

Training

Getting Down to Basics: Service Delivery in LBS Agencies





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Disclaimer:

All information and URLs were accurate at the time of publication. The Government of Ontario and its agencies are in no way bound by the recommendations contained in this document.



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Contents

Acknowledgements	3
Introduction.....	6
Ministry of Training, Colleges and Universities Requirements	7
Duration of Training.....	8
Digital Technology Training	8
Training Delivery Methods	9
One-to-One and Small Group Delivery.....	9
Classroom Delivery	11
e-Channel.....	12
Blended Learning.....	13
Instructional Strategies	14
The Learning Pyramid	16
Learning Activities	17
Selecting Learning Materials	17
Goal-Directed Training.....	17
Resources Recommended by LBS Practitioners	20
Activities Recommended by LBS Practitioners.....	22
Contextualized Learning	24
It's Not Skills vs. Tasks, It's Both	25
Developing Goal-Directed, Task-Based Learning Activities.....	27
Why Is Completing Tasks Important?.....	28
Task Levels	29
Task-Based Activities and Milestones	30
Learning Supports	31
Literacy and Disabilities	31
Accommodations for Learning Disabilities	32
Financial Training Supports	37

Learner Supports Through Coordinated Services.....	38
Additional Resources.....	40
Sample Forms.....	45
Goal Requirements Mind Map	45
Goal Steps	46
Goal Driven Lesson Plan	47

Introduction

Community Literacy of Ontario has been funded by the Ministry of Training, Colleges and Universities to develop this training guide, which looks at Ontario's Literacy and Basic Skills (LBS) programs' learner training requirements, practices and tools. Training is one of the five services provided by LBS Service Delivery Agencies (along with Information and Referral, Assessment, Learner Plan Development and Follow-Up).

Practitioners who are new to LBS and Ontario's Adult Literacy Curriculum Framework (OALCF) will find a wealth of information and resources in this chapter. It is also useful for those more experienced practitioners as a review and as a source of sample tools and resources.

To help you meet the learning needs of participants in your LBS program, we will discuss the different aspects of the LBS training service:

- Ministry requirements
- delivery methods
- instructional strategies
- learning activities
- learning supports

In order to consider learner training as a Literacy and Basic Skills delivery service, we need to view it in the context of the Ontario Adult Literacy Curriculum Framework (OALCF). We therefore must have a solid understanding of that framework which CLO has provided in the [Introduction to the OALCF chapter](#).



Ministry of Training, Colleges and Universities

Requirements

The Ministry of Training, Colleges and Universities (MTCU) sets out requirements for each of the delivery services. These are laid out in the [Literacy and Basic Skills Service Provider Guidelines](#). The version used during the development of this chapter was effective October 2016. The Guidelines are updated from time to time and we recommend that practitioners check for newer editions.

The main focus of the LBS Program is the training service. The training instruction that LBS service providers deliver to adult learners should enable them to acquire the necessary skills and competencies to transition to their goal or the next stage towards their goal, for example, further education or training.

MTCU does not stipulate specific training approaches or instructional techniques, as can be seen in the following two quotes from the LBS Service Delivery Guidelines.

“LBS service providers may use different training methods that meet the specific needs of the learners. However, all training must lead to measurable results that include completion of goal path, learner progress and learner gains.”

“The Ministry does not prescribe content or curriculum. It does require that service providers demonstrate that their LBS programming will prepare the learner with the skills and abilities for achieving a required credential, meeting the entry expectations of an external institution, or gaining other learning requirements for successful transition to their goals. The goal path descriptions’ documents available on the Employment Ontario Partners’ Gateway (EOPG) website provide practitioners with information on what content may be appropriate to the learner.”

The Guidelines do provide the following requirements for LBS training.

LBS service providers must

- provide learners with training in the competencies and content necessary for their goal path
- provide instruction appropriate to adult learners and their goal path, as identified in their learner plan
- provide instruction that supports development of skills and knowledge, as well as the ability to integrate and use competencies to complete meaningful and authentic tasks
- deliver instruction that uses materials appropriate to adults and supports diverse learning approaches
- review and adjust training as needed
- support learners’ transition to other education and training opportunities
- report learner information to the Ministry
- co-ordinate learners’ LBS training with other Employment Ontario services, as required

Duration of Training

The [LBS Service Provider Guidelines](#) deal with the duration of an LBS learner's training. MTCU does not require a specific number of hours per week nor a specific number of weeks for a learner to take part in the LBS program. Training may vary due to unique learner factors, such as:

- the rate of learner participation each week (the number of hours spent learning) over a period of time
- the forms of LBS training delivery available and accessed by the learner
- the learner's goal
- the learner's profile

However, the Ministry does require, in the Guidelines, that the training is “provided with enough frequency and intensity to produce measurable progress.” In order to make sufficient progress and maintain motivation towards achieving their goal, it is recommended that the learner should commit a minimum of 10 hours per week to their learning. This time can be spent

- in class or synchronous (live) online learning settings
- doing independent or asynchronous training
- in a combination of supervised and independent study

Digital Technology Training

One OALCF competency that receives special note in the LBS Service Provider Guidelines Training Service section is Using Digital Technology.

“Skills in using digital technology are essential for success in education and training, employment and independence. All learners must have the opportunity to develop competency in the use of digital technology. The LBS program funds the teaching of digital technology, including computer skills and particular software applications.”

We suggest that practitioners visit the [AlphaPlus](#) website and check out their Tools & Resources menu; find some useful apps or websites; or watch one of their past or current webinars on a digital literacy topic. Subscribe to their mailing list to receive monthly emails with news and updates about interesting ways to include the Use Digital Technology competency in your program.



Training Delivery Methods

People who want to improve their literacy skills come from all different backgrounds. They have individual skills and challenges. They learn in different ways. To be learner-centred, Literacy and Basic Skills (LBS) instruction needs to be flexible. It needs to be offered in varying ways to support each learner's training requirements and learning needs.

The Ministry of Training, Colleges and Universities (MTCU) funds four streams, to best serve learners who are primarily

- Aboriginal
- Anglophone
- Deaf
- Francophone



MTCU also funds three different literacy sectors or types of literacy programs:

- College
- Community-based
- School board

Where possible, a mix of literacy programs exists in each community to meet individual learner's goals.

There is no single “right” way to deliver literacy instruction. Over the years, programming has evolved to best meet the needs of learners, funders and the agencies themselves. Many programs offer a mix of different delivery styles that truly reflect a learner-centred approach. The method(s) of delivery (one-to-one, small group, classroom and/or e-Channel) is an agency/program decision based on resources and community needs. Let's take a few minutes to examine the various delivery models.

One-to-One and Small Group Delivery

In the one-to-one delivery model, trained instructors (either paid staff or volunteer tutors) work directly with one learner at a time. For example, the instructor may

- meet once or twice per week with the learner, for one or more hours at a time
- supplement the work done in a small group or class with individual help or tutoring
- watch over a number of learners at a time in a small group, supporting each learner as required

Learners may be able to attend programming for just a few hours per week or up to a full-time basis depending on the program's hours and the learners' schedules.

What's common to these one-to-one models is that each learner works on their own individual learning activities and materials. Because of this, intake for one-to-one delivery is generally continuous. By this we mean that learners are accepted into the LBS program at any time if there isn't a wait list.

Community-based agencies are the programs most often to offer one-to-one delivery options. Instruction can take place at the literacy program or in another location such as a library or community centre.

In 2005, 2010 and 2016, [Community Literacy of Ontario](#) (CLO) conducted community-based LBS agency surveys which identified that small group programming is strongly incorporated into community-based agencies in Ontario. However, this doesn't mean that programs have abandoned the one-on-one approaches; in fact, according to the 2016 survey, approximately 95% of the 67 programs that responded to the survey offered both methods of instruction. Of the remainder, 3% use only small group instruction and 2% of the programs use only one-to-one tutoring.



When asked by CLO to describe the benefits and challenges of the two types of program delivery, here is what Ontario community literacy agencies said:

One-to-One Individual Programming

Benefits

- has the ability to meet individual learner needs
- provides a highly supportive, safe, private, non-threatening environment for students
- is convenient for learners (flexible times and locations)
- offers individualized attention and support
- allows students to move at their own pace
- builds self-esteem and confidence
- is highly learner-centred

Challenges

- less instruction time available to individual learners
- scheduling issues
- if using tutors, the time for volunteer recruitment, training, coordination and monitoring
- cost per learner may be greater

Small Group Programming

Benefits

- group support, encouragement and assistance
- peer group interaction increases a wide variety of skills
- peer learning and exposure to varied ideas and opinions
- can serve more learners
- helpful for transitioning students to future goals
- group dynamics give energy, confidence and motivation
- students can attend for more hours
- can develop programming targeted to group needs
- provides networking opportunities for students
- may provide a more structured setting



Challenges

- meeting multi-level needs and goals
- time needed for preparation and follow-up
- lack of space
- group dynamics (personality conflicts, disruptive students)
- some students cannot keep up or work in a group setting
- less individualized support
- classroom delivery
- paid instructors may be required
- funding for paid instructors may be an issue

Classroom Delivery

In this model, trained instructors work with **more than ten learners** at one time in a classroom setting. Classroom delivery is usually offered full-time, although some students may attend on a part-time basis. Intake may be continuous or there may be specific beginning and ending dates for the class.

Classrooms may be organized by literacy level or by goals where numbers warrant. In smaller communities, classes may include learners working at different levels and/or working towards different goals. This type of programming is generally offered in school board and college programs.

e-Channel

[e-Channel](#) is Ontario's online adult literacy program. It's a free service for adults who want to improve their skills. This web-based means of delivering literacy training provides

- opportunity to reach learners who choose or are in need of self-directed service
- services in four cultural streams – Aboriginal, Francophone, Anglophone and Deaf
- courses for learners preparing for apprenticeship and postsecondary education (ACE – Academic and Career Entrance)
- further access for persons with disabilities and for those who live in rural and remote communities
- additional courses local agencies may not be able to offer
- opportunity to try online learning
- supplemental learning from another instructor

In order for learners to be successful in distance learning via e-Channel, some computer skill proficiency is required. The e-learning service providers offer introductory courses on how to use the online learning platforms. They also can arrange one-to-one mentoring. For those who have sufficient skills, there is a wide range of courses. These are available either in live classes (synchronous) or anytime (asynchronous) classes, where learners can attend on their own schedule. Courses include:



- Math
- Reading
- Science
- Writing
- Spelling
- Algebra
- Using computers
- GED preparation

By offering flexible online upgrading, e-Channel learning removes barriers to Literacy and Basic Skills access, especially to those

- with disabilities
- living in rural or remote communities
- with transportation or childcare concerns
- unable to participate in on-site programs
- who simply prefer distance learning

Only designated LBS service providers deliver and administer e-Channel. These are:

- [The Learning HUB](#), Avon Maitland District School Board (Anglophone)
- [Formation à Distance](#) (F@D), (Francophone)
- [Good Learning Anywhere](#), Sioux Hudson Literacy Council (Aboriginal)
- [ACE Distance](#), Academic and Career Entrance (Postsecondary and Apprenticeship)
- [Deaf Learn Now](#), George Brown College (Deaf)

Blended Learning

In general, blended learning refers to a combination of face-to-face training, whether one-to-one or classroom, and online learning. However, for the Employment Ontario Information System Case Management System (EOIS-CaMS) data entry purposes, blended learning refers to a combination of face-to-face through an LBS service provider with e-Channel delivery, specifically. Blended learning has several benefits:

- learners may access more learning time than could be provided by either method alone
- enhanced student engagement through mixed media and interactive programming
- increased flexibility for students allowing them to progress at their own pace online and to access some material when in-person support is not available
- ability to review challenging material in-person, as needed
- less face-to-face instruction required, which makes it possible for in-person service providers to serve more learners

Blended learning has grown within Literacy and Basic Skills programming over the past decade. In fact, the majority of learners who participate in e-Channel do so as part of a blended learning situation, in which they are participating in face-to-face adult literacy delivery and in e-Channel concurrently. However, blended learning is being used inconsistently throughout LBS agencies across the province. In 2017, the Blended Learning within Ontario's Literacy and Basic Skills Programs Survey was completed to develop a better

understanding of this inconsistency – to develop insight into what factors are preventing LBS programs from integrating more blended learning opportunities into their programming and to identify what supports they require in order to address these factors. A website (<https://e-channel.ca/practitioners/lbs-research/blended-learning-within-lbs-report>) has been created to publish the results of the survey and to provide practitioner resources and links for learner access. The practitioner resources include:

We can use **BLENDED LEARNING** to:

- ❖ Supplement classroom courses
- ❖ Review online course materials in person
- ❖ Reinforce concepts taught in the classroom
- ❖ Provide courses that are not available locally
- ❖ Give options for those who cannot attend
- ❖ Try online learning risk-free

From: *Blended Learning in LBS: What it is and How it Works*.
<https://e-channel.ca/practitioners/e-channel-blended->

- e-Channel Blended Learning Resources
- LBS Online Community of Practice
- Instructor Training Schedule
- LBS Research
- How-To Resources and Videos
- Web Conference Guides
- e-Channel LBS Resources

Instructional Strategies

While developing the Learner Plan, you make decisions about what the learner needs to learn. It's not just "what" they will learn but how the training will take place. The instructional strategies and approaches often have the greatest impact on learner success.

Instructional strategies are the techniques instructors use to deliver training. Instructional strategies should provide effective and productive learning by

- adapting to the learning styles and other needs of each learner
- actively engaging learners in the learning process
- helping learners become independent learners
- supporting learners in reaching their objectives (plan items, sub-goals and goals)
- preparing learners to transition to their goal



The Ministry does not prescribe how training is delivered, but Literacy and Basic Skills (LBS) programming should be responsive to learners' needs and prepare learners to move along their goal paths.

Lecturing in a classroom setting may be useful for preparing learners for further educational goals like secondary or postsecondary. However, for the most part, you should use a variety of instructional strategies to make learning environments more interactive; to integrate authentic activities and technology into the learning experience; and to support collaborative learning.

Effective LBS instructors understand that all LBS learners have different strengths and needs. The learning content; prior experiences and knowledge of the learner; the learner's interest and goals; their learning style; and the Task Group Level capabilities of the learner all have a part to play in the decision of what instructional approaches are most suitable. Therefore these practitioners design training based on what they know about the learner.

[Instructional Approaches: A Framework for Professional Practice](#) from Saskatchewan Education, considers that there are five categories of instructional strategies. The lines between the strategies are not clear-cut and the strategies are not mutually exclusive in any learning relationship. We have described the five categories, briefly, or you can download the full document with explanations for many of the methods.

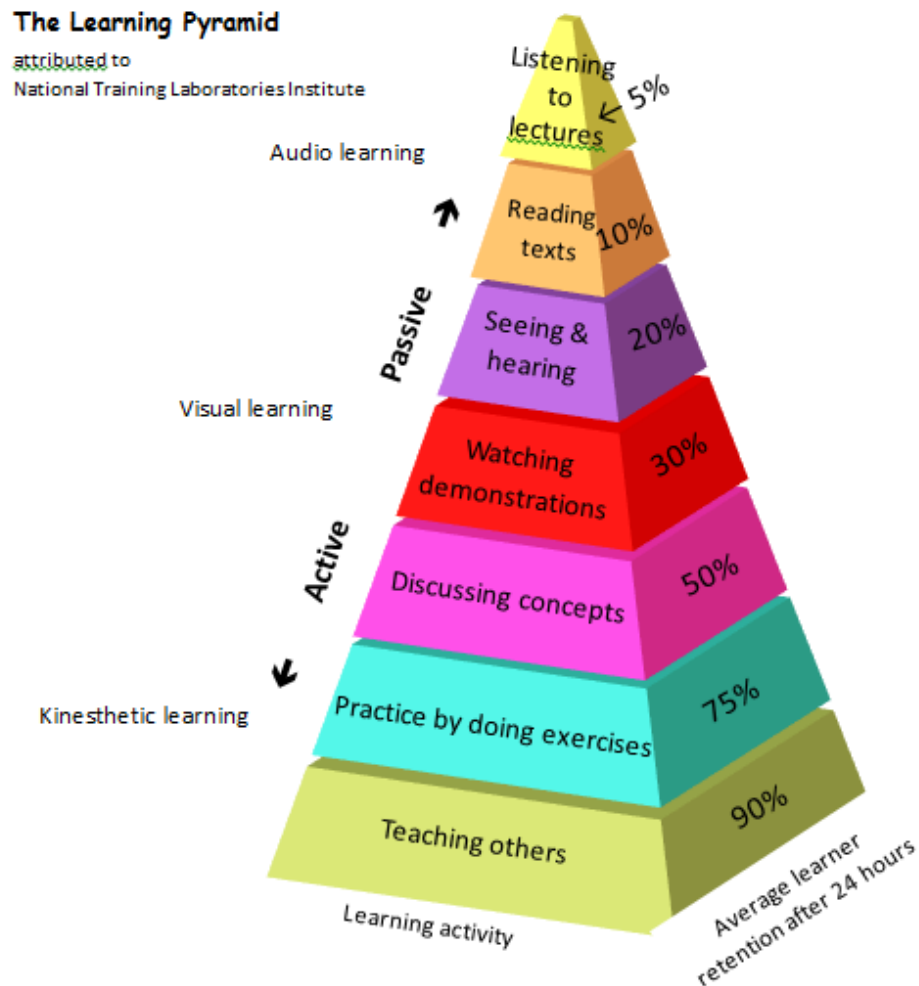
- **Direct Instruction** is instructor-directed. It is useful for providing information or developing step-by-step skills. Some examples are lecture, questioning, explicit teaching and demonstrations.
- **Indirect Instruction** is mainly learner-driven with the teacher becoming a facilitator, supporter and resource person. Because it is learner-driven, it includes a high level of learner involvement in observing, investigating, drawing inferences or forming hypotheses. This strategy takes advantage of learners' interests and curiosity and encourages learners to generate alternatives or solve problems. Some examples of indirect instruction are problem-solving, case studies, close activities, reading for meaning, reflective discussion and concept mapping.
- **Experiential Learning** is learner-focused and activity-oriented. Experiential learning requires learners to reflect about the experience and ways to apply it to other contexts. This strategy emphasizes the learning process, not the product. Experiential learning has five phases
 - experiencing
 - sharing or publishing
 - analyzing or processing
 - inferring or generalizing
 - applying

Some examples of experiential learning are field trips, simulations, experiments, games, role-playing, model building, using authentic workplace materials, job placements and surveys.

- **Independent Study** involves the learners studying on their own under the guidance or supervision of an instructor. This strategy fosters the development of individual student initiative, self-reliance and self-improvement. Independent study may also involve learning in peer partnership or as part of a small group. Examples include essay research and writing, computer-assisted instruction, journals and packaged learning materials.
- **Interactive Instruction** relies heavily on discussion and sharing. It helps develop social skills and the ability to organize thoughts and develop rational arguments. From the learners it requires observation, listening, interpersonal and intervention skills. This strategy requires the instructor to outline the topic, the amount of discussion time, the composition and size of the groups, and the reporting or sharing techniques. The success of the interactive instruction strategy and its many methods depends on the expertise of the instructor in structuring and developing the group dynamics. Interactive instruction allows for a range of groupings and methods, such as debates, role-playing, simulations, brainstorming, peer learning, discussion and cooperative learning.

The Learning Pyramid

The Learning Pyramid (believed to have been developed by the National Training Laboratories Institute for Applied Behavioral Science) illustrates that different kinds of learning strategies lead to different results in terms of learner retention. The strategies represented at the bottom of the pyramid produce much greater retention rates than those at the top. The diagram also shows that the bottom three strategies involve active learner participation while the four at the top have passive learner involvement. This research clearly illustrates that active participation in the learning process results in more effective uptake and retention of learning. When designing lessons and activities, it is worth considering where different instructional strategies fall on the Learning Pyramid. By using different strategies, you can accommodate different learning styles and actively engage learners to increase learning.



Learning Activities

Selecting Learning Materials

Perhaps the most important aspects of training are the selection and use of learning activities. When selecting learning activities and the learning materials to support them, you need to ensure that they are appropriate. The Ontario Adult Literacy Curriculum Framework [Foundations of Learning Materials](#) describes how practitioners should select learning materials to use with activities in their programs:

“To identify learning materials that reflect the OALCF focus of being goal-directed, contextualized and linked to other services a learner may need to support her or his learning success, a practitioner chooses learning materials that

- are suitable to adults and appropriate to the culture and language of the learner
- are authentic, related to the learner’s program purpose, and task-based
- reflect the way information is used and accessed in the work, learning or community environment of the learner’s goal”

To help agencies choose materials suitable for OALCF learning activities, the Ministry developed a checklist and a practical guide, “[How to Use the Checklist for Evaluating Learning Materials](#)”. The checklist is a template (found at the back of the guide) that you can use to evaluate resources that you already have or that you are considering acquiring, as to how they suit the competency-based, transition-oriented approach of the Curriculum Framework.



The guide walks you through an example of using the checklist to evaluate a resource. Both documents may be found on the Literacy and Basic Skills, Ontario Adult Literacy Curriculum Framework (OALCF) page of the Employment Ontario Partners’ Gateway under #5 [Are There Further Resources and Tools Available for OALCF?](#)

Goal-Directed Training

As we mentioned earlier, in the [Ontario Adult Literacy Curriculum Framework](#) chapter, orientation to transition-oriented programming means that learning activities should support both goal-directed and contextualized learning.

No matter what adult learning studies, principles or theories you consider, there is one point that always comes forth – adults are goal-directed learners. They need to see the relevance of what they are learning and how they will use it.

Learners come to Literacy and Basic Skills (LBS) programs with a goal. Sometimes they have trouble expressing what they want to do, but in order for them to learn, there must be a goal. You must be able to link your LBS training with the skills and abilities the learners need in order to move on to their goals.

When developing learning activities for LBS learners, you start with the goal in mind. You consider “What must the learner know how to do to achieve that goal?” and “What do they need to be able to do in preparation for their next steps beyond LBS?” By answering these questions you can determine what you need to teach. That is

- what the learner needs to know how to do – the skills
- what the learner needs to be able to do – the tasks



Where to Get Help with Goal-Directed Learning Activities

Within the OALCF, five learner goal paths have been identified: apprenticeship, employment, postsecondary education, secondary school credit and independence. Goal path descriptions have been developed for each goal path along with an introduction to using the goal path descriptions. The goal path descriptions can help you and the learners understand the needs of their goals, select goal-directed learning activities and suggest other supports that might be necessary for learners’ successful transitions to their goals.

- [Introduction to Goal Path Descriptions for Practitioners and Learners](#)
- [Apprenticeship](#)
- [Employment](#)
- [Postsecondary Education](#)
- [Secondary School Credit](#)
- [Independence](#)

Over the past 15 years, in Ontario, Canada and throughout the world, many new adult literacy resources that are goal-specific have been developed. No matter what the learners’ goals, there are adult appropriate and goal-directed learning materials available. Some of these are based on or are articulated to the OALCF. Many others cover Employment and Social Development Canada’s [Essential Skills](#). These may be appropriate as the three OALCF Levels are informed by the same factors that drive task complexity in Essential Skills (ES) Levels 1, 2, and 3.

For example, several LBS Regional Networks created a number of “occupational” curricula, meaning that they were resources that contained information and activities specific to one occupation that helped to develop a learner’s OALCF Competencies or their Essential Skills. In December 2018, CLO created the publication [Overview of 15 Occupational Curricula Used in LBS Programs](#) that can be found under Resources & Webinars, Publications on the [CLO website](#). In

2019 and 2020, CLO edited, updated and/or rewrote five previously developed curricula. They are also available on CLO's website under Publications. They are:

- Clerical and Office Administration – [Learner Modules](#) / [Practitioner Modules](#)
- [Food Counter Attendant & Kitchen Helper](#)
- Health Care Preparation – [Learner Workbook](#) / [Instructor Manual](#)
- [Retail](#)
- [Landscaping & Grounds Maintenance](#)

CLO has also developed two other curricula for use with the OALCF that are specific to goal-path or goals. These are available for free download on CLO's website.

- [Moving Forward Curricula and Resources for Learners on the Independence Goal Path](#). This resource has a variety of OALCF competency-based learning activities in all three OALCF levels. Moving Forward has topic-based sections for: Communication, Food and Nutrition, Household Dangers, Managing Your Money and Time Management and Organization.
- [Numeracy in Action Curriculum and Resources to Understand and Use Numbers](#). This resource offers activities in all three OALCF levels for the Task Groups: Manage Money, Manage Time, Use Measures and Manage Data.

During the research for this chapter, CLO conducted key informant interviews and focus groups with LBS practitioners. We asked them about activities and resources they were using for the various goal paths. Their recommendations are listed in the following charts.

Resources Recommended by LBS Practitioners

Goal Path	Resources suggested through key informant interviews with LBS practitioners
All	<ul style="list-style-type: none"> • Task-Based Activities for LBS * • GCFLearnFree.org * • Power Basics – Reading for Understanding: Comprehending What You Read
Employment	<ul style="list-style-type: none"> • PTP’s Workwrite series • Essential Skills materials and resources <ul style="list-style-type: none"> ○ Occupation-based curricula from Literacy Link Eastern Ontario (LLEO) and Simcoe/Muskoka Literacy Network (Bridging the Employment Gap) * ○ Government of Canada’s Vocabulary Building Workbook * ○ Build Your Career with Essential Skills * • Aztec Learning Software • Breakthrough to Math • Power Basics School to Career
Apprenticeship	<ul style="list-style-type: none"> • College Sector Committee Essential Skills Group * • Industry Training Authority (ITA) * • SkillPlan materials • How Do Your Skills Measure Up? from SkillPlan* • Math Sense • Breakthrough to Math
Postsecondary	<ul style="list-style-type: none"> • GED preparation books and material <ul style="list-style-type: none"> ○ Independent Learning Centre * ○ Grass Roots Press A variety of Pre-GED and GED Texts and Workbooks can be ordered from catalogue • The LearningHUB * • Breakthrough to Math • Khan Academy (math) * • Power Basics Reading Series

Goal Path	Resources suggested through key informant interviews with LBS practitioners
Secondary Credit	<ul style="list-style-type: none"> • Khan Academy (math)* • Challenger series • Independent Learning Centre materials • Focus on Reading • Spectrum Math
Independence	<ul style="list-style-type: none"> • Challenger reading and writing series • Kitchen Math • Life Skills Series • Everyday Math Skills (Home Math, Kitchen Math, Money Math and Simply Math) * • Aztec • Laubach Way to Reading • Moving Forward

* denotes free resource

Activities Recommended by LBS Practitioners

Goal Path	Suggested activities
All	<ul style="list-style-type: none"> • log on to a user account • YouTube and Ted Talks videos • using the computer to send emails, research information and/or read documents • set up a Facebook or LinkedIn account
Employment	<ul style="list-style-type: none"> • do mock interviews • resumes (e.g., words to use, formats) • create a spreadsheet to track time • complete accident reports • create appointment calendar using Google Calendar • organizing skills • report writing • Internet searches (for job sites, etc.) • form filling • self-assessment of traits of a good employee • being on time and calling in sick • getting along with others • interpret WHMIS symbols
Apprenticeship	<ul style="list-style-type: none"> • use real tools such as a measuring tape and measure things in a room or how much flooring to buy for a room • create invoices • job-specific math • health and safety activities • WHMIS • form filling • trades math • write an entry in a log book • research apprenticeships http://www.earnwhileyoulearn.ca/

Goal Path	Suggested activities
Post-secondary	<ul style="list-style-type: none"> • multiple-choice tests for CAAT prep • essay writing • Internet research and study skills • self-management • reading a detailed course description
Secondary Credit	<ul style="list-style-type: none"> • paragraph writing • essay writing • find and use information on the Internet • social media – Twitter, Facebook • reading a detailed course description • identify the main theme in a story
Independence	<ul style="list-style-type: none"> • reading a newspaper • banking • counting money • budgeting • buying a birthday card • calendar of appointments • kitchen math • health and safety • financial management • social media – Twitter, Facebook • using bus maps online • using Google Maps to identify stores/resources in the community • completing forms • writing notes • write an advertisement for the upcoming bake sale • compare costs and make simple calculations using a grocery list and flyers • calculate change from a purchase • digital storytelling (Microsoft Photos and PowerPoint)

Contextualized Learning

You want to teach in the best way to enable the learners to use and retain the information and skills. How can you do this if the learners can't see the relevance? Contextual learning can help you address these concerns.

Often, literacy learners have trouble understanding academic concepts (such as math concepts) when they are taught in the abstract or taught separately. Even though the learners know they will need these skills as they move to their goals of employment, further education or independence, they struggle to make the connections to using them outside the classroom.

However, learner interest and achievement improve significantly when they can put learning into their own frame of reference. They need help to make connections between

- new knowledge and experiences they have had
- new skills with skills they have already mastered
- the concepts they are learning and practical applications for using those concepts in the real world.

“relating instructional content to the specific contexts of learners’ lives and interests increases motivation to learn”

Dirkx and Prenger, 1997

Some examples of contextualized learning are:

- Learners identify forms that they need help understanding or completing, such as, bills, leases, tax forms and work documents.
- Practising job search skills, such as, viewing job postings and determining what would be needed to apply, creating a resume, etc.
- Using a piece of equipment safely, i.e., a photocopier for work, a sander or drill for home or work, etc.
- Attending a talk on tenant rights and responsibilities.
- Learning study and test-taking skills to prepare for further schooling. Examples might be taking sample GED tests, employment tests or mature student college entrance tests.

You might be interested in viewing the reports done in 2018 and 2019 by Community Literacy of Ontario, [Success Stories: Employment-Related Experiential Learning in LBS and More Success Stories: Experiential Learning in LBS](#).

Some programs are running workshops specific to contextualized learning. Some examples are cooking, writing fiction, creating crafts, simple carpentry, working with digital pictures to make gifts, getting your G1 licence, etc. All these workshops are based on a platform or in the context of a “special interest” to the group of learners, but they are learning OALCF-based competencies/task group tasks, as well.

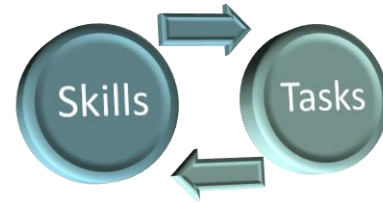
It's Not Skills vs. Tasks, It's Both

“The OALCF:

- supports the development of task-based programming
- helps practitioners focus on strengthening the learner’s ability to integrate skills, knowledge and behaviours to perform authentic, goal related tasks”

The above quotation from the [Ontario Adult Literacy Curriculum Framework in the Employment Ontario Partners Gateway](#) shows that LBS learning within the Curriculum Framework is task-based, but it also includes the integration of skills, knowledge and behaviours. An exploration of four aspects of literacy learning takes place in [OALCF Foundations of Assessment](#) and the [OALCF Selected Assessment Tools](#). The four aspects of literacy learning are:

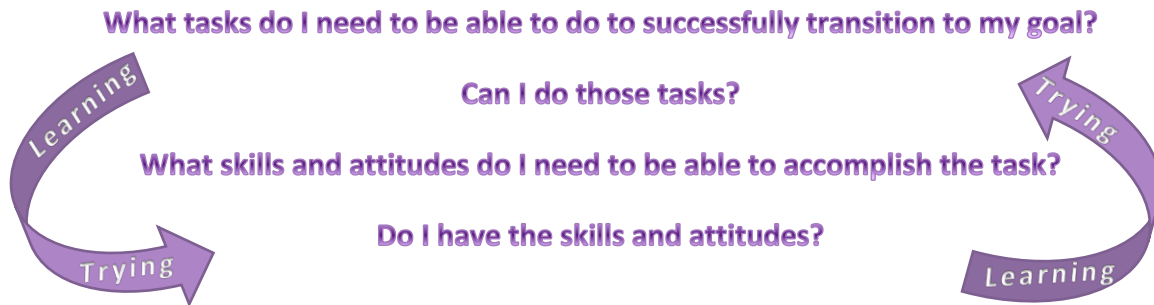
- Skills Development
 - Skills are discrete descriptors of literacy and numeracy development, such as decoding, recognizing sentence structure, and locating information.
- Task Performance
 - Tasks emphasize more than skills, as they consider purpose, context and culture to reflect actual use.
- Social Practice
 - Understanding literacy and numeracy as a social practice involves consideration of what people are doing, feeling and thinking when they are engaged with actual print and numeracy activities.
- Change
 - People respond to change and make changes in their lives and the lives of others when they participate in a literacy program.



LBS learning helps learners

- acquire skills to be used to complete tasks
- complete tasks
- put the skills and task completion ability into everyday practice
- respond to change and make changes in their lives and in the lives of others

But do you teach the skills or the tasks first? It is somewhat like the chicken and the egg dilemma. The learners need the skills to complete the tasks, but they also need to understand the task and know they can't complete it, before they will see the value in learning the skill. So, it is often a back and forth activity.



Because a learner has the ability to do skill “x” does not mean the learner is able to use that skill in completing a task. Competency or skill-based training may give the learner all of the individual skills such as reading, writing or math, but it does not effectively integrate these skills into a whole task that may be required in the real world.

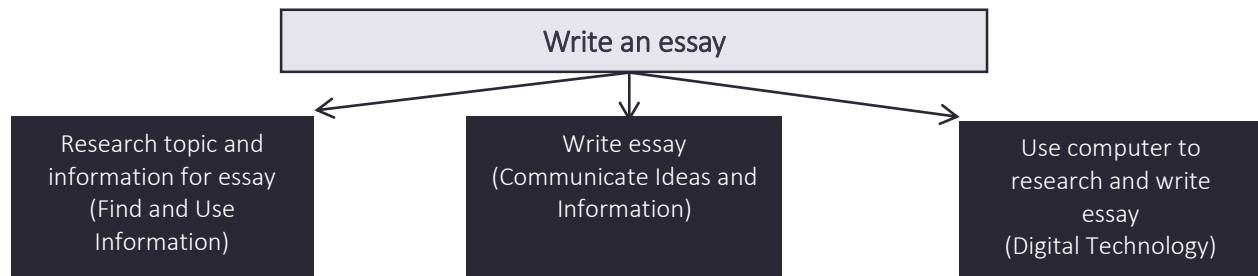
Task-based learning, on the other hand, allows the learner to see from the beginning where each piece of the puzzle fits into the overall picture. It allows the learner to fully integrate each skill into the performance of the task.

In task-based instruction you start by looking at the whole task and then breaking it down into a series of smaller and smaller tasks. You then work your way down until you get to the mini-tasks, the performance/task descriptors and skills that work together and build on each other. Each mini-task is introduced separately and the learner masters the skill(s) involved for that task. As new mini-tasks are added, the learner practises the previously learned skills as part of a bigger picture. The learner continually works toward mastering each skill while getting a sense of how that skill fits into the larger task and life/goal situations. This is called a scaffolding approach.

This approach allows you to concentrate on presenting and developing the new skill sets while allowing for the repetition of previous skills as part of the process. You provide more assistance as you introduce new or difficult tasks. While the learner masters the skill/task, you gradually decrease your support and shift the responsibility for learning to the learner.

Developing Goal-Directed, Task-Based Learning Activities

Let's start with the tasks rather than the skills. Say you have a learner with a secondary school credit goal. One task the learner may need to accomplish is writing an essay. This task includes smaller tasks that require three different competencies.



We'll look at the Communicate Ideas and Information competency in more detail. The skills involved in the task group Write Continuous Text are

- **Mechanics – punctuation, spelling and grammar**
- **Style – voice, vocabulary, formality and sentence structure**
- Organization – sequencing, order
- Visual Presentation – structure, legibility
- **Purpose and Form – writing for various purposes**

Example tasks the learner could work on that would be relative to their secondary school credit goal path and that could be used to practise or demonstrate the skills are:

- Write a short note to your instructor to explain the topic for your essay (Level 2)
- Write an email or a post to a wiki or blog to explain to others how you sequence and organize paragraphs in an essay (Level 3)

As the learner tries the various tasks, you assist them with any parts of the task they have difficulty with. You provide instructional support with skills, as necessary. When the learner is ready you suggest increasingly more difficult tasks that allow the learner to build on their success.

The important thing to remember is that you don't teach skills in isolation. To be motivated, adult learners need to understand how the skills will be used to complete tasks necessary to their goals. They also need to apply their skills to perform authentic or real-life tasks that are appropriate to their lives and to their goals.

Why Is Completing Tasks Important?

Task-based learning has several benefits, especially when it is learner-centred, contextualized and goal-directed.

Skills are better retained when they are applied rather than segregated. To complete tasks in life you combine multiple competencies.

Learning occurs most effectively when related to an individual's real-life tasks. Learner-centred, goal-directed learning uses tasks that are personalized and relevant to the learner. Authentic context enhances the learning experience.

Learning meets the specific needs of the learner. The skills explored arise from the learner's need to complete the tasks. This need dictates what will be covered in the lesson rather than a decision made by an instructor or coursebook. Learning materials are selected on the basis of the learner's needs and interests.

Learning is more collaborative and there is more learner independence. Including the learner in the discussion of what tasks will be required for their goal and which tasks to work on will help the learner take control of their learning. Task-based learning offers the learner both action and reflection. The learner can become more self-directed. They can independently undertake a task and make judgments without the direction of a teacher. You can instead assume the role of facilitator.



Task completion draws on the learner's knowledge and experience. This allows for “scaffolding” or building upon and linking new skills with what the learner already knows and can do.

Task-based activities require a variety of learning styles. There is more learner participation and less time spent just watching or listening.

As we have said in the earlier section, [Where to Get Help with Goal-Directed Learning Activities](#), there are many goal-related resources with built-in activities to help you work with learners. However, as not all of these resources have task-based activities, you may want some help finding tasks to use or adapt to the learners' needs.

[Task-Based Activities for LBS](#) is an excellent source of sample task-based activities compiled by the [QUILL Learning Network](#). The activities are all aligned to the Ontario Adult Literacy Curriculum Framework (OALCF). The database is searchable by stream, goal path and level, and activities are downloadable in Word and Acrobat (pdf).

For those learners on an employment or apprenticeship goal path, the [Essential Skills Profiles](#) describe how workers in various occupations use each of the key Essential Skills. As well as a brief description of the occupation, the profiles have examples of how each of the skills is used to complete tasks in that job.

If you have learners on the Independence goal path, you might find Community Literacy of Ontario's [Foundations for Independence Framework](#) is a good resource to help you and the learner plan tasks. The Foundations for Independence Framework organizes sub-goals into four broad areas or goal sets: 1) Managing basic needs; 2) Managing health; 3) Managing personal issues and relationships; 4) Participating fully as a member of the community.



An excellent tool to help you break tasks down into their foundation skills is the [Embedded Skills, Knowledge and Attitudes Reference Guide for Ontario \(ESKARGO\)](#). ESKARGO is a part of the [OALCF Implementation Strategy Resource](#) (ISR). Information and resources are available on the [LBS Practitioner Training website](#) and on the [ESKARGO Resources](#) page of the [Ontario Native Literacy Coalition](#). The ESKARGO, the ISR and the LBS Practitioner Training website were developed by [CESBA](#), the Ontario Association of Adult and Continuing Education School Board Administrators.

The Ministry of Training, Colleges and Universities has developed a number of OALCF supporting documents.

- [Integrated Tasks by Goal Path](#)
- [Supplemental Tasks for Practitioners](#)
- [Practitioner Guide to Task-Based Programming](#)

More detailed descriptions of these and other resources may be found in the [Additional Resources](#) section of this chapter.

In the [Sample Forms](#) section of this chapter, we have included three formats that are being used to help learners and practitioners deliver goal-directed, task-based training.

- [Sample 1: Goal Requirements Mind Map](#) from the Barrie Literacy Council
- [Sample 2: Goal Steps](#) from the Barrie Literacy Council
- [Sample 3: OALCF Goal-Driven Lesson Plan](#) from the Literacy Alliance of West Nipissing

Task Levels

In the [Ontario Adult Literacy Curriculum Framework](#) chapter, we discussed the OALCF Levels of Performance. Basically, the OALCF uses three performance levels, which use the same complexity factors as the first three levels of [Canada's Essential Skills \(ES\)](#). Like the Essential

Skills, to determine complexity, the OALCF considers how individuals will use their skills to accomplish tasks outside of a learning context.

The OALCF uses two factors in interpreting a learner's developing proficiency – Task Descriptors and Performance Descriptors. The Curriculum Framework advises that the description of both the task and the learner's performance need to be considered together.

Accurately levelling tasks is somewhat complex and considers a number of factors. It also takes some experience. Examining, considering and comparing both the Task and Performance Descriptors of the three levels of a task group can help you determine the level of some task activities. Also, take a look at the example tasks provided at the end of each task group of the Curriculum Framework; you may be able to select similar tasks that apply to the learners you are working with. Another resource, mentioned earlier, is the [Task-Based Activities for LBS](#) collection.

As the development of the OALCF was informed by the same complexity factors as the Essential Skills, you may find either the [Readers' Guide to the Essential Skills Profiles](#) or the example tasks in individual occupation's [Essential Skills Profiles](#) useful. Both can be found through www.canada.ca/en/employment-social-development/programs/essential-skills.html.

Task-Based Activities and Milestones

Milestones are one assessment aspect of the Ontario Adult Literacy Curriculum Framework (OALCF). Almost all learners will complete at least one milestone during their Literacy and Basic Skills training. In fact, if a learner does not complete a milestone within a fiscal year, they do not count as a learner towards your contractual learner count objectives.



Preparing learners for milestones makes the assessment less stressful and increases the chances for success. Completing task-based activities as part of the learners' training helps to prepare them for successful milestone completion. Here are some other hints from programs

- explain from the beginning of programming that milestones are steps to successfully completing their goal
- create activities that are similar in nature and skill level
- develop tasks that are modelled on the design of the milestones to be sure learners are comfortable with the format
- become familiar with the learner's next planned milestone, so you will know when the learner is prepared for success
- provide related tasks to tutors to support learner preparation
- ensure that you don't teach to the milestone content

Learning Supports

Literacy learners often have multiple barriers to learning. From the time they walk through your doors, while they are in training, as they exit and even after they transition to the next step in their goal path and lives, you need to continue to provide support. Support comes in many forms:

- adaptive supports to make programs more accessible for those with physical disabilities
- accommodations for learning disabilities
- financial training supports
- accommodations for learning styles (see the Learning Styles and Working with Special Learning Difficulties section of the [Assessment chapter](#))
- coordinating services within the community

“It is important for each learner/consumer to self-identify what their goals are. We always tell people that they are steering their own ship, and that we are merely helping in facilitation of their learning. Many have had unpleasant experiences in the school system, and for them to know that they have a say in their own learning plan is empowering and motivating to continue....”

Kailtin Schiedendorf as quoted in [Making a Connection: Literacy, Disability and Quality of Life, Participatory Action Research Approach, Final Report](#), Independent Living Canada (Resources)

Literacy and Disabilities

“Approximately 50% of Canadian adults with disabilities experience literacy barriers.”
(Movement for Canadian Literacy’s [Literacy and Disabilities Factsheet](#))

Disabilities can fall under a range of groupings: physical, intellectual, visual, hearing, psychiatric, learning, etc. The more severe a disability is, the more it can affect participation in training or learning success. Each person’s disability is unique, though, and so the accommodations and adaptive supports also need to be unique. For example,

- a learner confined to a wheelchair with physical disabilities may need to have their training delivered in accessible facilities
- a learner who is visually disabled may need adaptive technology to read and write materials for them
- a learner with developmental disabilities may need one-on-one tutoring using hands-on or repetitive task strategies

It is therefore hard to talk here about specific tools to help you with LBS training for learners with disabilities. Instead, we suggest you talk with the learner.

As with all learners, find out what they want to do. Discuss their goal and ensure it is **their** goal. Talk about learning methods and learning styles and what works for them. Discuss their disability and how you might best support them and with what adaptations.

Many learners with disabilities had negative experiences in school. They didn't often receive the accommodations or altered learning methods they needed. Because of this, many feel they can't learn new things. Making sure that the "ownership" of the learning belongs to the learner, that they are full participants in the learning process, increases their self-esteem and motivation. It gives them a positive attitude towards learning.

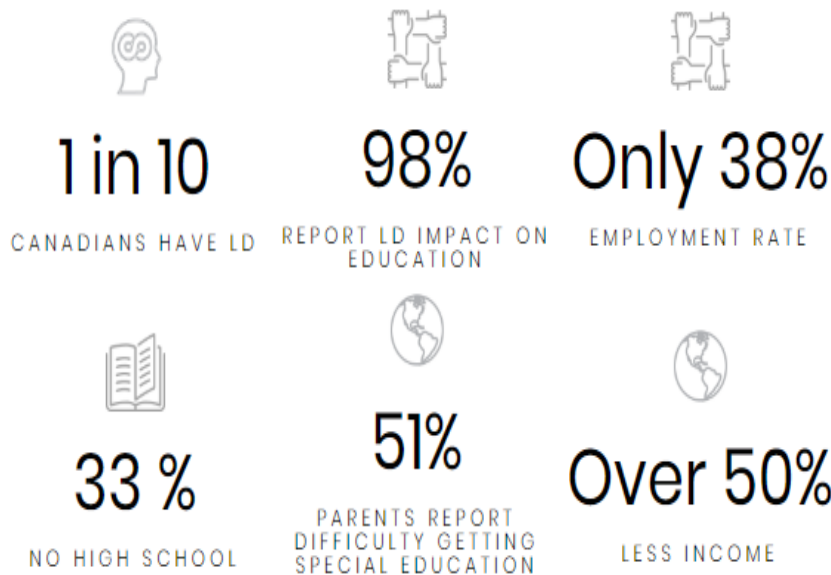
Information about the learner's disability and tools or ideas for making your LBS program more accessible to people with disabilities can be found locally, provincially and nationally through agencies that support various disabilities.

Accessibility for Ontarians with Disabilities Act (AODA)

It isn't just good practice to make accommodations for learners with disabilities and to make our programs more accessible – it is the law. Ontario is in the process of introducing stages of the Accessibility for Ontarians with Disabilities Act (AODA). The purpose of the AODA is to make Ontario more accessible and inclusive to people with disabilities. As Ontario businesses, all Literacy and Basic Skills (LBS) agencies must provide accessible customer service. This includes our LBS training service. For more information about the act, your responsibilities as an Ontario business, plus a wizard, checklists and tools to assist you with compliance, visit Ontario's [Accessibilities Laws](#) site.

Accommodations for Learning Disabilities

According to the [Learning Disabilities Association of Canada](#), one in 10 Canadians has a learning disability (LD). The percentage of adult literacy learners with LD is even higher. The Canadian Literacy and Learning network notes in a *Literacy and Essential Skills Learning Disabilities Fact Sheet* that "an estimated 30-80% of students in literacy programs have learning disabilities." Considering all the statistics above, the lack of high school, the impact on education and the inability to get special education, it is reasonable to see why so many with learning disabilities are joining LBS programs.



Source: Statistics Canada, Canadian Survey on Disability, 2012, gathered by Learning Disabilities Association of Canada

LDs may be lifelong or may have happened as a result of brain injury. Some learners may have been identified with a learning disability before coming to our programs. Many others are not aware that the difficulties they encountered in school and life are due to learning disabilities. It is not up to us to diagnose LDs. Professionals who do LD assessments, diagnose learning disabilities and make recommendations for appropriate accommodations must be qualified to do so. Our job is to understand the issues adults with LDs face and to seek out and offer teaching and learning strategies appropriate for adults with LDs whenever learners are experiencing difficulties. People with LD have difficulties learning in the traditional way, so we need to offer different kinds of assistance. Finding the best or most effective learning supports and instructional strategies can be a trial process. You may have to try different supports and discuss what works best with the learner.

The [University of Tennessee's Center for Literacy, Education and Employment's Keys to Effective LD Teaching Practice](#) builds on their earlier work, *The Bridges to Practices: Guidebooks*. In Chapter 4, The Teaching/Learning Process, *Keys to Effective LD Teaching Practice* focuses on three key guidelines. These guidelines can be found in the following three boxes.

Key #1: Create an Appropriate Learning Environment That Promotes Learner Independence

- Guide learners to be active and independent by asking such questions as
 - So...how would you do that?
 - How would you find that information?
 - How would you remember that information?
 - How did you figure that out?
- Involve learners in how they learn.
- Design instruction around the interests and everyday needs of learners.
- Remember that adult learners bring knowledge and experience with them. They have insight into how they learn, compensate for difficulties, and find success.
- Encourage learners to keep track of their progress.
- Reinforce the learning by providing continuing opportunities for practice and by giving immediate and frequent feedback.

[Keys to Effective LD Teaching Practice](#)

Key #2: Provide Instructional Adaptations and Accommodations

These two terms often apply to the same tools and approaches that make a learning task more manageable. The distinction between the terms is a legal one.

- **Accommodations** are adaptations to which a person diagnosed with LD has a legal right. They include a wide range of tools and changes in the ways of performing a task, including all those listed below under adaptations. For people struggling with an essential life function due to a learning disability, specific accommodations can move them from frustration and failure to achievement and productivity! The possibility of such a change is one of the strongest reasons for getting a diagnostic evaluation.
- **Adaptations** may be identical to accommodations, but when there is no LD diagnosis, there is no legal right to use them (e.g., in a testing situation or on the job). Many of us have stumbled onto some helpful adaptation in life without thinking of it as such: colour-coding, reading aloud when trying to digest a complicated article, or taking frequent breaks. Adaptations that involve assistive technology are part of our everyday lives: hearing aids, glasses, computers, magnifying glasses.

[Keys to Effective LD Teaching Practice](http://resources.clee.utk.edu/print/keys_ld.pdf) (http://resources.clee.utk.edu/print/keys_ld.pdf)

Key #3: Implement LD-Appropriate Instruction

Characteristics of LD-Appropriate Instruction

What do we mean by LD-appropriate instruction? There are important characteristics described in *Bridges to Practice: Guidebook 4*. LD-appropriate instruction is

- **Structured** – involves systematically teaching manageable chunks or pieces of information.
- **Connected** – shows the learner how information in and among units and lessons are linked to the learning process and to the learner’s goals.
- **Informative** – involves making sure that the learner knows how the learning process works, what is expected during the instructional situation, and how she can improve learning and performance.
- **Explicit** – involves providing detailed explanations and models to the learner about how to approach, think about, perform and evaluate learning and performance.
- **Direct** – characterized by high rates of teacher or tutor leadership and control during the initial stages of information acquisition, followed by careful monitoring of the learner’s performance as she gradually assumes control of and masters the information.
- **Scaffolded** – involves the frequent use of connected questions and collaboratively constructed explanations to create a context for learning based on the learner’s prior knowledge.
- **Intensive** – involves helping learners to maintain a high degree of attention and response during frequently scheduled, instructional sessions.
- **Process-sensitive** – involves re-shaping the activities within the instructional sequence to take into consideration various cognitive barriers that might inhibit learning.
- **Accommodating** – involves providing specific and general adaptations that are legally required to reduce or eliminate the impact a learning disability might have on successful learning and performance.
- **Evaluated** – involves adapting instruction based on an assessment of the learner’s progress and his or her response to previous attempts at instruction.
- **Generalizable** – involves using activities before, during, and after information has been mastered both to ensure continued application of the information and to increase the learner’s success outside of the literacy setting.
- **Enduring** – means that the program providers acknowledge and commit the time necessary to ensure that learners master the information and use it to increase their successes in life. When you make accommodations for learners with LDs, you enable them to complete the same work as others on their goal path. Making accommodations does not mean altering the content. Accommodations make it possible for learners with LDs to show what they know without the hindrance of their disability.

Source: [Keys to Effective LD Teaching Practice](#)

Both the [Learning Disabilities Association of Canada](#) and [Learning Disabilities Association of Ontario](#) have valuable information and links on their websites. You may also have a local association that supports those with LD.



There are many other excellent resources to help you learn more about LDs. They offer practical information and strategies to assist you in working with adults who have been diagnosed with LDs or who may have undiagnosed LDs and can benefit from accommodations.

- [LD@School](#) is a project of the Learning Disabilities Association of Ontario (LDAO). The www.LDatSchool.ca website features resources and professional development materials in a number of formats. These include both evidence and practice-informed approaches, practices and strategies. Although directed at K-12 audiences much of it is applicable to adults, as well.
- [The Learning Disabilities Association of America](#) (LDA) has some excellent articles and resources available. They have sections for Adults with LDs and for Educators that deal with LD issues from the perspective of the learner and instructor, respectively.
- [Adult Literacy and Learning Disabilities: Best Practices for Success – A Resource Manual for Practitioners](#). This 400-page manual was compiled for sharing at New Brunswick's Mount Allison University, in 2007, during a five-day institute on learning disabilities. The manual is divided into several sub-sections:
 - A) The different approaches and definitions of a learning disability
 - B) Different screeners and assessments
 - C) Mental health and learning disabilities
 - D) Reading, math, writing, and LDs
 - E) Various accommodations for those with learning disabilities
 - F) Assistive technology for individuals with learning disabilities
 - G) Anxiety and relaxation techniques.
- [Supporting Inclusive Schools: Addressing the Needs of Students with Learning Disabilities](#)
This resource from the Government of Manitoba, is intended to support educators as they work with students with learning disabilities within inclusive classrooms and schools, however much of the information is transferable to adult learners. Sections of the document deal with understanding learning disabilities; addressing the needs of students with learning

disabilities; supporting students with reading disabilities; and supporting students with learning disabilities in written expression, mathematics, self-advocacy, success in student learning and transition to post-secondary and employment.

- [Toolkit: Current Best Practices and Supportive Interventions for EO Clients with Learning Disabilities](#) In this resource, you will find the what came out of a research project conducted in 2014-2105 by the Metro Toronto Movement for Literacy entitled “Creating Pathways of Learning Support for EO Clients with Learning Disabilities”. Its goal is to strengthen the capacity of Employment Ontario’s service providers to meet the needs of Employment Services (ES) and Literacy & Basic Skills (LBS) learners and clients with learning disabilities (LD). The contents include background information on, analysis of the relationships between LD clients and Employment Ontario programs and concrete ideas, strategies, practices and supportive resources.

Financial Training Supports

Your Literacy and Basic Skills agency may be able to offer training supports to help low-income learners attend training. Training supports are for travel in the form of mileage reimbursement, fees for rides from suppliers, parking fees, bus tickets or passes, etc. Training supports may also be used to help learners with childcare costs as long as the services are not provided by a family member living in the same household as the learner. In some circumstances, you may get permission from their Ministry Employment and Training Consultant (ETC) to use training supports for some other expense that assists a learner in successful LBS training.



How training supports are dispersed is determined by policies set by individual service delivery providers and may vary from agency to agency. According to the [LBS Service Provider Guidelines](#), to administer their training support funds, organizations are responsible for developing and implementing policies and procedures which include:

- eligibility criteria for learners and the documentation they must provide to establish need and to verify expenses
- eligible child care service providers (cannot be the learner’s spouse or relatives living with the learner)
- eligible expenses, for example, maximum rates for child care, public transit, private cars, car pools, and parking
- policy and procedures for payment, including direct payment to learners; and indirect payment to suppliers, and circumstances where advance payment may be possible.

Training supports also need to be carefully tracked and accounted for using learner claim forms. You enter claims/payments into the Employment Ontario Information System Case Management System (EOIS-CaMS) as sub-goals. Copies of the claims should be kept in the learners' files for MTCU review. If total claims for a learner are over \$500 in a calendar year, your agency must issue a T4A form to the learner.

Learner Supports Through Coordinated Services

An important element of transition-oriented programming is supporting learners through coordination with other Employment Ontario and community services. This is referred to in the Training section of the LBS Service Provider Guidelines. It is also included in a number of questions on the Site Monitoring Questionnaire that LBS Service Providers must complete on EOIS-CaMS.



Supporting learners through coordinated services is done by

- sharing accurate information about other services
- providing appropriate and timely referrals
- coordinating service delivery to work with other providers for the best interest of the learner
- ensuring learners are prepared for transition to their next step along their goal path
- avoiding duplication in services

In the [Information and Referral](#) chapter, we discussed in more detail various ways of supporting learners through service coordination, such as

- Client and Learner Needs Determination
- Service Information Gathering, Coordination and Integration

However, it is important to remember that information and referral does not end when the learners start their training. Learners may face new challenges at any period in their training. You should be attentive to their needs and issues, providing support and referrals as needed. In the initial research, we interviewed practitioners about how they provided support to learners. For these practitioners, open communication was the tool used most often.

"We ask, we listen and we respond. If we can't help directly, we bridge to the help."

"Spend time chatting with them and getting to know them as individuals."

"We inform them of other services in the community all the time, refer to those services and contact people for the help and support they need with their various barriers. If we can handle it in-house, we do (training support allocation, for example). Otherwise we refer or partner with outside sources."

“We discuss what might get in the way of learning. For example, ‘What will you do if your children get sick?’ ‘How are you going to get here?’ ‘What kind of costs might you have by coming here (low/lack of income while at school)?’ ‘How will you get to school in inclement weather?’ We discuss medical issues, mental health issues, etc. that kept the learner from completing school in the past. We refer to other agencies if we cannot help them. We encourage them to come.”

As the name implies, transition-oriented programming is focused on the transition. During a learner’s training period, you should constantly be seeking ways to prepare the learner for a smooth and easy transition. The first step to doing this is having a clear idea yourself of what the next step involves. This way you can have answers to the learner’s questions or at least know where to find or direct the learner to find answers. Some of the Literacy and Basic Skills service providers we have talked to suggested these ways to make learner transitions easier:

- know what credentials or other proof of learning is needed to enter the goal
- take learners on field trips to the training or education site they plan to attend
- have guest speakers come and talk about the “next steps,” such as employers, educators and past learners who have transitioned
- work with Employment Services or a Secondary School Credit program to set up a work placement or co-op while the learner is still in LBS training, and support the learner through the placement
- coordinate LBS training in job search and interviewing techniques along with an Employment Service provider

Additional Resources

A number of resources have been listed earlier in this chapter under the headings “[Where to Get Help with Goal-Directed Learning Activities](#)” and “[Accommodations for Learning Disabilities](#)”.



The following are some examples of tools and resources that may be useful to you while providing LBS training. This is not intended as an exhaustive list, and we encourage you to explore the resources available on the Internet.

[Community Literacy of Ontario](#) has developed a number of useful resources (newsletters, e-communiques, webinars and publications) to help LBS practitioners with their training services. These can be located under the Resources & Webinars drop-down menu on CLO’s website. Scan through the list of newsletters to find topics appropriate to your needs and interests or the learner’s. Download copies of free resources developed by CLO specifically for LBS programs. Some examples are:

- CLO’s Occupational Curriculum Project took place in 2018/19 with the purpose of revising curricula, previously developed by Literacy Link Eastern Ontario and/or Muskoka/Simcoe Literacy Network, for four occupations. The goal was to include more current information and more appropriate activities for lower level learners (OALCF Levels 1 and 2) where possible. The four occupations, which are available make for free download from [CLO’s Publications page](#), are:
 - Clerical and Office Administration – [Learner Modules](#) / [Practitioner Modules](#)
 - [Food Counter Attendant & Kitchen Helper](#)
 - Health Care Preparation – [Learner Workbook](#) / [Instructor Manual](#)
 - [Retail](#)

In 2020, CLO worked with Literacy Link Eastern Ontario to edit and update a fifth previously developed curricula which is also freely available on CLO’s website:

- [Landscaping & Grounds Maintenance](#)
- [The Occupational Curricula Listing](#) is another resource developed by CLO in 2018. This is a helpful guide that explores the use of occupational curricula in 15 different LBS agencies and regional networks in Ontario.
- [Numeracy in Action](#) is a free resource that helps meet the needs of learners requiring enhanced numeracy skills. This Understand and Use Numbers Curriculum focuses on the task groups of Manage Money; Manage Time; Use Numbers; and Manage Data and contains 4 – 5 sample task-based activities for each of the Ontario Adult Literacy Curriculum Framework’s level indicators related to this competency. A list of additional numeracy resources is also included in this valuable resource. The modules are individually downloadable from CLO’s Publications page.

- [Moving Forward Curricula and Resources for Learners on the Independence Goal Path](#) This resource from Community Literacy of Ontario is an OALCF competency-based learning curricula that can be used with learners on the Independence goal path. *Moving Forward* includes information sheets, activity sheets and practitioner information within five modules: Communication, Food and Nutrition, Household Dangers, Managing Your Money, and Time Management and Organization.
- [Popular Resources Supporting the Transitioning of Adult Learners with Independence or Employment Goals](#) This bibliography can help practitioners find resources that suit the learner's needs and goals. For each item, it includes a brief annotation, web contact and purchase information. The resources are grouped into sections for the Ontario Adult Literacy Curriculum Framework (OALCF) competency each best reflects. This resource is available for free download from CLO's website.
- Although there are many useful newsletters, of particular interest to LBS instructors may be [Success Stories: Employment-Related Experiential Learning in LBS Newsletter](#) (November 2018) and [More Success Stories: Experiential Learning in LBS](#) (March 2019).
- [Learning Networks of Ontario's](#) website also offers numerous resources to help LBS practitioners and learners. These have been developed by the 16 learning networks from across Ontario and most are articulated to the OALCF. There are resources on many topics, such as, a mental health guide, an aid to gamification, a diabetes kit. Just a few are described below, but newly developed resources continue to be added. It is worth taking a few minutes to look through all the descriptions offered in the [Instructional Resources](#) section to see what might be most useful for the learner(s) to whom you are offering training.
- [Apprenticeship Live Binder](#) (2017) is a website from Literacy Link South Central that houses a wide selection of Apprenticeship information and resources with links to provide instructors with information and resources that build their capacity to work with students who have an Apprenticeship as a career goal.
- [Task-Based Activities for LBS](#) is a portal to hundreds of task-based activities aligned to the OALCF. You can browse the activities by stream, goal path and/or level or use the search option to find the most appropriate resources for your students. The activities are available in Microsoft Word and PDF making them easy to download and help you support your students in achieving their goals.
- *Speaking the Language: Working Effectively with Clients/Learners at Lower Levels* (2017) from the Northern Literacy Networks is a Combination of an aid for marketing to partners and a resource to help LBS instructors in assisting learners working at lower levels with both numeracy and literacy instruction. You can choose to watch a [Webinar Recording](#) (mp4) or print out a [Presentation](#) (pdf).

- [Soft Skills Resources Website](#) (2018) was a joint creation of ABEA, LLSC, QUILL and SMLN learning networks to host resources to identify, document and build the soft skills of learners. It also provides some resources to LBS programs that may want to increase their soft skills programming.

- Community Literacy of Ontario and Laubach Literacy Ontario have collaborated to develop and host the [Literacy Resources and Discussion Forum](#) for Ontario's Literacy and Basic Skills (LBS) agencies. There are two parts, as the name implies,



1. An annotated OALCF resource library. Resources are sorted into categories for each of the five OALCF Goal Paths: Independence, Employment, Apprenticeship, Secondary School and Post-secondary. As well, resources have been categorized for Assessment, Administration, Blended Learning and Marketing. Each category has a built-in search feature. Resources can be downloaded or linked to directly as well as commented on. You may visit as a guest or request a free user account.
 2. CLO and LLO are excited to continue to provide literacy agencies with a forum to freely network with their colleagues across the province. LBS agencies are encouraged to exchange ideas, ask questions, share links and network with others within the field. The forum will allow you to share and tools and resources, innovative ideas and best practices in a focused way. You must request a free user account in order to take part in the forums.
- e-Channel literacy is a web-based way to deliver LBS training that improves access for Ontarians who choose or are in need of independent distance learning. e-Channel services are currently available for learners in all four cultural streams: Aboriginal, Francophone, Deaf and Anglophone. e-Channel services are also available for learners preparing for apprenticeship and postsecondary education. The current e-Channel network consists of the following delivery organizations:
 - [The Learning HUB](#), Avon Maitland District School Board (Anglophone)
 - [Formation à Distance](#) (F@D), (Francophone)
 - [Good Learning Anywhere](#), Sioux Hudson Literacy Council (Aboriginal)
 - [ACE Distance](#), Academic and Career Entrance (Postsecondary and Apprenticeship)
 - [Deaf Learn Now](#), George Brown College (Deaf)

- [An Information and Referral Guide for Ontario's Online e-Channel Program](#) This guide contains the information you may need to refer learners to the various e-Channel programs and to help learners with blended learning.
- [CESBA](#) (the Ontario Association of Adult and Continuing Education School Board Administrators) website has a [Literacy and Basic Skills \(LBS\) page](#) that has links to many useful resources; some developed by CESBA and other organizations. This is an excellent starting point to finding information to help with LBS training needs. Two of the excellent resources developed by CESBA are:
 - The [LBS Practitioner Training](#) course is designed for practitioners and managers working in LBS (Literacy Basic Skills) in communities across Ontario. The free, up-to-date, interactive training modules are easy to follow and understand and are aligned with the Ontario Adult Literacy Curriculum Framework (OALCF). Quizzes are available at the end of each unit to test your knowledge and a certificate is awarded upon completion of all course modules.
 - [ESKARGO \(Embedded Skills, Knowledge and Attitudes Reference Guide for Ontario\)](#) is intended for practitioners. It provides a list of skills and knowledge, and a rubric related to attitudes for each OALCF competency, task group and level. It is supported by [ESKARGO Initial Skills Assessment with answer key](#) and [ESKARGO Tip Sheet: Task-Tracking Sheets](#). As practitioners use ESKARGO, they can build greater capacity for working with a task-based approach. The ESKARGO can help as practitioners think through the following issues: where specific skill-building activities and resources fit within the OALCF model; how to determine what to teach once a task has been selected; how to help learners understand the direct connection between skill development and tasks; how to provide evidence of learner progress in a task-based framework when the learner is slowly building a foundation of skills and knowledge; and how to engage learners in considering the effects of attitudes on successful task performance.



[Quill.org](#) is a learning management system integrated with a suite of online apps that teach writing, grammar, and vocabulary skills to students. Students using Quill learn English grammar and vocabulary by fixing sentences, proofreading passages, and collaboratively writing passages.

[GCFLearnFree.org](#) is a free online educational website focusing on technology, job training, reading, and math skills.

[Khan Academy](#) is a not-for-profit organization with the goal of changing education by providing a free, excellent education for anyone anywhere. All of the site's resources are available to anyone completely free of charge. Khan Academy's [library of content](#) covers math; science topics such as biology, chemistry and physics; and even reaches into the humanities with playlists on finance and history. Although data is kept private, useful statistics are available to

each user and their coaches. Khan Academy also uses game mechanics with points and badges earned for successful learning.

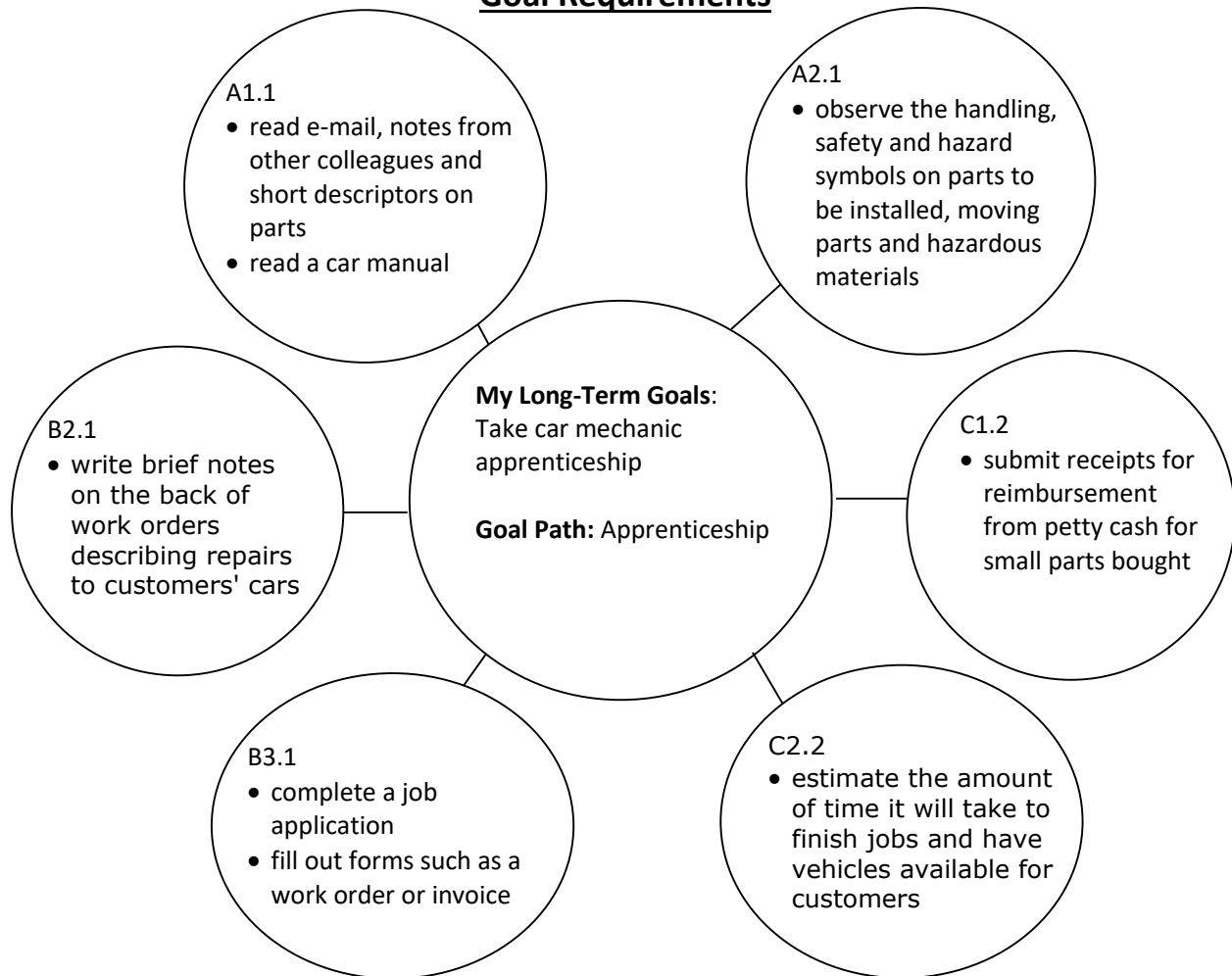
- Employment Ontario has a number of tools that support the Training service and OALCF. These can all be found on the Employment Ontario Parters Gateway ([EOPG](#)) [OALCF page](#).
- [Practitioner Guide to Task-Based Programming](#) (March 2011) is a practical tool for practitioners to understand the elements of task-based programming: goal setting; requirements of the goal; balance of skill and literacy use; creation or selection of appropriate tasks, levelling a task and developing learning activities to prepare for doing a task.
- The [Supplemental Tasks for Practitioners](#) (March 2011) guide provides more examples of tasks, but they represent what a learner can do within a level and 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, Aboriginal or Francophone.
- [Integrated Tasks by Goal Path](#) (March 2011) describes an integrated task developed for each of the five goal paths to serve as an example for practitioners. Integrated tasks are complex tasks and include at least two or more competencies that are often at varying levels of complexity. Each integrated task includes a number of suggested learning activities that illustrate how a practitioner would prepare a learner for the task.
- The following five Selected Lists of Learning Materials provide practitioners with examples of familiar materials for use with the OALCF. The learning materials in each list are categorized by competency and have been selected by service providers from each of the four cultural streams:
 - [Anglophone](#) (March 2011)
 - [Francophone](#) (March 2011)
 - [Aboriginal](#) (March 2011)
 - [Deaf](#) (March 2011)
- [Foundations of Learning Materials](#) defines what learning materials are, discusses learning materials in the context of the OALCF, talks about assigning levels to learning materials and describes how practitioners should select learning materials to use in their programs.

Sample Forms

Goal Requirements Mind Map

Barrie Literacy Council		
<u>Student Goal Profile</u>		
Name: <u>Steve</u>	# <u>12345</u>	Date: <u>Feb. /09</u>

Goal Requirements



Entry Level:	A <u>1</u>	B <u>1</u>	C <u>2</u>	D <u>1</u>	E <u>1</u>
Level at Exit from Barrie Literacy Council <u>3</u>		Other Skills Needed: Study & computer skills			
Program Options: one-to-one		Time needed 1-2 years			
Next Step: Georgian College Upgrading					

Goal Steps

Barrie Literacy Council	Literacy and Basic Skills
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Name: Steve **#** 123456 **Date:** Feb. /14

Goal Requirement: Read to my child

Integrated Task: Read a short simple book to his child with expression

Competencies and Task Groups: **A.** Find and Use Information **A1.2** Read Continuous Text

Expected Date of Completion: May/14

<i>What I Need to Learn</i>	<i>Resources</i>
<ul style="list-style-type: none"> Follow the main events of descriptive, narrative and informational texts (A1.2) 	Voyager Series Children's books
<ul style="list-style-type: none"> Make connections between sentences and between paragraphs in a single text (A1.2) Read more complex text to locate a single piece of information (A1.2) 	
<ul style="list-style-type: none"> Scan text to locate information (A1.2) Locate multiple pieces of information in a single text (A1.2) <p><i>A1.2 Task is clearly defined, 1 paragraph or longer, may include unfamiliar elements</i></p>	
<ul style="list-style-type: none"> Read short texts to find a single piece of information (A1.1) Identify the main idea in brief texts (A1.1) Follow sequence of events in straightforward chronological texts (A1.1) 	
<ul style="list-style-type: none"> Decode words and make meaning of sentences in a single text (A1.1) <ul style="list-style-type: none"> Pronounce sounds of letters and letter combinations Use phonics, context and pictures for unfamiliar words <p><i>A1.1 Task is up to 1 paragraph, common vocabulary, familiar context, concrete day-to-day topic</i></p>	

Goal Steps (Performance and Task Descriptors)

Sign and date after review: _____

OALCF - 2012 // Goal Driven Lesson Plan Draft 1

Client Main Goal Path: Apprenticeship & Secondary School (GED): Licensed Hair Stylist

Sub Category: Upgrading Literacy & Numeracy to achieve goal.

Background: Client has been in & out of upgrading programs. May have a Basic Grade 6.

Timeline: Start to Finish - depends on students assessed levels of literacy and numeracy.

Pending: Assessment Tools to be used Initial (CABS; CARA & Math Number sense).

Ongoing(resource used Mastery Level Test) and at Exit (?).

Lesson Plan: **Task 1** **Group A , B, D, E & F**

General: Client to identify and write about the job duties of an hair stylist. Allow Internet research. Encourage phone calls and visits to local salons.

Instructor uses Power English; Phonics; Business how-to (telephone manners; introducing in person). Vocabulary suited to the Salon business.

Task 2 **Group C & D**

General: Client identifies areas that math is required in a salon (e.g. cash register; mixing chemicals; hair lengths; facial shapes;).

Instructor uses Break Through to Math to explain the how-to of a concept. Reinforce using appropriate series: Math Stories, Math Sense, Kitchen or Mall Math.

Task 3 **Group A, B, C, D & F**

Client becomes familiar with reading/filling calendars/appointments (time slots; time required calculations for procedures); reading money amounts; basic calculations).

Instructor uses appropriate tools to explain concepts and an introduction to speaking and listening - gather information. Questioning to clarify.

Stage One Learning: Ability to read simple charts and extract information. Records appointments. Add procedure costs. Look up tax amount and add them for total cost. Add/subtract procedure(s) time lines as customer changes their mind. Recognize days of the week and dates on a calendar. Recognizes Proper names, phone numbers and looks up specific stylist's availability on a given day. Decision making. Writing clearly.

Completion of first stage: Role play - client interacts with a walk-in customer who want to secure an appointment for a salon procedure. (Greeting; welcome; notation; procedure time; costs; taxes; look up available stylists etc. If possible, setup calendar on laptop and price lists for procedure, with time required on a printed form). Instructor uses pre-agreed scoring sheet to assess success. Client needs a score of 90 % or higher to transition to next lesson plan.