OALCF Tools and Resources Summaries

Ontario Ministry of Training, Colleges and Universities

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EMPLOYMENT ONTARIO

OALCF Tools and Resources Summaries

Tools and Resources	Summary
Curriculum Framework Master Document	The components of the curriculum framework (the introduction and six competencies) can each be accessed individually or as a whole. The introduction outlines the elements of the curriculum framework (competencies, task groups, indicators, levels, performance and task descriptors and example tasks) and describes how the framework is organized. It also provides a brief description of how the curriculum framework helps support the various aspects of Literacy and Basic Skills (LBS) programming. This document will help you answer the following questions: • What is the curriculum framework within the OALCF? • What guided the development of the curriculum framework? • What are the features of the curriculum framework? • What are competencies, levels and indicators? • How are the elements of the Curriculum Framework organized?

Curriculum Framework master document:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Oct_11.pdf

Introduction to the Curriculum Framework:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_introducing_the_CF_Mar_11.pdf

Competency A – Find and Use Information:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_CF_Competency_A_Mar_11.pdf

Competency B – Communicate Ideas and Information:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_CF_Competency_B_Mar_11.pdf

Competency C – Understand and Use Numbers:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_CF_Competency_C_Mar_11.pdf

Competency D – Use Digital Technology:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_CF_Competency_D_Mar_11.pdf

Competency E – Manage Learning:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_CF_Competency_E_Oct_11.pdf

Competency F – Engage with Others:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_CF_Competency_F_Mar_11.pdf

Tools and Resources	Summary
Curriculum Framework Conceptual Foundation	Foundation papers provide background information on key concepts that have informed the development of the Ontario Adult Literacy Curriculum Framework (OALCF). These papers provide brief descriptions of the theoretical underpinnings of key concepts; how the OALCF products were developed; and how these concepts will contribute to stronger learner outcomes. The *Curriculum Framework Conceptual Foundation* will help you answer the following questions: • What is the background and purpose of the curriculum framework? • What are the key features, levels of performance and potential

applications of the curriculum framework?

Curriculum Framework Conceptual Foundation:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Conceptual_Foundations_March_2011.pdf

Supplemental Tasks for Practitioners	The curriculum framework includes example tasks that reflect what a learner can do at the end of each of the three levels. The example tasks are organized by goal path. *The Supplemental Tasks for Practitioners* provide more examples of tasks but they represent what a learner can do within a level and they are organized by streams. Included in this listing of tasks are notes on the cultural considerations a practitioner must keep in mind when working with learners who are anglophone, Deaf, Native or francophone.

This document will help you answer the following questions:

- How were supplemental tasks developed?

- How are the supplemental tasks organized?

- How should I use these examples of supplemental tasks?

Supplemental Tasks for Practitioners:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Supplemental_Tasks_Mar_11.pdf

Integrated Tasks by Goal Path	Integrated tasks are complex tasks and include at least two or more competencies that are often at varying levels of complexity. One integrated task was developed for each of the five goal paths to provide an example for practitioners. Each integrated task includes a number of suggested learning activities that illustrate how a practitioner would prepare a learner for the task. These are not meant to provide practitioners with learning content, but rather to inspire them to understand how to teach to a task.

This document will help you answer the following questions:

- How can I prepare learners for an integrated task?

- What is the difference between an integrated task and an example task found in the curriculum framework or a supplemental task?

- How can authentic and integrated tasks help learners?

Integrated Tasks by Goal Path:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_integrated_tasks_Mar_11.pdf

Introduction to the *Goal Path Descriptions for Practitioners and Learners*	This document helps practitioners better understand the purpose and organizing principles of the five *Goal Path Descriptions for Practitioners and Learners* for apprenticeship, secondary school credit, postsecondary, employment and independence. The Introduction also describes the elements of *Goal Path Descriptions for Practitioners and Learners* and how they can help improve learner outcomes.

This document will help you answer the following questions:

- What is the purpose of the goal path description documents?

- What is the difference between a goal and a goal path?

- What is included in the goal path descriptions?

- How do the goal path descriptions improve learner outcomes?

- Should an LBS practitioner know all the details of each goal path?

- Who can use the goal path descriptions?

- How are the goal path descriptions organized?

- What other OALCF documents will help me develop goal-directed programming?

Introduction to the *Goal Path Descriptions for Practitioners and Learners*:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Intro_to_GPD_Oct_11.pdf

Goal Path Descriptions for Practitioners and Learners – Employment, Apprenticeship, Secondary School Credit, Postsecondary and Independence	These documents provide a snapshot of each goal, providing a description, the associated requirements, key trigger questions and a list of skills that contribute to the development of the six OALCF competencies and are important for the transition to the goal. This document will help you answer the following questions: - What does it mean to be employed, an apprentice, a secondary school credit student, a postsecondary student or to handle personal tasks more independently? - What resources or websites will help to further understand the requirements of the goal? - What resources or websites will help provide goal-directed learning activities? - What questions need to be answered to know if the goal is reasonable, achievable, feasible and appropriate? - What other non-LBS services can help ensure that the learner remains in the program long enough to obtain all that is necessary to transition to the goal? - What is the role of the LBS service provider in preparing the learner for the goal and what other agencies or services will contribute to the learner's positive outcomes?

Goal Path Description for Practitioners and Learners - Employment:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Employment_Oct_11.pdf

Goal Path Description for Practitioners and Learners - Apprenticeship:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Apprenticeship_Oct_11.pdf

Goal Path Description for Practitioners and Learners – Secondary School Credit:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Secondary_School_Credit_Oct_11.pdf

Goal Path Description for Practitioners and Learners - Postsecondary:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Postsecondary_Oct_11.pdf

Goal Path Description for Practitioners and Learners - Independence:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_GPD_Independence_Oct_11.pdf

Foundations of Transition-Oriented	Foundation papers provide background information on key concepts that have informed the development of the Ontario Adult Literacy Curriculum Framework (OALCF). These papers provide brief descriptions of the theoretical underpinnings of key concepts; how the OALCF products were developed; and,

Programming	how these concepts will contribute to stronger learner outcomes. The *Foundations of Transition-Oriented Programming* will help you answer the following questions: • What is transition-oriented programming? • What is the relationship between transition-oriented programming and goal-directed and contextualized learning? • What is the role of non-academic support and service coordination in successful learner transitions?

Foundations of Transition-Oriented Programming:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Transition-Oriented_Programming_March_2011.pdf

Instructions for *Learner Plan Template*	This document provides background on the development of the *Learner Plan Template* as well as step-by-step instructions for completing a *Learner Plan.* This document will help you answer the following questions: • What are the objectives of the *Learner Plan* and how will it assist learners and LBS service providers as well the LBS field at large? • How do I identify the range of other supports that a learner requires to either participate or succeed in an LBS program? • What information needs to be collected and why? • How do I collect and enter the data?

Instructions for *Learner Plan Template*:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_LPT_Instructions_Oct_11.pdf

Learner Plan Template	The *Learner Plan Template* is a tool for LBS service providers that can be used with any learner. This template is designed to ensure that there are common elements which provide a description of the learners' background, goal path, learning activities, other supports and achievements. This template is designed to be compatible with the Ministry of Training, Colleges and Universities' (MTCU) accountability requirements. This template will help you answer the following questions: • How do I track the resources that I am using with a learner? • How do I identify the range of other supports a learner requires to either participate or succeed in an LBS program?

Learner Plan Template:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Learner_Plan_Template_Oct_11.doc

printable PDF version:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Learner_Plan_Template_print_Oct_11.pdf

Supporting Learners through Service Coordination and Referrals	Literacy practitioners understand that unless learners can devote the recommended time, energy and focus to their learning activities, they will not make the necessary progress they need to achieve their goals. The coordination of financial, academic, employment, social service and health supports can contribute significantly to positive learner outcomes. This

document provides practitioners with an overview of the kinds of non-instructional supports that contribute to positive learning outcomes. Furthermore, through a discussion of service coordination and referrals, this document provides practitioners with a practical approach to building a comprehensive learner plan.

This document will help you answer the following questions:

- What are learner supports and service coordination?

- What are the kinds of supports learners may need to be successful in their LBS program and to transition to their goal?

- How can I use the *Leaner Plan Template* to identify the range of supports a learner requires?

- How do I work with my community partners to make appropriate referrals?

Supporting Learners through Service Coordination and Referrals:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Service_Coordination_Referrals_Oct_11.pdf

Practitioners' Guide to Task-Based Programming	This guide is a practical tool for practitioners to understand the elements of task-based programming: goal setting, requirements of the goal, balance of skill development and literacy use, creation or selection of appropriate tasks, levelling a task and developing learning activities to prepare for doing a task.

This document will help you answer the following questions:

- How do I define a task?

- How and why do I organize a learner's program around tasks?

- What are the key elements of a task-based program?

- What is the difference between a skills-based and a task-based program?

Practitioners' Guide to Task-Based Programming:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Task-Based_Prog_Mar_11.pdf

Selected Assessment Tools	This document includes 25 English and 11 French language tools and provides the practitioner with practical direction on how to use a variety of assessment approaches to collecting information about learning - information that learners and practitioners need for program development and accountability. The collection of assessment tools is organized by the four types of assessment described in the introduction. The information will give practitioners strong direction in developing an assessment strategy for their agency.

This document will help you answer the following questions:

- What is the most appropriate assessment tool for the learner?

- How do my current assessment tools relate to the OALCF?

- What other assessment tools should I consider?

- How do I assess learner achievements in a task-based program?

Selected Assessment Tools:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf

Assessment Tool Evaluation Form	Each of the assessment tools included in *Selected Assessment Tools* uses this document to provide key information to the practitioner (where to access, potential purchase costs, comments on usefulness, etc.). This template can be used by practitioners to analyze the assessment tools they use. This document will help you answer the following questions: • How do I assess the appropriateness of an assessment tool for particular learners?

Assessment Tool Evaluation Form:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Assessment_Tool_Eval_Form_Oct_11.pdf

Foundations of Assessment	Foundation papers provide background information on key concepts that have informed the development of the Ontario Adult Literacy Curriculum Framework (OALCF). These papers provide brief descriptions of the theoretical underpinnings of key concepts; how the OALCF products were developed; and, how these concepts will contribute to stronger learner outcomes. *The Foundations of Assessment* will help you answer the following questions: • How is assessment defined? • What are the reasons for assessing learning and how are assessment results used?? • What are current OALCF's research activities in assessment?

Foundations of Assessment:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Assessment_March_2011.pdf

Selected Learning Materials - Anglophone, Francophone, Native, Deaf and Academic Upgrading	The five selected materials lists each include approximately 30 learning materials organized by competency and goal path. Each item is briefly described and information is provided on how to access or purchase them. The materials were selected by practitioners who found these materials useful when used for anglophone, francophone, Deaf, Native and academic upgrading students. The materials are not meant to be prescriptive nor do they serve as a recommended list. They provide good examples of how current materials can still be used with the new curriculum framework. This document will help you answer the following questions: • How do individual learning materials relate to the OALCF competencies and to the cultural and linguistic background of the learner? • Are the materials I am currently using appropriate for the OALCF? • Where can I access more learning materials?

Selected Learning Materials - Anglophone:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Anglophone_Mar_11.pdf

Selected Learning Materials - Francophone:
http://www.tcu.gov.on.ca/eng/eopg/publications/CLAO_Materiel_didactique_Mar_11.pdf

Selected Learning Materials - Native:

http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Native_Mar_11.pdf

Selected Learning Materials - Deaf:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_Deaf_Mar_11.pdf

Selected Learning Materials – Academic Upgrading:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_LMs_AU_Mar_11.pdf

How to use the *Checklist for Evaluating Learning Materials*	This practical guide takes an actual resource and walks the practitioner through how the checklist would be used to evaluate a resource. This document will help you answer the following questions: • How do I use the *Checklist for Evaluating Learning Materials*? • Why and how was the *Checklist for Evaluating Learning Materials* developed?

How to use the *Checklist for Evaluating Learning Materials*:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_How_to_Evaluate_Learning_Materials_Mar_11.pdf

Checklist for Evaluating Learning Materials	This checklist is a template that practitioners can use when evaluating their own program's collection of resources to better understand how they fit with the competency-based approach of the curriculum framework. It includes 13 questions the practitioner asks when evaluating a resource. This document will help you answer the following questions: • How do I assess the appropriateness of my current and new learning materials for my particular learners?

Checklist for Evaluating Learning Materials:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_LM_Checklist_Mar_11.doc

Foundations of Learning Materials	Foundation papers provide background information on key concepts that have informed the development of the OALCF. These papers provide brief descriptions of the theoretical underpinnings of key concepts; how the OALCF products were developed; and, how these concepts will contribute to stronger learner outcomes. The *Foundations of Learning Materials* will help you answer the following questions: • How are learning materials described? • How can the curriculum framework be used to level materials? • Who develops learning materials and for what purposes? • What cultural considerations do I need to keep in mind when choosing learning materials?

Foundations of Learning Materials:
http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Foundations_of_Learning_Materials_Oct_2011.pdf

Glossary	A listing of key terms and acronyms used in OALCF products and papers.

Glossary:

http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Glossary_Oct_11.pdf