Curriculum Framework: Competency E. Manage Learning

Ministry of Training, Colleges and Universities of Ontario
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EMPLOYMENT ONTARIO

Document History

Version	Date	Notes and changes
1.0	April 2011	Initial version
1.1	October 2011	Minor changes made to Performance descriptors in levels 1, 2 and 3:
		• Performance descriptors pertaining to the learner, originally repeated in each level of the competency, have now been listed only once, at the end of the competency introduction in a table with the label "Performance Descriptors for the learner."

Manage Learning

E

E. Manage Learning captures the elements that contribute to successful learning. This competency is about helping learners develop the abilities necessary to manage not only in literacy programming, but also in other learning situations, both formal and informal. *E. Manage Learning* comprises goal setting, planning, learning strategies, self-reflection, and evaluation—as each relates to the learning process.

Learners manage learning while taking continuing education courses, learning skills for new jobs, learning to use new equipment, and learning to play musical instruments.

Although the competency *E. Manage Learning* is not organized by task groups, it is composed of performance descriptors, observable characteristics of learner performance. Some performance descriptors are organized by Levels, while others apply to tasks across Levels.

The performance descriptors organized by Levels describe three different aspects of learner performance. Performance descriptors in *E. Manage Learning* support a variety of tasks described in other competencies. The performance descriptors that apply across Levels can be used to identify the abilities learners have and those they need to develop to make successful transitions. Learners can use the list of performance descriptors to self-assess.

Indicator Overview

Level 1	Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning
Level 2	Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning
Level 3	Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning

The following performance descriptors apply across all three levels of this Competency. They have been provided because they are indicators of learners' readiness to make successful transitions.

Performance Descriptors for the learner:

Demonstrates positive attitude to learning

Accepts positive feedback and constructive criticism

Recognizes and expresses when one does not know something

Accepts new learning challenges

Willing to work independently

Takes responsibility for learning

Takes initiative

Takes risks in learning situations

Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in a logical order)

Attends class regularly and punctually

Checks accuracy of work

E.1

Competency E:
Manage Learning

Level **1**

At this level, learners:

Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning

Performance Descriptors

Please see page 2 for a list of the performance descriptors for the learner that apply to all levels

Goal Setting: the learner:

Sets short-term goals

Identifies steps required to achieve goals

Begins to monitor progress towards achieving goals

Begins to identify barriers to achieving goals

Learning Strategies: the learner:

Begins to use a limited number of learning strategies (e.g. follows instructions, takes literal notes, highlights or underlines key information, uses a calendar or agenda)

Begins to identify ways to remember information and reinforce learning (e.g. reviewing notes)

Creates "to do" lists to keep organized

Monitoring Learning: the learner:

Begins to monitor own learning

Identifies preferred learning style

Identifies one source of information (e.g. text, document, classmate, co-worker) to complete tasks

Uses feedback to improve performance

E.2

Competency E:
Manage Learning

Level **2**

At this level, learners:

Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning

Goal Setting: the learner:

Sets realistic short- and long-term goals

Identifies steps required to achieve goals

Monitors progress towards achieving goals

Identifies barriers to achieving goals

Begins to adjust goals, activities, and timelines to address obstacles to achieving goals

Learning Strategies: the learner:

Uses a limited number of learning strategies (e.g. takes notes, organizes learning materials)

Identifies ways to remember information and reinforce learning

Sequences activities in multi-step tasks

Monitoring Learning: the learner:

Monitors own learning

Begins to adapt to instructional approaches and learning materials that do not reflect preferred learning style

Begins to identify how skills and strategies can transfer to different contexts

Identifies multiple sources of information to complete tasks

Evaluates own performance using established criteria and tools (e.g. checklist, rubrics)

Begins to identify ways to improve performance

E.3

Competency E:
Manage Learning

Level **3**

At this level, learners:
Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning

Performance Descriptors

Please see page 2 for a list of the performance descriptors for the learner that apply to all levels

Goal Setting: the learner:

Sets realistic short- and long-term goals

Prioritizes goals and establishes realistic timelines for achieving goals

Monitors progress towards achieving goals

Identifies barriers to achieving goals

Adjusts goals, activities, and timelines to address obstacles to achieving goals

Learning Strategies: the learner:

Uses a variety of learning strategies (e.g. takes and summarizes notes from multiple sources, sets a study schedule)

Identifies ways to clarify, check understanding, and reinforce learning

Develops plans to complete longer-term tasks (e.g. essays, projects)

Monitoring Learning: the learner:

Monitors and evaluates own learning

Adapts to instructional approaches and learning materials that do not reflect preferred learning style

Identifies how skills and strategies can transfer to different contexts

Evaluates the quality and comprehensiveness of multiple resources to complete tasks

Identifies ways to improve performance