

When working with your learner consider

- informing them early on that they will do a Culminating Task (CT) as a way to demonstrate to the learner they are ready to succeed in their next step
- letting them know that if one activity doesn't work they will try another
- framing it as a "longer milestone" - learners are already doing milestones on a regular basis so this will make it seem less intimidating
- explaining the OALCF language to learners to help them understand what you are measuring – use the language of the CT and milestones in the classroom

When preparing for or delivering Culminating Tasks consider

- identifying the CT on the learner plan at the beginning so the instructor knows all the skills needed for successful completion of the CT
- having a learner complete a CT when they show skills acquisition – some learners completing level 1 tasks can be successful on the Independence CT
- creating a checklist to show learner progress
- having the learner complete the CT a few weeks before they leave the program – this supports their transition and helps them emotionally to know they are ready to move on to their next step before they actually leave your program
- reviewing the skills that will be tested in the CT – these skills aren't new to the learner but a refresher will help you see where they may still be struggling
- using a 'mock' or 'mirrored' CT
- taking time to discuss each learner with your staff to determine what they need to be successful in their next step
- having a consistent and positive learning environment , offering lots of opportunities for success regularly

If you need further help with Goal Paths, please contact your regional network, stream or sector. You can find all their contact information at www.learningnetworks.ca.

When preparing for or delivering Culminating Tasks (CT) also consider

- ensuring all the progress in learning activities and milestones are discussed with the learners, instructor and coordinator
- ensuring staff understand and know how milestones can build a learners confidence

When supporting your learners to persist in their learning consider

- encouraging soft skills – attending class on time, completing homework
- establishing routines, using class time effectively, trying new concepts
- having a good relationship with your learner and giving ongoing support
- having community partners and Employment Services come in to talk to learners

Success comes from realistic goals and goal path setting, perseverance and practice with multi step group work to build confidence.

Some of the learning activities (LA) you may want to report in EOIS-CaMS include

- topics beyond OALCF level 3 (e.g., advanced math, advanced communications)
- topics related to the GED but not included in the OALCF
- assignments that target certain issues which are goal related

Other Tips: Report only the “main activities” as there are too many to report on.

Have 4-5 skills per LA in the learner plan.

Are your staff having difficulties with Culminating Tasks? Maybe try this with your staff.

At a staff meeting assign and analyze a CT and share results with each other.

Have staff complete different pieces of CTs for different goal paths and compare results.

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