participant that performs these roles.

1. (City Planner)
2. (Architect)
3. (Contractor)
4. (Builder)
5. (Owner)

OALCF Participants:

Literacy service providers
The ED Advisory Committee
The Government of Ontario
Curriculum developers
TCU Steering Committee



Answer:

With the OALCF, the government of Ontario called for a new curriculum in 2007; a ministry steering committee defined how and where it would sit within the Employment Ontario environment and what the accountability "codes" would look like; the ED Advisory Committee ensured ongoing work was carried out in accordance with ministry expectations; Curriculum development teams built the structure and provided resources; and now, while not completely finished, the OALCF is ready for literacy service providers to take possession, move in and begin to use the house in whatever ways best meet the needs of their particular inhabitants.

(Based on a metaphor from Sue Menard)

OALCF Implementation Training

During 2011-2012, LBS practitioners across the province will participate in OALCF Implementation training. Comprehensive training content and materials have, once again been developed by Community Literacy of Ontario (CLO) and, as before, CESBA is offering school boards a Train-the-Trainer Special Op event at the CESBA Colloquium. School Board LBS practitioners will benefit from having an OALCF-trained expert at their board who is readily accessible and can provide ongoing support as programs move forward in OALCF Implementation. For added support, PowerPoint presentations plus audio that include both the OALCF Overview Training and the OALCF Implementation Training are available on www.LBSpractitionertraining.com and www.cesba.ca.



Sources & Resources

The identification and selection of appropriate, goal-related tasks for learners to work on is an essential element of task-based program planning. The following list provides a number of sources and resources that can help with the selection process.



1 a practitioner's own bank of resources that contain task-based activities related to particular goals

2 independent research that answers the question—What do people need to be able to do in order to be successful in (*a particular area*)?

3 the *Foundations of Learning Materials* document and the 5 Selected Learning Materials Lists available on the OALCF web site

4 the document, *A Guide to Linking Essential Skills and the Curriculum* located on the Ontario Skills Passport website at:
http://skills.edu.gov.on.ca/OSPWeb/jsp/en/pdf/AGuidetoLinkingESandtheCurriculum_en.pdf

5 www.mygates.ca - a website about entry level employment in Ontario with descriptions of tasks that employees perform on a daily basis.

6 published LBS curriculum materials and resources that support specific goal paths including:

- *Foundations for Independence Draft Framework* created by Community Literacy of Ontario (CLO) and available on their website (<http://www.nald.ca/clo/>) that describes what it means to manage basic needs, manage health, manage personal relationships and participate fully as a member of the community
- *Clearing the Pathway* created by the Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) and available on www.LBSpractitionertraining.com and <http://www.cesba.com> that 1) describes the knowledge, skills and behaviours related to student success in Adult Secondary School credit programs and 2) identifies a number of integrated tasks plus resources related to successful transition
- Employment-related, fully developed curriculum units such as those created by Literacy Network Northeast (LNN) <http://www.literacynet.ca> and Literacy Link of Eastern Ontario (LLEO) <http://www.lleo.ca> to support job search and training for specific occupations
- *Key transition Tasks; Essential Skills for Next Steps, Successful Transitions to College Postsecondary and Apprenticeship Programs and Essential Skills for Success in College Postsecondary and Apprenticeship Programming* located at: www.collegeupgradingon.ca

Introducing

the new face of CESBA's Practitioner Training website

www.lbspractitionertraining.com

LBS Practitioner Training

PROFESSIONAL DEVELOPMENT SUPPORT FOR LITERACY AND BASIC SKILLS EDUCATORS IN ONTARIO

Search

NEW!

HOME

ABOUT US

LBS IN ONTARIO

PD COURSES

OALCF

RESOURCES

KEY LINKS

CONTACT US



NEW!

OALCF Training

15 short PowerPoint presentations with accompanying sound tracks provide a comprehensive introduction to the new Ontario Adult Literacy Curriculum Framework and help with first steps in implementation.

Clearing the Pathway:

Effecting Seamless Transitions from LBS to Adult Credit

Based on primary research, this material focuses on successful transitions between LBS and Adult Secondary School Credit programs.

Welcome

This site offers professional support for practitioners who work with adult learners in the Literacy and Basic Skills (LBS) Program of Ontario. There are free, professional development courses for LBS managers as well as instructors, supports for the new Ontario Adult Literacy Curriculum, downloadable curriculum materials and resources, and links to other key LBS websites. As part of our commitment to continuous improvement, the six foundation modules of PD training are currently being revised and updated with new information and a greater emphasis on task-based, transition-oriented programming.

Contact us sometime to let us know what you think. We'd love to hear from you!



A QUICK POLL

What do you think about our newly redesigned website?

- Love it!
- Like it
- So! So!
- Some things could still be improved
- Don't like it

Vote

Results

Copyright © 2011 LBS Practitioner Training. All rights reserved.

cesba

cesba
Ontario Association of
Adult and Continuing Education
School Board Administrators

Office of the Executive Director
Box 611
Iroquois, ON K0E 1K0
Phone: 613-652-1595
Fax: 613-652-4297
cesba@cesba.com