

INITIAL GOAL DEFINITION

Informal assessment

Immediate Learner Needs

LEARNER GOAL & PROGRAM ALIGNMENT

Entry to program may be possible or require preliminary steps

Formal assessment (one or more)

Language Assessment

CLB levels and possible referral to ESL

Skills & Competencies Assessments

Essential Skills & OALCF levels; possible referral to LBS

Credential Assessments

Equivalencies and possible direct referrals to college/university/employment

Recognition of Prior Learning (RPL)

MPLAR (secondary)

- Grade level/life experience; possible referral to adult credit

PLAR (post-secondary)

- Life experience equivalency/credentials; possible referral to post-secondary credit

Building Skills & Knowledge

Programs:

- ESL (non-credit)
- LBS
- High School Equivalency (GED, ACE)
- High School Diploma (Adult Credit incl. ESL credit)
- Skills Training
- Conversation Circles
- Workshops, seminars etc.

INFORMED DECISION

Learner Goal

Destinations & Motivations:

- Employment
- Skills Training
- Apprenticeship
- College (public/private)
- University
- Practice
- General Interest
- PD
- Citizenship

NEXT STEPS...
The learner decides

Who is involved?

Learner and...

- No one else
- SPO Frontline Staff (i.e. with direct contact with learners)

Information Sources:

- Friends & family
- Agency staff
- Websites
- Program flyers, brochures
- Other sources

NAVIGATING THE INFORMATION LANDSCAPE & LEARNING PATHWAYS – DIALOGUE IS THE KEY!!!

A more thorough understanding of learner goals and needs (as understood by both the learner and service provider) often grows through dialogue. This new understanding, coupled with accurate information, makes for more informed decisions and relevant referrals.

COLOUR KEY:

Adult Learner/Client

Service Providers – Front-line staff (caseworkers, agency staff); teachers; assessors, etc.

Systemic realm – Assessments and education programming – another space where options become clearer

INCREASING AWARENESS OF LEARNER NEEDS & OPTIONS THROUGH CONVERSATION