



The first milestone is completed at different times by programs. Our champions suggested a few options including having

- the milestone completed when the learner is comfortable in the program and has learned some skills
- a milestone completed once you know they will remain in your program
- the milestone completed when you know the learner can successfully demonstrate the competencies they have learned in your program - - could be 2 weeks could be 8 weeks

When working with learners consider

- discussing with them the purpose of ongoing evaluation and how it can help them achieve their goals
- having them work on activities related to the milestone - they should be successful in those activities before completing the milestone
- assuring them that they can try a milestone more than once
- putting the pencil and paper down and looking at your learner in the eye - listen to what they need - be careful about how your face looks, the words you use - just give them your most genuine presence

When working with learners who are completing low level 1 tasks consider using the following milestones

- a. Find and Use Information - Milestones: 1, 2, 8, 9
- b. Communicate Ideas and Information - Milestones: 15, 18, 19, 20, 27, 28, 36
- c. Digital Technology - Milestones: 54, 55
- d. Engage with Others - Milestones: 60

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

When working with staff consider

- building the milestones into the learner plans so learners are prepared with the skills and competencies needed to be successful
- reminding them that the learner plan can change or be adapted as needed
- using milestones as a way to show transferable skills
- using activities with language that is similar to the milestone language
- encouraging them to use the [Task Based Activities for LBS](#) portal to find activities
- reviewing success rates of learners – discuss ways to improve success rates
- using a variety of data or reports in staff meetings to address concerns and propose solutions (e.g., Inactive Case Report, Individual Service Plans, Detailed Service Quality Report #64 as well as your own grade data, learner plans and customer feedback)
- exploring “future goals” and encouraging learners to look ahead to what they want to accomplish – this helps us maintain motivation so that learners wish to progress

When reporting in CaMS consider

- entering both formative and summative information
- entering the mirrored milestones as learning activities and as well as actual milestones

A Time Saving Tip

Each week, get 2 attachments from the LBS practitioners documenting learner progress

1. the learning activities form
2. the accompanying milestone and/or culminating task form

If a learner completes more than 1 set of tasks or milestones that week, they are asked to group them together on the form. That way, you do not have to enter and exit the learner data base more than one time. Prior to entry, check for clerical errors.

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When looking at milestones administratively consider

- looking at report 64 to see how the actual % compares to the target %
- looking at report 32 – it is great to identify uncompleted milestones and sort milestones to see which ones you are using most frequently
- keeping other logs - e.g. a digital log of those assessed by quarters so that you can discuss this with your instructors and consultant
- having a process where data is checked for accuracy
- comparing your data with local, regional and provincial data and look for trends
- being strategic at the beginning of the fiscal year - remember that
 - the milestone count does not carry over with carry over learners
 - a learner needs to complete a milestone in the current reporting period (fiscal year) for it to count

It is important for you to remember that we are not giving learners milestones for the sole purpose of impressing MTCU. We are giving learners milestones as a marker of their abilities in a certain competency. The milestones given are chosen for the learner because they need to understand that concept in order to be successful in their life.

Support by the regional network and LSP was identified as being one of the best resources when looking at Learner Progress.

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