EDUCATION & TRAINING

ELSA 6
CLB 7

Introduction

In this unit, learners build the knowledge, gain the perspectives, and practice the skills they require to make informed, practical, and suitable plans for furthering their education.

The **Core Curriculum** focuses on the basic skills learners need to initiate admissions into educational institutions. Topics include navigating admissions and credentialing procedures, and building study and time management skills.

The **Project** component draws the unit together by requiring learners to create a detailed educational plan (i.e., Action Plan) using the SMART (Specific, Measurable, Attainable, Relevant, and Timely) goal-setting approach. Learners assist their peers in small group meetings throughout the process and present the written action plans in class at the final stage of the project.

Teaching Suggestions

- Evaluate learners' educational needs and goals. If some learners do not intend to pursue further education or training they could investigate educational options for family members *or* for recreational and general interest courses.

- Visit local educational institutions, community centres, or continuing education facilities.

- Invite a guest speaker who has returned to school later in life to talk about their experience and the challenges and benefits of doing so.

- Encourage learners to use various conversation management strategies and discussion techniques in every class.

- Encourage learners to develop lists containing useful expressions.

- Have learners share search engine results and their selected texts with other learners.

- Have learners share their reactions to a text after reading.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
🕮 **CLB 7-IV:**	Understand short group interactions, discussions and meetings on generally familiar topics.
Speaking	
🗣 **CLB 7-II:**	Give instructions and directions for technical and non-technical tasks, procedures and processes.
Reading	
🕮 **CLB 7-II:**	Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.
🕮 **CLB 7-III:**	Locate and use three or four pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus.)
Writing	
✍ **CLB 7-II:**	Reduce short oral discourse (such as live or recoded phone messages, pre-recorded public information, podcasts or short presentations) to notes.
✍ **CLB 7-III:**	Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings).

Content and Other Outcomes

Learners will

- gain an overview of BC-specific post-secondary educational options

- assess and narrow their personal goals, challenges, skills, supports, and contexts and consider how these inform their future educational choices

- improve their ability to navigate admissions and credentialing procedures, plan finances, and use time management and study skills

- practice planning skills and produce a detailed, well-articulated educational plan

- target one potential educational institution and write a letter of intent that can be used in an admissions application

POSSIBLE TOPICS

Topic

This unit focuses on education and related services in British Columbia and Canada. Education is a key locus of cross-cultural contact and interaction for newcomers with Canadians. There are two components that might appear in this unit:

- supporting the learner to plan and research educational options or resources to enter or re-enter their target profession or occupations in Canada; or
- helping the learner to support their children's education and educational trajectories.

Cross-cultural Perspectives

Possible topics include comparing and contrasting approaches to education in Canada with those of learners' countries of origin. Instructors might explore any of the following:

- the education of women and gender segregation or integration
- expectations for specialization at various levels of education
- the relative desirability of various post-secondary educational options (e.g., university vs. vocational education)
- different approaches to teaching and learning (teacher-centred versus learner-centred; rote- vs. inquiry-based)
- the relative status and value of teachers and education
- access to religious, traditional, and secular education alternatives
- expectations for parental involvement in children's education at various levels
- value placed on lifelong and continuous learning
- forms of non-formal learning (i.e., outside of schools or institutions)
- education as a right in the UN Convention on the Rights of the Child

Systems and Practices in BC and Canada

The following are possible topics instructors could explore with learners:

- BC public education systems – from daycare and pre-school to K – 12 to post-secondary
- the public versus private contributions for different levels of formal schooling or education in BC
- expectations and varieties of parental involvement in children's education in BC
- lifelong learning, workplace learning, and professional development
- pathways for foreign credential recognition for various occupations or professions in BC including English language needs
- community- and Web-based formal and non-formal educational alternatives
- strategies for reaching occupational or professional goals through education and career planning

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary
- concrete and some abstract idiomatic and technical vocabulary relating to common knowledge, facts, opinions, feelings, ideas, and basic concepts and applications relating to education

  upgrade, flunk out, get the piece of paper, cram, general interest courses, jump through hoops, student body, GPA, convocation, mortar and gown, apprenticeship, on the job training, program advisor, transcript, re-credential

- words and expressions relating to topic areas

  general content, academic, occupational and vocational areas

Grammar
- grammar and syntax structures to interpret texts

  perfect tenses, basic conditionals, basic reported speech, noun clauses, relative clause, passive and active voice, infinitives and gerunds

- fluency in using grammatical, syntactic, and lexical structures typical in moderately demanding academic, community, and work contexts

Pronunciation
- English phonological sound systems to interpret oral discourse

  sound segments, rhythms, and intonations

RESOURCES

Education and Training

Apply BC
This site is the BC Campus Services portal to the Post Secondary Application Service. It has links to applications (with an excellent video tutorial), course listings, and institution reports.
Uses: Learners follow the steps from the video and fill out an application, or learners can write two or three connected paragraphs to provide a detailed description of a procedure, course, or institution.

British Columbia Institute of Technology (BCIT) – International Credential Evaluation Service (ICES)
This page has an overview of the service and links to the steps required to have an evaluation of credentials done.
Uses: Learners follow the steps and fill out an application, or learners can write two or three connected paragraphs to provide a detailed description of a procedure.

British Columbia Newcomers' Guide to Resources and Services – Welcome BC
This page has links to the essential BC Newcomers' Guide, videos, and a variety of methods to download or order the book.
Uses: Learners interpret information in the guide, take notes from the videos, or order the book online.

CASE: Council of Administrators of Special Education
This page is a list of resources and links to a wide of variety of special education organizations in BC. The overviews include website links, pdf publications, and short audio clips to describe some of the organizations.
Uses: Learners take notes and summarize what the different organizations do and which groups they serve through reading and listening.

Council of Ministers of Education, Canada (CMEC)
This website has excellent resources for research into education in Canada. The homepage has an interactive map with links to the provincial and territorial ministries of education and to other useful sources of information. The site also has pages for programs, downloadable publications, international resources, and more.
Uses: Learners access online material for presentations, readings, or role-plays.

Education and Training – Work BC
This page has links to resources for career planning, post-secondary education, skill upgrading, and much more.
Uses: Learners locate and use three to four pieces of information from the website.

Education Planner
This website is a goldmine of resources and information. It plays a significant role in this unit, offering information on post-secondary educational options in BC with information on programs, credentials, university transfer, institutional information, and career development. This site also has an Advising Centre with an excellent collection of videos and resources that are well suited to listening and note-taking practice.
Uses: Learners access information online about educational institutions, apprenticeships, career development, and more.

Ministry of Advanced Education and Labour Market Development
This website contains information about adult education, degree authorization, foreign qualifications recognition and StudentAid BC. It also provides links to web pages with information about student loans, post-secondary institutes and application procedures as well as the BC Council on Admissions and Transfers.
Uses: Learners navigate the website menu and summarize moderately complex instructional texts for multistep procedures related to education planning, student aid, qualification recognition, or application procedures.

Education and Training (cont.)

Ministry of Regional Economic & Skills Development
This page has an interactive map of public post-secondary institutions throughout BC.
Uses: Learners use map and legend to identify and access public post-secondary institutions throughout BC that offer one or more programs of interest. Learners present their findings to the class.

Ministry of Education
This website has a wealth of information about BC's K – 12 education system, curriculum, testing, public and private schools, and current programs in the schools. It also provides articles on many subjects, including healthy schools, seismic upgrades, supporting children through school, child development, and children with special needs.
Uses: Learners use the website navigation menu to locate and summarize three to four pieces of information about a topic of their choice and present their findings to a group.

Scholarship Canada
This website has navigation menus to access information from an exhaustive list of educational scholarships.
Uses: Learners locate and use three to four pieces of information online.

Vancouver School Board – English Language Learner Information
This page has information about the VSB ESL assessment centre and the various types of community and outreach workers (e.g., multicultural liaison workers and settlement workers) hired specifically to support immigrant and newcomer families and students.
Uses: Learners access and summarize information about the process for newcomer children entering the VSB system.

Action Plans and Presentations

Academic Skills Online Resources – McMaster University
This page has an excellent collection of videos about study skills, time management techniques, and much more. Each video is available in a variety of formats and has a complimentary transcript and summary.
Uses: Learners access videos and reduce oral discourse to notes. Learners can verify their notes with transcripts and practice summarizing skills for presentations.

College Study Tips – Academic Excellence in Undergraduate Education (AEUE) Washington State University
This fun and engaging student-produced video provides an excellent way to approach study skills. Through short vignettes, the students capture poor study habits and provide verbal solutions and tips for each situation.
Uses: Learners listen and take notes about the problems and solutions and tips in the video.

Danielle Duplassie, MA, PhD – The SMART Principle for Reaching Your Goals and Resolutions
This online article summarizes the five components of SMART goal setting: Specific, Measurable, Attainable, Realistic, and Timely. The last three components vary with commentators. "A" is also interpreted to mean Achievable or Actionable; "R" is also interpreted as Relevant or Responsible; and "T" as Trackable or Time-bound.
Uses: Learners build vocabulary for videos and take note of the different explanations of the acronym. **Dave @ 5 Rules – How to Write a SMART Goal (Sept. 19, 2007, 2:40)**
This YouTube video provides a straightforward explanation of SMART goals.
Uses: Learners watch and take notes on the spoken part of the presentation with attention to signposting and transitional language. This video is well suited to presentation comparisons with other SMART videos. The content is also useful for goal planning strategies.

Action Plans and Presentations (cont.)

Email Basics – About.com
This page has links to articles that describe the basics of email skills including setting up an email account, addresses, e-cards, etiquette, spam, and more.
Uses: Learners access information online, take notes, and summarize the steps required for selected topics.

Erica Olsen Whiteboard Sessions – How to Set SMART Goals (Oct.17, 2008, 4:44)
This YouTube video is an explanation of SMART goals that is mostly spoken with key points written on a whiteboard.
Uses: Learners watch and take notes on the spoken part of the presentation with attention to signposting, transitional language, and what the speaker chooses to write on the board. This video is well suited to presentation comparisons with other SMART videos. The content is also useful for goal planning strategies.

GPS Life Plan

This website provides a template for making an action plan from a SMART goal.
Use: Learners use the template to write an action plan

How to Hold a Good Meeting – Advertising Educational Foundation
This article outlines the 10 Commandments for a good meeting.
Uses: Learners summarize the suggestions to facilitate team meetings in class.

How to Write a Letter of Intent – How to Do Things.com
This article is a concise summary of the purpose, format, and details in a letter of intent. A short example letter is included.
Uses: Learners reduce the article to its usable points and apply these to a letter of intent. Or, learners compare tips in this article to those in other similar texts.

J. Martin – SMART Goal Setting Presentation (Oct. 5, 2010, 13:34)
This YouTube video is an explanation of SMART goals for college students.
Uses: Learners watch and take notes on the text and the use of PowerPoint, with attention to signposting and transitional language in the spoken narrative. This video is well suited to presentation comparisons with other SMART videos. The content is also useful for goal-planning strategies.

Letter of Intent – About.com
This article outlines the purpose and contents of a letter of intent to enter graduate studies.
Uses: Learners summarize the article into usable points and apply these to a letter of intent. Or, learners compare tips in this article to those in other similar texts.

Letter of Intent/Autobiographical Letter Tip Sheet – Vanier College
This pdf provides an excellent list of tips for writing letters of intent for university applications.
Uses: Learners summarize the article into usable points and apply these to a letter of intent. Or, learners compare tips in this article to those in other similar texts.

Presentation Skills – UBC Wiki
This Wiki has concise summaries about presentation structure, design, tone, body language, and more. There is also a great introductory video about presentation skills.
Uses: Learners access the resources online and apply the principles to an in-class presentation.

RESOURCES

CLB Aligned Resources

ELSA Assessment – ELSA Net
This page has essential materials for every instructor including the Formative Assessment Toolkit (CLB 7) and the Learner's Self-Assessment Toolkit (CLB 7). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.
Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board
This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.
Uses: The following chapters are particularly useful for this unit:
Chapter 1, Volume 1: Academic Skills
Chapter 2, Volume 1: Business Writing
Chapter 5, Volume 2: Managing Information
Chapter 6, Volume 2: Meetings

LINC 5-7 Classroom Activities (Vol. 1 and 2) e-Resources – Toronto Catholic District School Board
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.
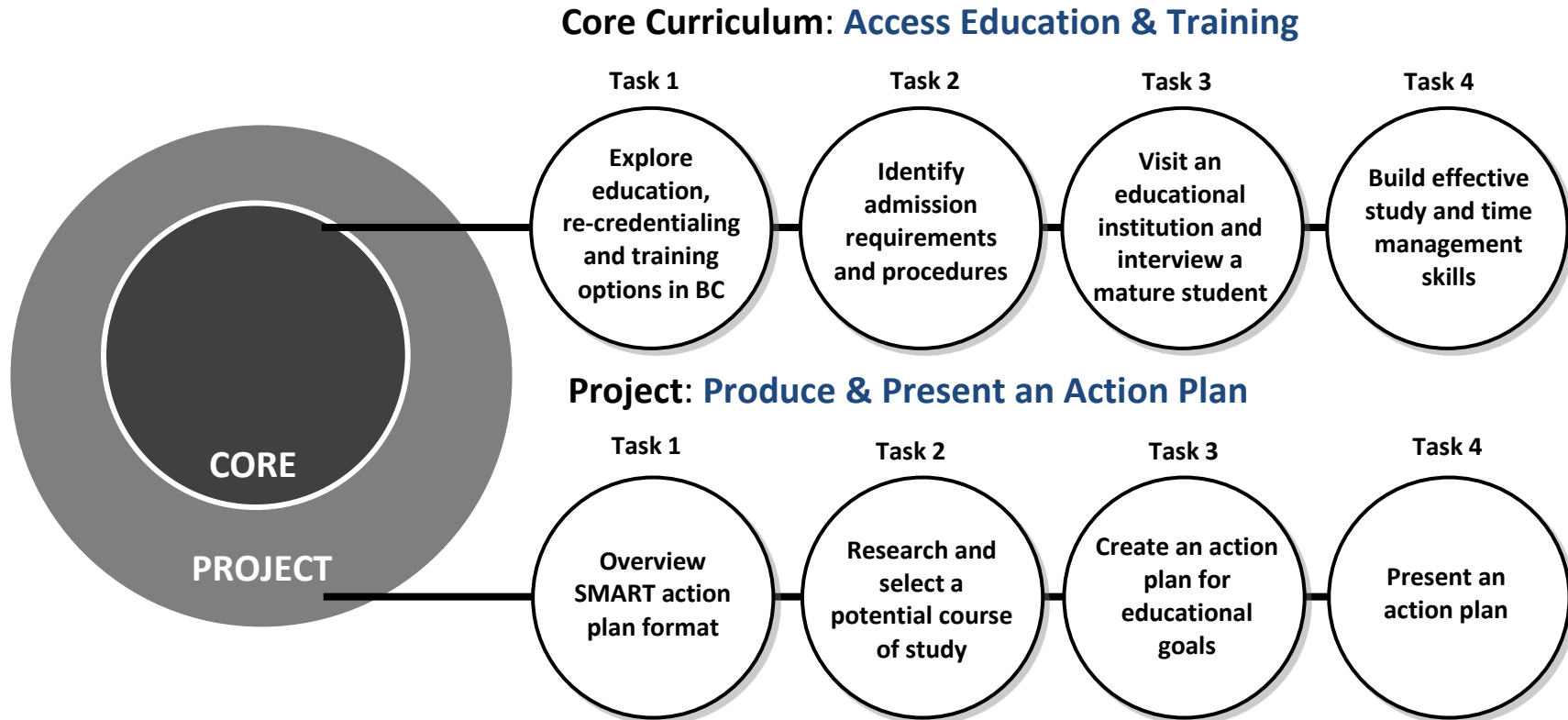**Uses**: The following chapters are well-suited to this unit:
Chapter 1, Volume 1: Academic Skills
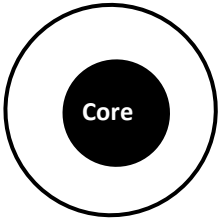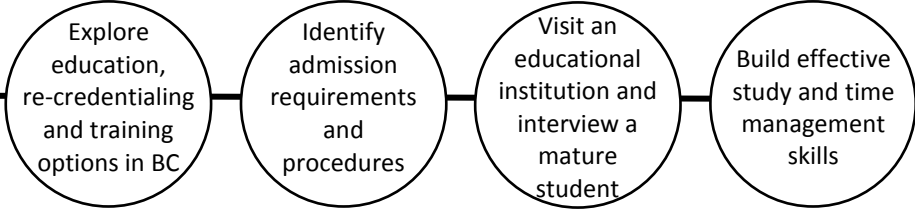Chapter 2, Volume 1: Business Writing
Chapter 5, Volume 2: Managing Information

At a glance: EDUCATION & TRAINING

CORE

PROJECT

Core Curriculum: Access Education & Training

Task 1

Explore education, re-credentialing and training options in BC

Task 2

Identify admission requirements and procedures

Task 3

Visit an educational institution and interview a mature student

Task 4

Build effective study and time management skills

Project: Produce & Present an Action Plan

Task 1

Overview SMART action plan format

Task 2

Research and select a potential course of study

Task 3

Create an action plan for educational goals

Task 4

Present an action plan

SCOPE & SEQUENCE
of Sample Tasks

ELSA 6
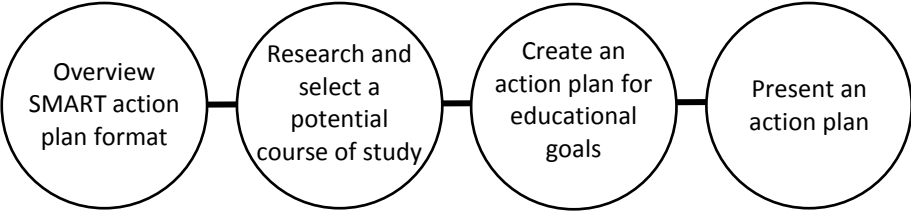
UNIT 5: Education & Training	CORE CURRICULUM: Access Education & Training PROJECT: Produce & Present an Action Plan

Core

Explore education, re-credentialing and training options in BC — Identify admission requirements and procedures — Visit an educational institution and interview a mature student — Build effective study and time management skills

CLB OUTCOME 🦻👄📖✍	SAMPLE TASK	RESOURCES

📖 **CLB 7-III:**
Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).
	Task 1: Explore education, re-credentialing and training options in BC
	• assess needs and interests in relation to education and training
	• assign one of the following to individuals or small groups:
	  o local education and training programs
	  o re-credentialing in BC
	  o trades and apprenticeship programs
	• research and summarize key information about above programs
	• share information with others
		Education and Training – Work BC
		
		British Columbia Newcomers' Guide to Resources and Services – Welcome BC
		
		Education Planner
		
		British Columbia Institute of Technology (BCIT) – International Credential Evaluation Service (ICES)

📖 **CLB 7-II:**
Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical.
	Task 2: Identify admission requirements and procedures
	• explore in detail admissions procedures of one local educational institution, taking notes, and preparing a short oral description, for example:
	  o register a child in an elementary school
	  o apply for high school upgrading or a general interest course
	• apply for distance, part-time, or full-time studies at a community college, polytechnic, or university
		Apply BC
		
		Ministry of Advanced Education and Labour Market Development

UNIT 5: Education & Training	CORE CURRICULUM: Access Education & Training PROJECT: Produce & Present an Action Plan	
CLB OUTCOME 🗣👂📖✍	**SAMPLE TASK**	**RESOURCES**
✍ **CLB 7-III:** Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings).	**Task 2: Identify admission requirements and procedures (cont.)** • write an email to request program information, and/or • write an email to make an appointment with an academic advisor, and/or • write a letter of intent to apply for graduate school	**Email Basics – About.com**

👂 **CLB 7-IV:**
Understand short group interactions, discussions and meetings on generally familiar topics.
	Task 3: Visit an educational institution and interview a mature student
	• hold one or more semiformal class or small group meetings to achieve the following outcomes:
	   o select field trip or guest speaker options
	   o brainstorm alternatives
	   o select the date
	   o assign tasks, such as requesting an orientation session, researching bus routes to destination, and sending a thank-you note
	   o generate questions to ask
	• arrange a field trip or guest speaker
		How to Hold a Good Meeting – Advertising Educational Foundation

✍ **CLB 7-II:** Reduce short oral discourse (such as live or recoded phone messages, pre-recorded public information, podcasts or short presentations) to notes.	**Task 4: Build effective study and time management skills** • working in pairs or small groups, watch videos about study skills and time management • create a poster summarizing the key recommendations	**College Study Tips – Academic Excellence in Undergraduate Education (AEUE) Washington State University** **Academic Skills Online Resources – McMaster University**
🗣 **CLB 7-II:** Give instructions and directions for technical and non-technical tasks, procedures and processes.	• present the poster to the whole class or another class, give technical instructions	**Presentation Skills – UBC Wiki**

UNIT 5: Education & Training	CORE CURRICULUM: Access Education & Training **PROJECT: Produce & Present an Action Plan**

Project — Overview SMART action plan format — Research and select a potential course of study — Create an action plan for educational goals — Present an action plan

CLB OUTCOME	SAMPLE TASK	RESOURCES
CLB 7-II: Understand moderately complex instructions and instructional texts for multistep procedures related to familiar tasks, which may be specialized or technical. **CLB 7-IV:** Understand short group interactions, discussions and meetings on generally familiar topics.	**Task 1: Overview SMART action plan format** • read online articles about SMART planning • identify the key steps and the format • develop a Word template for SMART plans • discuss and identify goals; compare wishes and goals • discuss the usefulness of SMART plans	**Danielle Duplassie, MA, PhD – The SMART Principle for Reaching Your Goals and Resolutions**
CLB 7-III: Locate and use 3 or 4 pieces of information from moderately complex formatted texts (such as course calendars, extensive directories, extensive website navigation menus).	**Task 2: Research and select a potential course of study** • use online education planning tools to select a program or general interest course for yourself or a family member • navigate online course calendars to gather detailed information	**Education and Training – Work BC** **Education Planner**

UNIT 5: Education & Training	CORE CURRICULUM: Access Education & Training **PROJECT: Produce & Present an Action Plan**	
CLB OUTCOME ✏️🕮✍	**SAMPLE TASK**	**RESOURCES**

✍ **CLB 7-III:**
Write business or service correspondence for a range of routine and less routine purposes (such as passing on information, and making and responding to requests, recommendations and warnings).
	Task 3: Create an action plan for educational goals
	• draft an action plan based on the SMART goal setting approach; the plan should contain the following:
	  o a rationale
	  o a personal assessment of skills, credentials, experience
	  o a statement of short- to-medium-term goals
	  o a timeline for the accomplishment of the goals
	• email an electronic copy of SMART Plan to peers requesting constructive feed back
	• hold a small group meeting to offer constructive feedback on the focus, content, language, and effectiveness of preliminary drafts.
		GPS Life Plan

🕮 **CLB 7-II:** Give instructions and directions for technical and non-technical tasks, procedures and processes.	**Task 4: Present an action plan** • present the final SMART plan to the whole class • specify steps to be taken and procedures to be followed	**Presentation Skills - UBC Wiki**