Taking charge of my career and life journey by

Plotting my Direction with a

LEARNING PORTFOLIO

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Revised 2009

"Plotting my Direction with a Learning Portfolio"
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Introduction

You have been learning many new skills from experiences you have had each day of your life. The key to moving forward in your education, career, and life goals is making sure you get recognition for your learning so you avoid spending your time and money re-learning what you all ready know.

Change is **changeless** in the present-day workforce. The majority of people cannot find a job that will last 25 or 30 years with security and a great benefit package. Most people change jobs at least five times during their working lives. Trends such as contract and term positions can sometimes result in people having five different jobs in one year. One positive outcome from this trend is that the majority of workers in the workforce today are **MULTI-SKILLED.** We need a process that will recognize and award credit for these skills.

Prior Learning Assessment and Recognition (PLAR), also known as **Recognition for Prior Learning (RPL)**, is that process and a **Learning Portfolio (LP)** is the tool that proves you have these skills. Just as artists gather paintings to prove to people the talent and skill they have, you will gather proof of your knowledge and skills.

A Learning Portfolio will help you plan your next move toward your goal, and help you state your case to get the credit you deserve from an employer in the workplace, an educational system, or an institution. A Learning Portfolio takes time and effort to complete but once you have it, you simply update, adjust, and use it wherever you need to seek recognition for your learning.

I know you will discover you have many more skills than you thought you had, as a result of developing your Portfolio. I hope you find this workbook helpful in producing your Learning Portfolio.

Best wishes,
Gaelyne MacAulay

If you are seeking recognition from a certification body or a learning institution, the First Step BEFORE you begin developing your Learning Portfolio is...

CONTACT THE INSTITUTION
OR
CERTIFICATION
REGULATORY BODY.

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You can take charge of your future with a Learning Portfolio (LP).

My LP

A Learning Portfolio is...

a formal document that identifies and proves learning and skills you have gained from

- work
- military and cadet training
- employment training
- workshops
- courses
- volunteer work
- on-the-job training
- job shadowing
- creative arts activities

- sports activities
- personal development projects
- community activities
- school life
- field trips
- extracurricular projects
- home life

It is the **LEARNING** from the experience that is important for a portfolio **not** the experience by itself.

Your LP is a **Life Long Learning** tool that can help you...

...develop an education and career plan.

Your Learning Portfolio (LP) can help you research the program, o ccupation, o r c areer yo u a re interested in exploring. It can also help you plan courses or credits you need to enter your path of study. Your choices can include
- university
- community college
- apprenticeship program
- private training school

In some institutions, your LP can help you prove learning you already have achieved and earn you credit through a **Prior Learning Assessment and Recognition** or **Recognition for Prior Learning (PLAR/RPL)** process.

Choose a path for your portfolio, such as
- an education and career plan
- workforce entry
- to get a specific job
Write a paragraph on your choice to guide you in developing your LP.

...plan entry into the workforce.

Your LP can help you explore your skills, attitudes, and strengths then match them to the job yo u w ant. Y our L P c an h elp you find out about the tasks, duties, and Essential Skills needed to do that job. It can also help you identify anything you may have to learn to keep you employed in that job.

...get a job.

Your LP c an help you plan for your job interview by focusing the spotlight on the skills, knowledge, and strengths you will bring to the job. Having your LP with you at a job interview can give you the added confidence yo u n eed to s uccessfully present y ourself t o an employer. Y our Résumé can get you the interview; your LP can get you the job.

A learning portfolio is the

PRODUCT

that you create...

...and like any product, it has to be changed and updated as you change and move forward in your life.

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Resume

Developing your LP is the

PROCESS

you go through to complete the product...

...and this helps you learn new skills. Skills used in developing a learning portfolio are "transferable." Transferable skills are learning outcomes from one experience that can be practiced in another setting.

Learning Cycle - Portfolio Development Process

Concrete Experience

Reflective Observation

Active Experimentation

Abstract Conceptualization
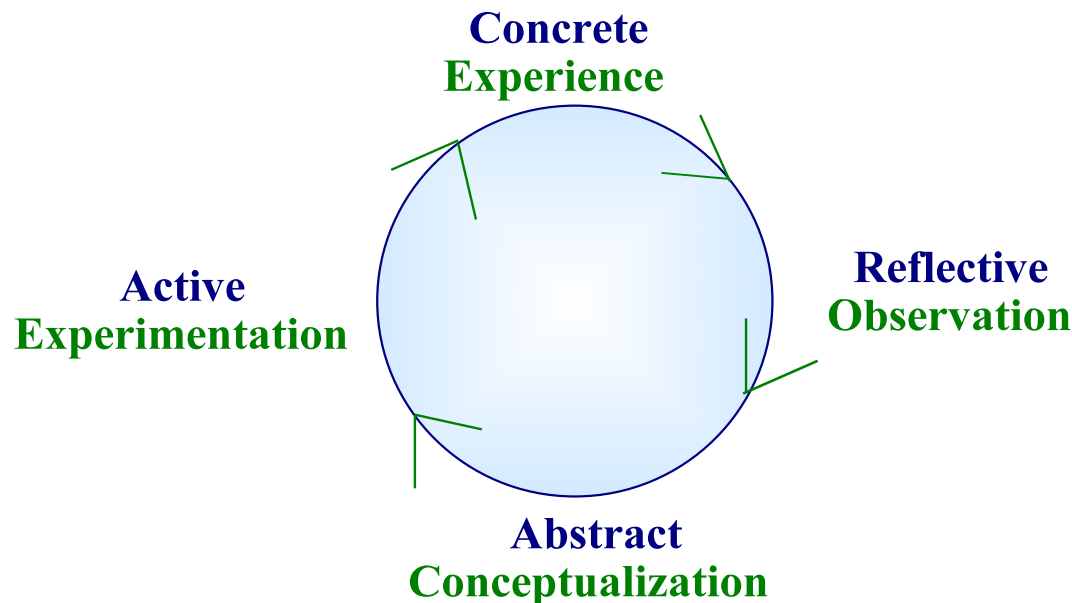
All about "YOU" Project
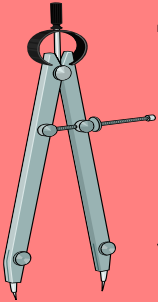
Three "R"s in plotting a plan for your future...

Research - gather all the facts you can about you and your learning

Reflect - think about experiences you have had, and identify your learning from those experiences

Renew - use all the learning from your research and reflection to make a plan to reach your career and life goals

Learning is acquiring and using new knowledge and skills that result in a change in attitude, behavior, and how we perform a task. *Gaelyne MacAulay*

Section 1: **RESEARCH**

Getting the facts about ME

Learning from this section

I know...

I can do...

I learned this...

I learn best when...

I know myself better than anyone else does so I can choose what goes into my LP to help me plan the future I want.

You make life choices everyday. These choices make you the unique person you are today and build the foundation of whom you will be tomorrow.

You take hours getting ready for a special dinner or a date or take weeks planning for just one special event in your life. Now you have the chance to take some time to plan how to reach your life goals and dreams by building your LP.

Things you need to build your portfolio are...

- ♦ a re-writable **CD**, **floppy disk** or **USB** drive
- ♦ a 1 or 1 ½ inch **Binder with loose leaf paper**
- ♦ plastic **Page Protectors**
- ♦ white or ivory **Paper**
- ♦ access to a **Computer** and the **Internet**
- ♦ **Time**
- ♦ **Support** from family, friends, teachers, and employers

You can start building your LP by collecting documents that **prove what you can do** and learning you already have achieved. As you can begin your search, collect everything you can find about your previous learning.

Some ideas of documents you can include are...

♦ **Reference Letters** and **Letters of Recognition**

♦ School **Transcripts**

♦ **Certificates** and **Awards** from
- School
- Work
- Community and Church activities

♦ **Pictures** of Trophies, Plaques and Medals

♦ Special **Projects** or **Assignments** you have done

♦ **Newspaper Pictures** and **Articles Events** in which you have been involved. An **Internet search** on your name could bring up some articles that were published

Put these documents into page protectors in your binder.

MVP

In your LP you can prove your learning through two kinds of **evidence**.

DIRECT EVIDENCE products and materials you have produced such as an essay, assignment, CD, or video of something you have created and proves learning you have acquired

INDIRECT EVIDENCE learning others recognize you have achieved from working with you. They verify it through an evaluation of your work, a reference, or verification of learning letter

Keep track of everything you find by making a list. Put each item into a category. This can help later when you begin to assemble your LP. Documents you gather about your accomplishments provide evidence of learning from your experiences.

Sample:

Document Name	School	Work	Sports	Creative Arts	Community	Other
School Transcripts	✓					
Picture - curling team winning a bonspiel in 2005 Alberton			✓			
Basic First Aid Certificate, YMCA		✓				
Picture - community concert committee				✓		
Sunday school letter of appreciation from a parent						✓

Work Sheet- Things I have found...

Document Name	School	Work	Sports	Creative Arts	Community	Other

Things I have to find or get proof of...

Proof I have to find	Name and address of the person I have to contact	Type of document I need (e.g. letter, certificate)	Date Sent	Received

Notes:

_____

_____

_____

_____

_____

I learned this; the proof is in my verification letter (VL).

A VL will provide <u>indirect</u> or <u>third party</u> evidence of valuable learning you have. A VL can confirm s the learning you have <u>and</u> the level at which you can perform using this learning.

A famous educator, Benjamin Bloom, sorted learning into domains and levels. The learning levels in one of the domains can be very helpful when we want to prove learning through verification levels.

To make a Verification Letter work for you, you may have to help the writer. One way you can do this is to help them understand the learning level you have reached by giving them a learning level chart.

Cognitive (How we use learning) Domain - <u>LEARNING LEVEL CHART</u>

Levels	Description
Level 1 - Knowledge	can recall facts, terms, concepts, and answers from new learning material
Level 2 - Comprehend	can demonstrate an understanding of facts by organizing, comparing, and interpreting new learning materials
Level 3 - Apply	can solve problems by using knowledge, facts, and skills in a new way
Level 4 - Analyze	can look at the information, break it down into parts, make a judgement and find evidence to support the judgement
Level 5 - Make Deductions	gather information, reorganize it so that things can be done differently; problems can be solved or something new is created
Level 6 - Evaluate	can defend opinions and make judgements about them by using a set of standards

Writing the VL ✍

Third party validation letters can be one of the most important items in your portfolio. A well written VL can convince the portfolio reader that your learning is real because someone else is willing to say it in a letter.

Tips on getting the best VL's

♦ choose people who directly observed your work

♦ make sure they use statements that describe your <u>learning and skills,</u> not just the work experience

♦ get the person to verify <u>ALL</u> skills and learning they have observed, not just the ones in your project or job description

♦ have them use official company or institution letter head paper

♦ have them include their own position in the company or institution and their working relationship with you

Your best chance of getting the type of letter you need is by putting it in writing. This will hep the person prepare their letter for you.

Set a time when you will pick up the letter.

Type your request for a VL and follow a <u>formal business letter format</u>.

Put each VL you receive into a page protector and insert it into your portfolio binder.

Sample: Body of a letter you need to give so you will get the information you want in a VL...

I am creating a Learning Portfolio to help me with my career plans and job search. Learning and skills I have developed through work and volunteer experience will help me to work toward my goals. I may even be able to receive credit for this learning in college or university courses. In order to develop my portfolio and track my learning, I must provide proof of what I have learned.

I am requesting a letter from you proving the skills and learning I gained while I was working for you. This letter is different from a letter of recommendation because it will be recognized as proof of my learning. Please include the following in your letter:
- my position and your working relationship with me,
- length of time I was employed and the length of time I was under your supervision,
- duties and tasks I did and how well I did them,
- the learning (skills, change in attitude and behavior) I showed in performing these tasks and duties, and how well you think I performed them.

I have included information on the duties and tasks I did while working for you and a copy of a learning levels chart to help you evaluate my learning. I will contact you on DATE_____ to set a time to pick up your letter.
If you have any questions or need more information, please call me at HOME_____ WORK _____.

Thank you for your help and support on this project.

As you continue gathering documents and information that prove learning you have, take some time to think about those learning experiences. If you discover how **<u>you learn best,</u>** you will be able to make better choices for future learning activities and career development.

Here are three ways we learn. Which way best describes <u>how you like</u> to learn?

Visual Learners
(Let me see)
◆ use pictures, charts and graphics
◆ sit near the front in a learning situation
◆ use computers, videos, and go to movies a lot
◆ try and picture information in your mind to help you remember things
◆ feel that body language, hands and facial expressions are an important part of communication
◆ take notes while someone is speaking
◆ enjoy reading, drawing, writing and doing puzzles

Auditory Learners
(I heard that)
◆ use story telling to get a point across
◆ openly share ideas
◆ listen intently, use an audio or video recording device rather than take notes
◆ like to participate in discussion
◆ like to read out loud
◆ like to speak to groups
◆ create little poems or songs to remember things
◆ like to "read between the lines" to find the real meaning of what others are saying
◆ attach meaning to how a person says something and the tone of voice they use

Tactile Learners
(Let me do that)
◆ look over the whole article or book before studying the details
◆ wander around and stand a lot while you are learning something
◆ underline or use markers to highlight the important points
◆ must have your favorite music on to study
◆ spend a lot of time getting your space ready before you study and take study breaks
◆ learn a lot of new things over a short period of time
◆ like to know how things work
◆ like explore your world

Section 2: **REFLECT**

Here is the REAL ME

Learning from this unit

I have Essential Skills that I can use...

I have valuable learning from all these life experiences in my

Learning Chronicle...

My **Learning Narrative** is unique because...

I have **GOALS** and a **PLAN** to reach them...

ESSENTIAL SKILLS are skills needed for work, learning, and life.

Essential Skills
- provide a foundation to help learn all other skills
- help us develop and move forward in our career and job
- help us handle change in our workplace and life

Essential Skills

Oral Communications

Reading Text

Writing

Document Use

Thinking Skills
Problem solving
Decision making
Critical thinking
Job task planning
Significant use of memory
Finding information

Working with Others

Numeracy (Math)

Continuous Learning

Computer Use
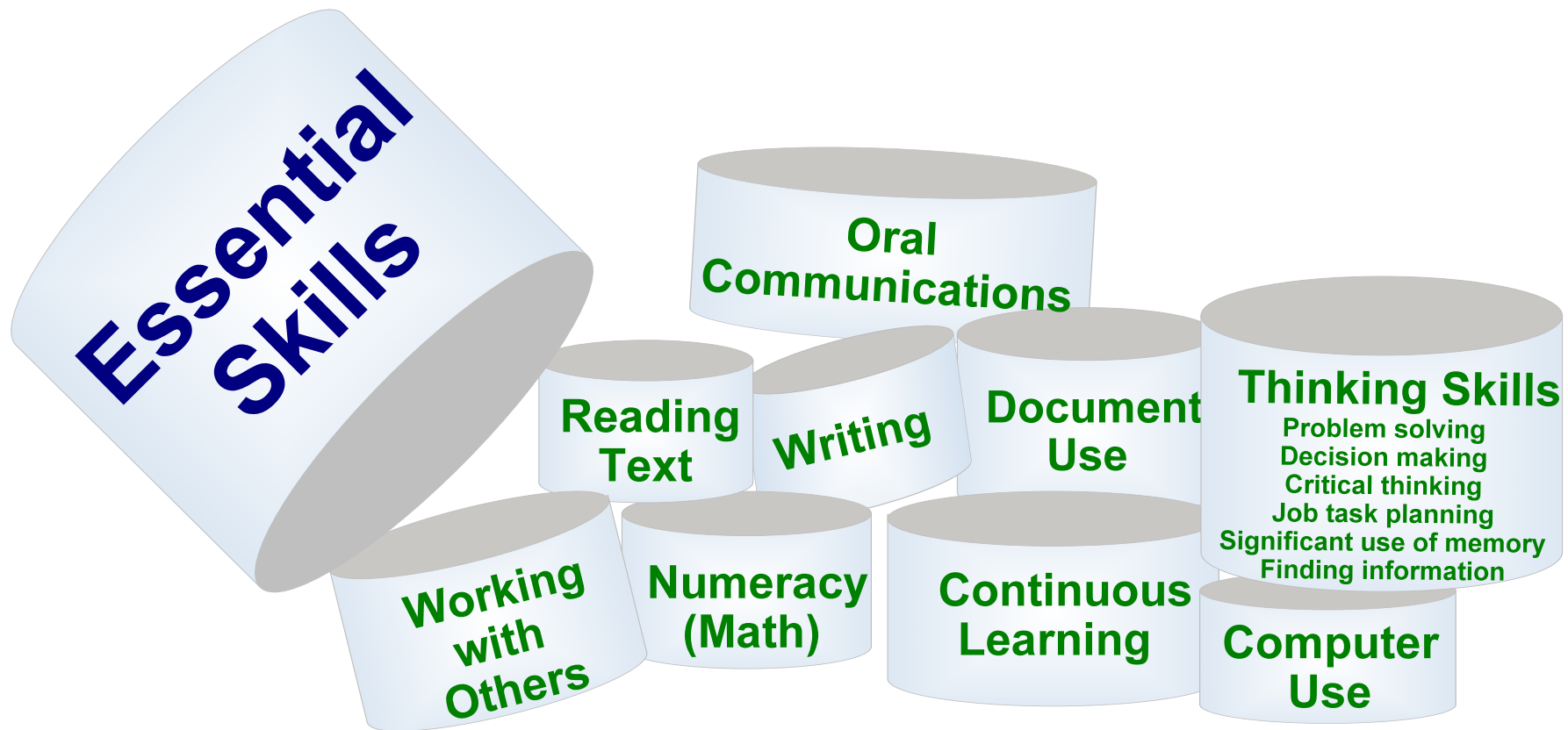
The Government of Canada, through their Human Resource and Skills Development (HRSD) department, has created a website with information on Essential Skills. Internet search - Google type in Essential Skills Canada then enter the site, "Essential Skills Home."

This website also contains information on

Essential Skill Profiles

Essential Skills Profiles contain details on hundreds of occupations in Canada that require Grade 12.

Essential Skill Profile information gives you
♦ details about the occupation

♦ a list of the most important Essential Skills to do that job

♦ tasks you have to do in that occupation and what Essential Skill is needed to do that task

♦ the complexity rating (details on page 23 in this workbook) or level of difficulty in that Essential Skill that is needed to do that task

♦ an overview of the physical requirements to do that job

♦ future trends in that job

You can use the Essential Skills Profiles to
♦ explore career options

♦ make your personal career plan

♦ check to see if you have the Essential Skills levels needed for the job or career you are planning

♦ make a personal learning plan to help you get any Essential Skills you need for that specific job or career

♦ review promotion opportunities and money aspects in the job or career to evaluate if they will match your financial needs and expectations

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I have certificates <u>AND</u> I have significant learning from my personal life and work

</div>

The key to building a Learning Portfolio is being able to identify **LEARNING EXPERIENCES** you have <u>and</u> to write them in **LEARNING OUTCOME STATEMENTS**. It is not the experience but the **LEARNING** from an experience that has to be proven through a portfolio.

Learning happens from a variety of experiences that are now being recognized as valuable in both the workplace and in educational institutions. You have valuable learning from experiences such as...

♦ paid and unpaid work
♦ cadets
♦ community school
♦ workshops and conferences
♦ volunteer events
♦ class projects
♦ important life experiences
♦ reading
♦ personal interest courses

♦ community events or projects
♦ political and religious activities
♦ co-op or job placement training
♦ industrial and employment training
♦ study groups
♦ formal and informal personal development initiatives (physical training programs, music, art lessons)
♦ self help groups
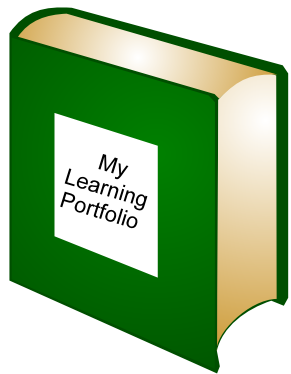
I can use the Essential Skills

Profiles to write Learning Outcomes.

My Learning Portfolio
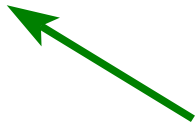
Essential Skills Profiles

Learning Outcome Formula

HOW   **Action verb describing the level you think you have achieved....Bloom's Taxonomy action words or words at the back of this workbook.**

+

WHAT   **What were the tasks or actions your performed?**

+

RESULT   **What happened after you learned it? Change in your behaviour, attitude, or how you perform the task now.**

=

LEARNING OUTCOME

Gaelyne MacAulay 2006

Tips for writing learning outcome statements...

♦ identify each important learning experience in your life and an approximate time frame or date

♦ write down skills or tasks you learned from this experience

♦ identify the level of expertise you reached in performing these skills and tasks

♦ record how you were able to apply these new skills and learning to new situations

♦ list any benefits you or other people gained from the learning you achieved

♦ use the Essential Skills Profiles to help write your learning outcome statements

Your learning outcomes can be organized in **<u>Learning Chronicle (LC)</u>**

A LC helps by...	Tips to research and reflect for your LC are..
♦ providing an organized framework to list your experiences and learning outcomes ♦ helping you research and reflect on your learning from your experiences ♦ helping the reader of your portfolio know valuable learning you have gained from life and work experiences	♦ list your important learning experiences by year ♦ carry a notebook to use as your learning journal ♦ talk to family, friends, teachers, co-workers, or anyone who has known you over the years to find information you may have forgotten

Lost for words?

Learning outcome statements use "action words" to describe learning. You have three resources identified in this document to help you find the words...

1. **Learning Levels Chart - Page 12 - *Plotting my Direction with a Learning Portfolio***

2. **Action Words for Portfolios, Resumes, and Application Forms - Appendix B - *Plotting my Direction with a Learning Portfolio***

3. **Complexity Levels Statements in the Essential Skills Profiles -**

   Internet search - Essential Skills Canada enter *Essential Skills Home*

A **Complexity Level** or **Complexity Rating** is the __degree of difficulty needed to preform that task within an Essential Skill__. Complexity Ratings are similar to Benjamin Bloom's theory on how we use learning explained on page 12 in this workbook.

General Complexity Levels Chart

Complexity (difficulty) Level	Behaviors and Activity Required	This means...
Level 1	You have to do one type of activity or task that is clearly stated.	You are told what to do, and you do it without any other information.
Level 2	All details on the activity or task may not be clearly stated.	You have to figure out a couple of things, but it is not too difficult to find the information.
Level 3	You are given the basic information on the project that is to be done, but you have to figure the rest out for yourself.	You know what the outcome has to be, but you have to search for the rest of the information to be able to complete all the tasks.
Level 4	You know what has to be done, but you have to figure out how to do it.	You have to make a plan, design what the many tasks in the project are, and plan how to do them.
Level 5	You have to design a project and follow it through to completion.	You have to research and develop a project that solves a specific problem then create, implement a plan, complete the project, and evaluate the results.

Learning Chronicle (LC) Sample

There is no maximum length for your LC. Minimum length is two pages. Table or column format gives your LC a formal look but is not mandatory. The learning experience should be significant, and you can have more than one learning outcome from an experience.

DATE	EXPERIENCE	LEARNING OUTCOMES
200-	Completed grade 12 at PEI High School. Assisted in fund raising activities for the Allied Youth and Red Cross - Played defense on the basketball team.	Practiced teamwork skills and was very effective at calming down upset players in the locker room so they could be focused when the game resumed. Set up and managed a spreadsheet to record money pledges coming in for the Red Cross Relay.
Summer 200-	Worked at a summer computer camp for children aged 8 to 12.	Developed organizational skills by setting up programs to promote active living through recreational activities. Developed and maintained a spreadsheet program to monitor each child's progress. Helped children who were shy to feel comfortable and work with others.
Fall 200-	Entered university at U of REC . Applied and secured a weekend job helping a visually impaired person do their bookkeeping for small business they owned.	Mastered balancing my time with school and work so I could have some time with friends. *Verified the accuracy of bills and adjusted them if clients were over charged. Determined penalty and charges for late payments on customer accounts.* **(From Essential Profile "Accounting and Related Clerks" NOC 1431)** Learned self-managing skills required to work at a pace set by someone else.

Learning Chronicle Work Sheet

Set up an electronic LC on your computer. Print it, put in a page protector and insert it into your LP.

DATE	EXPERIENCE	LEARNING OUTCOMES

> I am unique. My Learning Narrative tells the story of the real me and my own learning journey.

Writing your **Learning Narrative (LN)** helps you look at important life experiences from a different perspective. Writing your Learning Narrative serves three purposes:

> **Prepare your LN on your computer. Print it, put in a page protector and insert it into your LP.**

1. **WRITTEN COMMUNICATION SKILLS**

   A LN provides an example of your written communication skills. Grammar, punctuation, computer skills, and document organizational skills are all evaluated in a portfolio. Your LN gives the reader a clear demonstration of your technical writing skills.

2. **ADDITIONAL LEARNING EXPERIENCES**

   Writing your LN helps you reflect on other important experiences and gives you another way to explore life situations that resulted in learning outcomes.

3. **HAPPINESS FACTOR**

   Writing a LN helps explore the values and attitudes you need to keep happiness and contentment in your life and work experiences.

Your LN should be a **minimum** of three pages in length. It should show your growth and development as a result of learning from your life and work experiences. _____
YOU choose the content of what other people will read in your LN. Find your own "comfort" zone in what you share.
Paint a picture of the real you that other people can see.
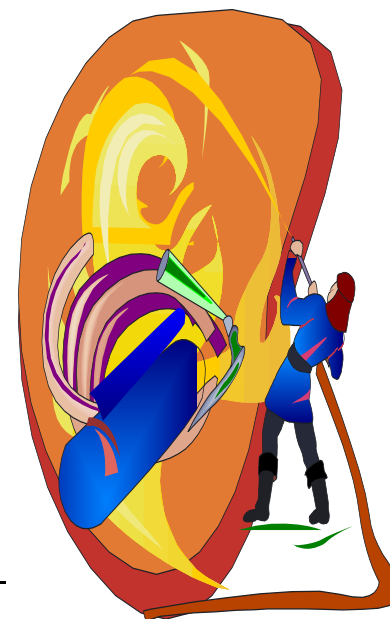
My Self Portrait

Narrative Sample

I didn't "love" school so I was very surprised to find myself enrolling in a post-secondary program. I reflected and found things that made me realize I "liked it" enough to return. I realized I still take pride in completing assignments and projects on time. Projects allow me to use many analytical and problem-solving skills.

I also enjoy working with computers. I catch on quickly and can pick up new skills from watching others. If I find something is too difficult, I ask a colleague or go to the local learning centre and sign out the book I need. After I solve the computer problem, I make notes so I will know what to do the next time I encounter a similar problem.

My satisfaction in working with computers and completing projects helped me decide to enter a computer science program. I realized my interest in this field began with my first summer job...

Work Sheet-Things I want in my LN...

Work Experiences _____
_____
_____
_____
_____

Social Experiences with Family and Friends _____
_____
_____
_____
_____

Home Experiences _____
_____
_____
_____
_____

Educational Experiences _____
_____
_____
_____
_____

Other Life Experiences _____
_____
_____
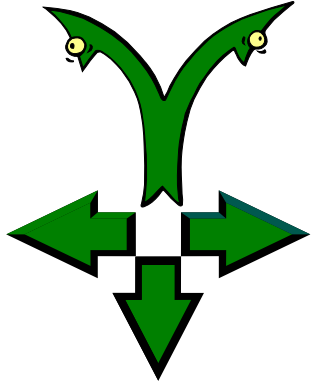
Choosing a direction...

Taking the time to think about, and document your goals can help you

- **BE OBJECTIVE** about them - look at your goals in a written format rather than just talk about them
- **EVALUATE** them - reflect on your goals to see if they are realistic

GOALS ARE REALISTIC IF YOU CAN

Visualize yourself accomplishing them

Measure your accomplishments

Make adjustments needed to achieve them.

**Have the necessary resources to accomplish them
(TIME, MONEY, PREREQUISITES, CREDENTIALS)**

<table>
<tr><td>

My dream is...

</td><td>

Goals begin with a dream. Before you can decide if your dream is realistic, you can reflect and create an inventory of what you want out of life. Such as...

</td></tr>
</table>

Education and Training - Check the Internet for costs

Item Details	Time Line	Costs
College or University?	2 years 4 years 6 years	

Interests

Item Details	Time Lines	Costs
Hobbies	2 years 4 years 6 years	
Sports	2 years 4 years 6 years	
Other	2 years 4 years 6 years	

Living in a Material World

Check newspapers and Internet for costs

Item	Time line	Costs
Living accommodations	2 years 5 years 10 years	
Type of furniture and electronics	2 years 5 years 10 years	
Car	2 years 5 years 10 years	
Social life	2 years 5 years 10 years	
Travel plans	2 years 5 years 10 years	

Life Style Choices

Item	Your thoughts and expectations
Relationship	
Children	
What makes you happy?	
What makes you sad?	
What do you value most in your life?	
How are your values different from you family, friends, and society?	
What will be you major responsibilities?	In 2 years in 5 years in 10 years
List three things you can do to make the world a better place in your life time.	

Work – Research the Internet and interview a person in the job or career you want.

Refection	Job or Career	Education or Training Required	Six main duties and tasks in that job
What job did you say you wanted to do when you were 6 years old?			
What job did you say you wanted to do when you were a teenager?			
What job or career do you want now?			

REFLECTION

List your skills, interests, and tasks that are common to the above three jobs or careers.

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

List possible jobs or career choices that you can see yourself doing and complete the following chart.

Job or Career	The three main Essential Skills and Complexity Ratings needed in that job or career are...	The education level required to do that job is...	Future trends for employment in that job or career are...	The best opportunities to work in this job or career are (location)...	The salary range in this job or career is...	Does the salary range meet my needs and wants?

REFLECTION (Realistic Goals - visualize, measure, make adjustments, have resources)

Plotting your course to get the career or job you will enjoy while, at the same time, providing you with an opportunity for advancement requires a **realistic evaluation** of your skills, talents, abilities, needs, and desires.

Review your thoughts and expectations for your possible career or job choices and complete this chart.

Item	Goal	Where I am now...	What do I have to do to meet my goal...	Is it Realistic? or Changes I am making are...
Education and Training...college or university				
Interests... hobbies, sports, other				
Material World... accommodations, furniture and electronics, car, social life, travel				
Life Style Choices (Happiness Factor)...relationship, children, values, responsibilities				

GOALS SUMMARY

SAMPLE GOALS SUMMARY

Now that you have
completed your

SELF-ANALYSIS

and know what you want out of life,

MOTIVATION

is one vehicle that

can help you travel toward your goals.

A **Goals Summary** helps you **clarify** your goals.

Write one or two paragraphs on each of the following:

♦ short term goals - 6 to 12 months

♦ mid term goals - 2 to 5 years

♦ long term - 5 plus years

Short Term - 6 to 12 months

I have completed Grade 12. I also have work experience with children and several years experience working in the technology field.

During the next year, I will complete first year studies and research where a degree in computer science can lead me. I will also research other colleges and universities that offer courses that meet my interests and possibly submit application forms.

GOALS SUMMARY WORK SHEET

Short Term...time frame

_____
_____
_____
_____
_____

Mid Term...time frame

_____
_____
_____
_____
_____

Long Term...time frame

_____
_____
_____
_____
_____

GOALS SUMMARY SAMPLE

Mid Term Goals - 2 to 5 years

I received many excellent reports from my supervisors at the children's computer camp and rave reviews from my workplace. I intend to continue working part-time while I attend university.

A career where I can teach computer design is an option. I will plan my course of study so an education degree may follow my computer science degree.

Long Term Goals - 5 to 6 years

After completing my first diploma or degree, I want to work in the field of graphic design for a couple of years. Teaching is something I might pursue after I pay my student loans, live a year or two in another part of Canada, and buy a small house.

Sharing my life with someone and having children are two things I do not plan on doing for at least 10 years. After being in the workforce for a few years, I now know reaching my career goal is very important to me if I really want to be happy in life.

Goals Chart

A **Goals Chart** clearly defines goals, sets a time line, and helps develop an action plan to successfully reach goals.

Developing a formal goals chart will

♦ help you focus and problem solve to reach your goals

♦ assist people who read your chart to identify options you might have to reach your goals in a shorter time frame

♦ help you explore the benefits of completed post-secondary studies

♦ assist you in finding a job that matches your skills, talents, and abilities

♦ set target dates for you to reach your goals

♦ help you review, evaluate, and redefine your action plan

Goals Chart Sample

Goal	Plan	Method	Status	Target Date
Complete first year studies School	Complete all course requirements	Attend all classes, complete assignments, and get help when I need it	Attending classes as a full time student	April 200-
Explore my interest in computers and graphic design	Take a weekend graphic design course at the Community Learning Centre (CLC)	Visit the CLC and find out the details on the course	I have an appointment to visit the CLC next week	Will complete the course during my holidays

Goals Chart Work Sheet

Develop a goals chart to match the short term, mid term, and long term goals in your Goals Summary.

Goals	Plan	Method	Status	Target Date

Section 3: RENEW

Bringing it all together

Learning from this unit:

I know how to create a RÉSUMÉ and COVER LETTER to really show my skills and strengths...

My LEARNING PORTFOLIO is now a professional document. It has a PURPOSE STATEMENT, INTRODUCTION, DOCUMENTATION CHART **with an** *Appendix*, my TABLE OF CONTENTS, and LP COVER...

My Learning Portfolio is not ready for presentation unless I am sure I have it completed by reviewing my LP **Completion Check List**...

I have **Reminders** and **Tips** for using my LP as a navigational tool through my life long learning journey...

Résumé

What is it good for?

RÉSUMÉ
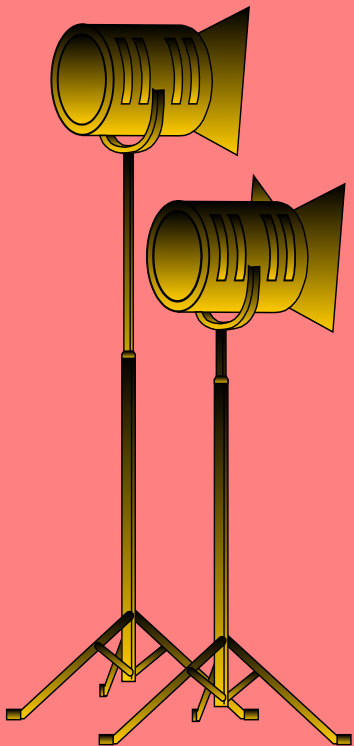
♦ It is an employer's first impression of you

♦ It gets the attention of 30 to 90 seconds of the employer's time

♦ It helps you let employers know that you have the skills, education, and ability that match the job/s available in their organizations

♦ A "combination résumé" format focuses best on your skills and abilities rather than where you learned them

AND
A RÉSUMÉ
GETS YOU A JOB
INTERVIEW

Résumé Tips

- maximum length - **3 pages**
- **NEVER** use the **"I"** word in your résumé
- professional font (Times New Roman, Arial)
- prepared and printed from a computer
- **ALWAYS** an original - **NEVER** photocopied
- **NEVER FOLD** your résumé
- **UPDATE** your résumé **EVERY TIME** you apply for a new position or job
- always deliver your résumé in an **ENVELOPE**
- **HAND DELIVER** when possible...the trend for large companies is to have résumés delivered electronically. When you have to submit electronically, **ASK THEM TO CONFIRM THAT THEY HAVE RECEIVED IT.**

Twelve Steps to a complete Résumé

1   **Personal Identification** - Complete information so the employer can contact you. Centre it on your page.

Sample

<div align="center">

Jay <u>Alison</u> Doe

760 Green Street • Centerville • PEI • C1N 6A8 • (902) 5550-5151
Email: jadoe@hotmail.com

</div>

2   **Job Objective –** Target yourself to the specific job the employer is advertising for or types of jobs in a specific workplace. You can include your career goal if it relates to the job for which you are applying.

Sample

The satisfaction I feel when I someone learns then applies skills I have taught them has helped me decide to seek employment as a computer camp trainer. It will also help me continue to increase my skills toward a permanent career in teaching computer programs.

3   **Relevant Qualifications** - List any courses, school projects, or work related skills you have that will help in the job for which you are applying.

Sample

- employed in computer technology support for five years
- hold Red Cross Basic First Aid and CPR certificates completed in 2007
- developed guided activities and projects for youth
- practiced teamwork and organization skills through fund raising activities with Red Cross and Allied Youth for more than four years

4   **Personal Attributes** - list key attributes that you have to support the job for which you are applying.

Sample

- learn and adapt quickly in crisis situations - demonstrated through First Aid training
- patient and understanding with people - learned through employment in the technology field
- work to overcome barriers and complete projects - reinforced by volunteering with Red Cross

5   **Essential Skills and Learning Outcomes -** list the four (4) strongest Essential Skills you have and identify learning outcomes examples of these skills from your work, volunteer, or life experience that relate to the job for which you are applying.

Sample

Communication Skills
- provided computer support both on-site and on-line for over 320 employees
- guided computer and recreational activities for children ages 8 to 12 years
- provided written reports with factual information on project activities

Leadership Skills
- organized and implemented fund raising activities for volunteer organizations
- represented Uof REC computer science students at a national leadership institute

Organizational Skills
- developed programs with agendas and schedules for co-workers
- created and updated progress reports for fund raising activities

Numeracy Skills

- estimated project and unit costs for computer program projects

- calculated prices taking into account the exchange rate between currencies when supplies were ordered from the United States

6   **Work Experience** - List your work experience in chronological order **beginning with your most recent** job. Include length of time at that job, your job title, name of the employer, and location. Don't forget volunteer work.

Sample

| 200- to 200- | **Program Support,** ACER Technologies, Corner Creek, PEI |

| 200-
Summer Employment | **Camp Counselor,** ACME Youth Camp, Brook Cove, PEI |

| 200-
October - December | **Fund Raiser**, Red Cross Relay, PEI High School, Centerville, PEI |

7   **Education and Training** - If the education and training is complete, list the date and certificate in chronological order beginning with the most recent. List current training or education in which you are enroled. Don't forget to list courses and training programs that are **work and volunteer related.**

Sample

    200-   Grade 12 Academic Completion, PEI High School

    200-   Enroled - Uof REC   Computer Science Program

    200-   Red Cross CPR and Basic First Aid Certificates

    200-   Red Cross Disaster Relief Training Certificate

8   **Special Awards and Recognition** - List any special certificates, awards, and trophies you have received. List them in chronological order beginning with the most recent.

Sample

- 200-   Customer Service Award   ACER Technologies

- 200-   Active Volunteer Certificate   Community of Centerville, PEI

- 200-   Teamwork Award   National Peer Learning Conference, Ottawa, ON

9   **Volunteer Learning Experiences** - List the organization, your role and the years of service you have given.

PEI Red Cross Society	Fund Raising Committee	200- - still active
Modern Church of PEI	Senior Group Member	200- - still active
Easter Seals Telethon	House Band Performer	200- and 200-

10   **References -** Choose **3** people who know your work or your positive personal traits. List them on your resume **only** if it is requested. In most cases you, do not have to list them on your Résumé. **First you must**

♦   **contact them and ask them to be a reference for you**

♦   **give them the names of employers who could be contacting them**

♦   **the type of job for which you are applying for**

♦   **update their information so you can give accurate contact information to employers**

Sample - on your Résumé

References Available upon Request

11 **Sample - If you're required to list references on your résumé, information you should have ready to submit to an employer includes**

James Watson

Professor, Computer Science

Uof REC

250 Post Avenue, Centreville, PE C1N 7A8

(902) 555-5555

12 ## Review, Check and Correct

Ask three people to review your resume.

Check for

♦ completeness of all sections

♦ mistakes in spelling, punctuation, and grammar.

Résumé Work Sheet

<div style="border:1px solid black; background:#FFF2B2;">
Prepare your Résumé on your computer. Print it, put in a page protector, and insert it into your LP.
</div>

Full Name _____

Mailing and Street Address _____

_____ **Postal Code** _____

Home Telephone _____ **E-mail** _____

JOB OBJECTIVE _____

RELEVANT QUALIFICATIONS

_____

Education and/or training qualifications you have that is related to this job

_____

Length of time you have any experience or related experience in this type of work

_____

On-the-job training, private courses, school projects, or workshops related to this type of work

Important strengths, skills, and knowledge you have that support your job objective

Important accomplishments, awards, and recognition you have achieved that are related to your job objective

List qualities you have that describe your personal work style or attitude related to your job objective

ESSENTIAL SKILLS AND LEARNING OUTCOMES FROM YOUR WORK AND LIFE EXPERIENCE RELATED TO YOUR JOB OBJECTIVE

Name the first Essential Skill you want to highlight

List learning outcomes, skills, activities, and accomplishments that are relevant to the Essential Skill

_____

_____

_____

_____

_____

_____

Name the second Essential Skill you want to highlight

List learning outcomes, skills, activities, and accomplishments that are relevant to the Essential Skill

_____
_____
_____
_____

_____

_____

Name the third Essential Skill you want to highlight

List learning outcomes, skills, activities, and accomplishments that are relevant to the Essential Skill

_____
_____
_____
_____

_____

Name the fourth Essential Skill you want to highlight

List learning outcomes, skills, activities, and accomplishments that are relevant to the Essential Skill

_____

_____

_____

_____

_____

WORK EXPERIENCE - Begin with your most recent

_____	_____	_____
Months or years employed	Job Title	Employer name
_____	_____	_____
Months or years employed	Job Title	Employer name
_____	_____	_____
Months or years employed	Job Title	Employer name
_____	_____	_____
Months or years employed	Job Title	Employer name

EDUCATION, TRAINING, COURSES, WORKSHOPS - Begin with your most recent

Year	What you learned and achieved	Where you learned it
Year	What you learned and achieved	Where you learned it
Year	What you learned and achieved	Where you learned it
Year	What you learned and achieved	Where you learned it

SPECIAL AWARDS and RECOGNITION

Year	What you achieved	Where you received or achieved it
Year	What you achieved	Where you received or achieved it
Year	What you achieved	Where you received or achieved it

VOLUNTEER LEARNING EXPERIENCES

_____	_____	_____
Organization	Role	Years
_____	_____	_____
Organization	Role	Years
_____	_____	_____
Organization	Role	Years

REFERENCES

1	2	3
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Introduce your résumé with a **COVER LETTER (CL).**
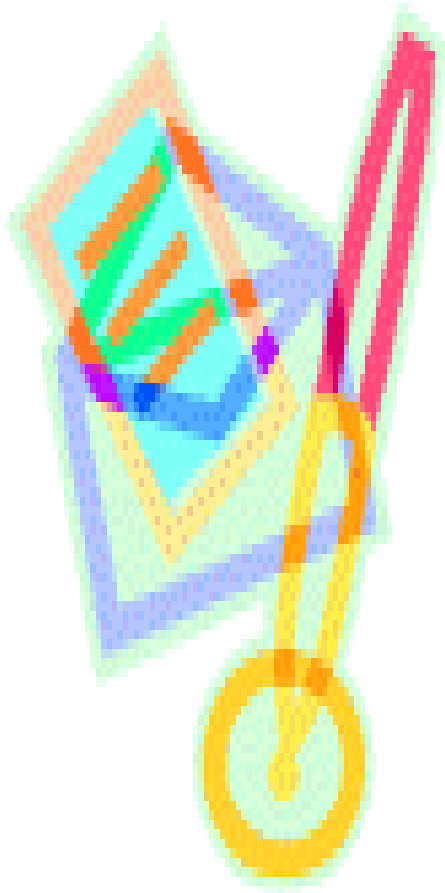
A CL **always** accompanies a Résumé whether you mail, deliver, fax, or email your résumé.

A CL gives you the opportunity to show your enthusiasm for the job and provide other information about yourself that is not included in you résumé.

Your CL gives you the chance to convince the employer to read your résumé.

- keep your CL brief, maximum one (1) page
- use the same paper quality and font as your résumé
- customize your cover letter to each job and employer
- let the employer know how you learned about the job
- explain why you are sending your Résumé
- be specific about the job for which you are applying
- include information requested in the job posting or advertisement
- market yourself - convince the reader to review your résumé,
- include new information that is not in your résumé such as your work ethic, attitude, and personality traits
- do **not** summarize your résumé
- briefly highlight background, education, and learning experience that qualifies you for that specific job
- highlight what you can offer to the employer not what you want from the employer
- include information on when you are available for an interview, start date for the job, and how you will follow up - email or phone call
- list all enclosures (attachments) that accompany your CL, and state you have a learning portfolio you can show the employer
- do not fold your CL; use a business envelope for it and your résumé
- have someone edit your letter

760 Green Street
Centerville, PE C1N 6A8
Phone (902) 5550-5151
Email jadoe@hotmail.com

Month/Day/Year

Mr. Jonathan P. Employer
Hiring Manger
Camp Clear Lake
Summertime, PE C1N 1X7

Dear Mr. Employer:

In response to your call for applicants at UXIC Technologies that appeared in the Local Gazette, please consider this correspondence as an application for the part-time position of Assistant Program Analyst. I am interested in working with UXIC Technologies because it offers an opportunity to become a employee of one of the leading technology companies in North America.

I have 5 years experience and learning in **Program Support with** ACER Technologies, Corner Creek, PEI. I am seeking part-time work in my field while I attend the Computer Science program at Uof REC. In addition to my paid work, I continue to be active in several community volunteer groups. This has helped me further develop my organizational, oral, and verbal communication skills by creating, implementing, and managing fund raising projects I also hold First Aid and CPR certificates.

I have enclosed my résumé and, at your request, I can supply three references. I have completed a Learning Portfolio to further support my application for this position, which I can also submit at your request.

I am available for a personal interview at your convenience. Thank you for your time and consideration.

Sincerely

(Signature)

Jay Alison Doe

Enclosure
•   résumé

Cover Letter Work Sheet

Prepare your cover letter on a computer. Print it, put in a page protector, and insert it into your LP.

_____

_____

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_____

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TIME OUT

My LP
is looking
impressive!

I have finished my...
Learning Chronicle
Learning Narrative
Goals Summary
Goals Chart
Cover Letter
Résumé

Purpose Statement

Making your LP work for you begins with your purpose statement.

This **critical piece** of your LP **must**

♦ clearly and directly state why you have developed your LP - expand on your original intent from page 5 in this workbook

♦ direct the reader to where they should be looking

♦ state the specific recognition or credit you are requesting

♦ engage your audience

Your purpose statement should be a maximum of two pages. It is directed specifically to the portfolio reader **(assessor).** Be short, concise, and provide the following information

WHO you are and how to contact you

WHAT recognition you want through your LP

WHERE you are sending your LP

WHEN you are applying

WHY you think your learning should be given recognition

Purpose Statement Sample

Learning Portfolio

Presented to: A. K. Smith
Portfolio Development Teacher
PEI High School

Submitted by: Jay <u>Alison </u>Doe
760 Green Street
Centerville, PE C1M 6A8
(902) 5550-5151
Email: jadoe@hotmail.com

Date of Submission: May 8, 2007

I am submitting this Learning Portfolio through the Social Studies Unit of Uof REC to receive recognition for completing:

Developing a Learning Portfolio in "Social Studies 319"

Experiences from which I have learned to develop this Learning Portfolio include
- attending 30 hours of development class
- participating in discussion groups with classmates
- researching portfolio development sites and Essential Skills sites on the Internet
- completing assignments in the "Plotting My Direction with a Learning Portfolio" workbook
- contacting employers and volunteer organizations for learning verification letters.

I have completed my Learning Portfolio to a professional level using guidelines and recommendations of teachers and experts in the portfolio development field. I am confident that I can update and use my learning portfolio to further develop my career plans, enter college or university, and secure employment.

I welcome the opportunity to meet with you at any time to discuss and review my Learning Portfolio.

Sincerely,

Alison Doe

Purpose Statement Work Sheet

Prepare your Purpose Statement on your computer.
Print it, put in a page protector, and insert it into your LP.

_____

_____

_____

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_____

The **Introduction** to your portfolio is similar to a **preface** or **foreword** of a book.

The development of your Learning Portfolio is an example of your ability to present yourself at a professional level to an employer, college, or university. **Your portfolio introduction will guide the reader to what is in your LP.** Your introduction should be **two or three paragraphs (maximum of one page).**

Your introduction can include all or some of the following:

♦ highlights of what the reader will find in your portfolio or a general summary of your learning from experiences

♦ a personal mission statement or "credo"

♦ knowledge of trends in the career or job you are pursuing

♦ any experience or situation that has influenced your career or job decision

♦ how developing your LP has contributed to your career or job choice.

Introducing the real ME

Introduction Sample

Developing my Learning Portfolio (LP) has helped me see the amount of valuable learning I have not just from school studies, but also learning from life and work experiences. School courses have made me knowledgeable about the basics in many subjects, but developing my LP has made me realize that applying that knowledge is the key to reaching my goals.

Statistics released by the Conference Board of Canada and quoted in our local newspaper, the Community Gazette, (January 2006) says "there is continued growth in both the public and private sector in the field of computer technology".   This knowledge helped me bring my interest in computer science into my career planning. I also know that people moving into the computer technology field will need training. Through the development of my LP, I came to realize the enjoyment and confidence I feel in the computer technology field. My interest in computer programs and the fact that there is growth in computer technology can come together, and I can move forward into a career in teaching computer technology.

Through developing my LP, I have also discovered that learning from all my experiences is valuable. Organizing my work, completing projects on time, fund raising for volunteer groups, and teamwork through sports are all Essential Skills employers want in a good employee. Developing my goals and education plan to reach my goals has helped me be confident in my post-secondary choice of Computer Science. If I keep updating my LP, I can keep creating and reaching new goals. As Thoreau says...

"If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours." – Henry David Thoreau

Introduction Work Sheet

Prepare your Introduction on your computer.
Print it, put in a page protector and insert it into your LP.

_____

_____

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_____

_____

_____

_____

Documentation

Documentation is **the most important section** of your Learning Portfolio. Follow up on all your checklists, and review your Learning Chronicle and Learning Narrative to make sure you have all your key documents.

Summary Document Review Check List
- ♦ indirect or third party Verification Letters for proof of valuable learning
- ♦ direct learning documents from all sources
- ♦ diplomas
- ♦ certificates
- ♦ report cards
- ♦ letters of reference
- ♦ performance evaluations
- ♦ project or product samples
- ♦ school assignments
- ♦ letters of commendation
- ♦ newspaper articles
- ♦ correspondence describing abilities and skills in extra curricular activities

You must **PROVE** you have the learning outcomes required in the job, course, or program for which you are seeking recognition or credit through your LP.

REMEMBER: Assessors are assessing your **Learning** NOT the **Experience**.

Gathering documented proof of your learning is time consuming but necessary for you to receive recognition for that learning.

Make sure you have contacted the institution, organization, regulatory certification body, or workplace where your learning will be evaluated.

WHY?

Because you must follow their procedures and match your learning with the learning they require.
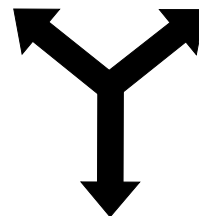
Well developed writing skills are necessary to the success of your request for recognition or credit for your learning. Some documents from which you may be required to match your learning to specific learning outcomes include

- **job descriptions**
- **task analyses**
- **course and program outcomes**
- **Essential Skills profiles**

You have to prove that...

learning from work, home and life,   *and learning in the classroom or formal setting*

ARE EQUAL

MAKING YOUR DOCUMENTS WORK FOR YOU

You have identified learning experiences in your Learning Chronicle and Learning Narrative. You have learned to recognize and write learning outcome statements.

NOW

You can back up your learning outcomes with documented proof of learning

AND

be prepared to defend your outcome statements with demonstrations, performances, interviews, or challenge exams.

Document Chart

Personal Learning Outcomes in your Document Chart should be directly related to the Required Outcomes you are challenging for recognition.

Focus your learning on answering three questions

♦ **What do I know?**

♦ **What skills do I have?**

♦ **How has this learning changed my behavior and beliefs?** _____

Your Personal Learning Outcome in your Document Chart should be uncomplicated statements using **Action Words** (Appendix B). Review the Learning Outcome formula on page 20. Learning from each experience should be

♦ **authentic,**

♦ **measurable,**

♦ **organized,**

♦ **directly equal to the learning outcomes required,**

♦ **defined in terms that match your learning to learning required in job description, duties, tasks, or learning outcomes in a course or program, and**

♦ **able to show your theoretical and practical understanding of the recognition you want.**

Then you can decide what documents should go into your LP by answering this question.

What documents provide proof of the learning I claim I have?

A *Document Chart* is an effective method for presenting your learning in an organized format. There is no recommended length for the document chart of your Leaning Portfolio but there are some

<p align="center" style="color:red;">GUIDELINES.</p>

NOTE: A Portfolio Development Advisor can help you make you document chart match the purpose of your LP**.**

- ♦ Organize your document list so it clearly identifies requests for a credit transfer, program based credit, course based credit, recognition for certification , or workplace recognition.

- ♦ You may need more than one document to establish a specific learning outcome but remember that too many documents may create confusion.

- ♦ Documentation alone does not prove learning has taken place. You must provide proof or be prepared to justify why recognition should be given through an interview, demonstration, performance, challenge, or certification exam.

- ♦ If you have large projects or a demonstration to support your learning, a video or series of photographs may be useful.

- ♦ Label all your submissions so they are easily identified.

- ♦ If a supporting document is lengthy, highlight the sections that best support learning outcomes.

- ♦ **DO NOT** send original certificates, diplomas, letters, or transcripts. Make copies but be prepared to present originals at your interview.

More Helpful Hints...

Experience Description

Describe your **learning** experience. Be careful to keep your experience separate from your learning outcomes. State where your learning was acquired and include

- when the experience took place and for how long,

- where the learning took place,

- the job or project you were doing,

- if you supervised any people,

- seminars, courses, and workshops that you attended,

- "other" learning experiences you may have had that will assist evaluators in recognizing learning situations.

Document Review List

Validating your learning with documents is essential to receiving recognition through your LP. Be sure you have
- certificates
- diplomas
- job performance appraisals
- samples of work
- letters of reference
- letters of validation
- commendations
- records of achievement
- congratulatory letters
- recognition for participating in workshops, non-credit courses, adult education courses, and volunteer projects.

Tasks and Duties

Describe all your *tasks and duties* as they *relate to your required learning outcomes* for the recognition or credit you are seeking. Remember you are stating you can apply these skills so use the action verb format.

Other sources verifying learning can include
- letters confirming your attendance
- course content or outlines
- exam or project results
- projects or samples of your work.

Review your documents carefully. You may have more than you need so choose quality over quantity.

Document Chart Sample

Recognition Requested	Required Outcomes	Experience	Personal Learning Outcomes	Supporting Documents
Completing a Learning Portfolio and entrance into UofREC Computer science Program	Completion of Grade 12 Academic Curriculum	Attended PEI High School	Completed all courses required for a grade 12 completion certificate	**Appendix A1** Grade 12 Diploma
Advanced Standing to enter second semester Computer Applications course	- create, file and retrieve a word document - create, file and retrieve a spread sheet	Employment with ACER Technologies Red Cross Relay Project Treasurer 2006	- created and completed employee evaluation forms - completed and filed daily activity reports - set up and managed a spread sheet to record money pledges coming in for the Red Cross Relay.	**Appendix B1** Performance Appraisal, June 200- **Appendix B2** Uof Rec Student Record **Appendix B3** Invoice donor sheet **Appendix B4** Sample - Red Cross Relay Spread Sheet

Essential Skills Document Chart Sample

Job Tasks and Duties - Camp Counselor

Essential Skills for Learning, Work, and Life	Outcome Required	Experience	Personal Learning Outcomes	Supporting Documents
Reading	Reading materials in sentence and paragraph structure	Studying Red Cross Manuals	Studied and passed written First Aid exam	R1. Memos from supervisors R2. Two pages from Red Cross Study Manual R3. Software Manual
Document Use	Using a variety of resources to find information	Using a workbook and Internet sites to create a computer program curriculum	Developed a five day training program to enhance skills of ACER employees	D1. "Effective use of Spreadsheets" D2. "Email Communication Protocol"
Numeracy	Ability to use numbers and think in quantitative terms	Created and managed departmental budget	Managed budget to meet company commitments in purchasing computer software	N1. Copy of a budget sheet N2. Picture of newly purchased software installed and operating at ACER
Writing	Ability to write texts and complete forms	Wrote a newspaper article on new technology upgrade at ACER	Learned to develop and write an article in news print format	W1. Copy of the ACER article, September 200-
Oral Communication	Ability to use speech to exchange thought and information with other people	Created overheads and delivered a presentation on using the new software to ACER managers	Developed self-confidence in making presentations to groups	OC1. Audience handout OC2. Presentation notes OC3. H&S thank you letter

Essential Skills for learning work and life	Outcome Required	Experience	Learning Outcomes From Experience	Supporting Documents
Working with Others	Ability to work with other people to complete a project or task	Organized the Red Cross Relay 200-	Learned to keep people within a budget without them feeling controlled	WO1. Income and expense sheet WO2. Letter of recognition from Red Cross Society
Thinking Skills	Ability to apply six cognitive functions: problem solving decision making critical thinking job task planning memory use finding information	Rescheduled Red Cross Conference because of poor weather	Learned to set up and manage emergency communication committee Created an alternative action plan	Problem Solving, Critical Thinking, Job Task Planning Skills T1. Task planning sheet T2. Volunteer schedule T3. Verification letter from Conference Chairperson
Computer Use	Ability to apply complexity in computer applications	Developed a new website for ACER Technologies	Learned the effect of creative web site design	CU1. Search www.acertech.ca
Continuous Learning	Ability to acquire and enhancing new skills and knowledge	Participating in advanced Art with Acrylics classes	Developing fine motor skills	CL1. Pictures of paintings CL2. Creative Design Award

Document Chart Work Sheet

> **Prepare your Document Chart on your computer.**
> **Print it, put in a page protector, and insert it into your LP.**

Essential Skills for Learning, Work and Life	Outcome Required	Experience	Personal Learning Outcomes	Supporting Documents

Appendices

Your Appendices must be clearly outlined with the title of each document. Request written permission for documents from other workplaces or organizations or remove any identifying information from confidential documents.

Sample Appendices

      Certificates

          <u>A 1</u>   PEI High School Grade 12 Diploma

      Workplace and Volunteer

          <u>B 1</u>   Performance Appraisal, June 200-

          <u>B 2</u>   U of Rec Student Record

          <u>B 3</u>   Invoice Donor Sheet

          <u>B 4</u>   Sample - Red Cross Relay Spread Sheet

      Essential Skills

      Reading

      <u>R1</u>   Memos from supervisors

      <u>R 2.</u> Two pages from Red Cross Study Manual

      <u>R 3</u> Software Manual

Table of Contents

Sample Table of Contents

It is helpful to make a note of items for your Table of Contents as you go through the entire portfolio development process. **Organize your portfolio according to the guidelines set out by the institution or organization where your portfolio will be presented.**

Centre your Table on your page; make it clear and easy to follow.

Table of Contents

Table of Contents Work Sheet

Prepare your Table of Contents on your computer.
Print it, put in a page protector, and insert it into your LP.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Cover

"Never judge a book by its cover," unless it is a Learning Portfolio.

Your Learning Portfolio is a **self-marketing tool**.

A portfolio assessor will look at every single page from the front cover to the back page so **PACKAGE YOUR DOCUMENT.** Your cover should be professional, creative, and capture the attention of the assessors. Information on your cover should include

- ♦ a heading or title

- ♦ your full name (including maiden if applicable)

- ♦ the recognition you are seeking

- ♦ where you are seeking recognition

- ♦ date

Learning Portfolio

of

Jay Alison Doe

Presented to:

University of REC

Recognition requested for:

Completion of a Learning Portfolio in Social Studies 319

Date of Submission

Learning Portfolio Checklist

✔ **Document Presentation Check List:**

_____ Overall Appearance - formal, professional document; consistent presentation in components i.e. fonts, headings

_____ Format - clear; concise; readable; correct grammar, punctuation, sentence and paragraph structure

_____ Learning Outcomes - measurable, authentic, and relevant; written using action words

_____ Organization of Materials - sections matching Table of Contents; documents packaged into work, personal development, volunteer and Essentials Skills

_____ Flow of Content - relevant; targeted so it connects from the purpose statement through the whole document

_____ Documents - provide proof of learning with

DIRECT EVIDENCE (certificate, work sample, picture)

INDIRECT EVIDENCE (verification letters, reference letters, work evaluations)

✔ Portfolio Components Checklist:

	Cover	Formal - can be professionally creative to reflect who you are
	Purpose Statement	Professional application to assessors and evaluators
	Table of Contents	Organized, accurate with clear direction to all components in your portfolio
	Introduction	Summary and highlights of your portfolio; engage the readers
	Learning Chronicle	Chart format with clearly defined learning outcomes
	Learning Narrative	Content appropriate for assessors; proves writing skills are at a post-secondary level; demonstrated organized thought process and identifies additional learning not included in your chronology
	Goals Summary	Introduction to the goals chart; identifies short, mid-term and long-term goals in a concise format
	Goals Chart	Measurable; progressive; identifies options that are flexible and achievable
	Cover Letter	Business format
	Résumé	Combination or skills Résumé ready for submission to an employer
	Document Chart	Table format; documents packaged into work, personal development, volunteer and Essential Skills; learning outcomes defined; documents that prove this learning clearly matching the appendices
	Appendices	Organized; complete; course and work samples; direct and indirect documents. Include a Catalogue of resources with one page from the document if there are a number of large documents. i.e. proposals, thesis

Tips for using your Portfolio

1. If submitting your portfolio for assessment to an institution, **contact** them and follow all instructions.

2. **Review** your portfolio with an advisor.

3. Insure a **professional** appearance by using consistent headings and format.

3. **Correct** all typos, spelling, and formatting errors.

4. **Photocopy** or scan all certificates and documents.

5. Keep a master **copy** of all pages.

6. Put **all** portfolio pages into sheet protectors.

7. Put all pages into a **binder**.

8. Do not number pages so you have more **flexibility**.

9. Use page dividers or tabs to **indicate** each section.

10. Adjust and **target** your portfolio each time you use it.

> When submitting your Portfolio to a POST-SECONDARY INSTITUTION...
> **NEVER "SEND" YOUR PORTFOLIO. DELIVER IT.**
>
> When using your Portfolio in the workplace...
> **NEVER GIVE YOUR PORTFOLIO TO AN EMPLOYER. USE IT DURING THE INTERVIEW TO HELP YOU.**
>
> **IF AN EMPLOYER ASKS YOU TO LEAVE IT FOR REVIEW, LEAVE A COPY ONLY...NOT YOUR ORIGINAL**.

Best Wishes on your LIFE LONG LEARNING JOURNEY

Know yourself so others can know you; be yourself, no one else is better qualified.

Gaelyne MacAulay

Common LP and PLAR (RPL)Terminology

Some common terms you will encounter when you use your LP throughout your career and learning journey in the workplace or post-secondary institution include

Accreditation - giving credit or approval toward a course, program, or a certification system.

Adult Learner - any person 18 years and older who has been out of public school for a minimum of two years.

APEL - "Accreditation for Prior Experiential Learning," equivalent term for Prior Learning Assessment and Recognition in the United Kingdom.

Apprisal - assessment on quality of performance.

Articulation - agreement between two post-secondary institutions whereby they accept and/or grant credit for courses toward each other's programs.

Assessment - defined process of evaluation of learning that is fair, equitable, and flexible and that results in accomplishments towards a specific goal of recognition or credit.

Benchmark - defined performance level that is expected and that can be measured or compared to a set standard.

Certification - acknowledgment by certificate with a registered seal that formally recognizes a person's mastery in skills and knowledge to a specific level.

Challenge Exam - test administered by an institution, organization, or accreditation body for a person to prove they have the knowledge and skills equivalent to someone who completed a course of study or training.

Chronological Record - set of events that follow one another.

Competency - measurable set of applied skills that, when achieved, results in a person's ability to perform specific tasks and duties.

Credential Recognition - (CR) recognized achievement resulting from structured learning that meets the predetermined standards in formal documents such as diplomas, degrees, and licenses.

Credit - recognition received for meeting predetermined requirements or standards.

Credit Transfer - acceptance of credit granted by one organizational body or institution by another.

Equivalency - comparing the content and level of learning from two different sources.

Evidence

    Direct Evidence - what you can prove you have learned eg. essays, demonstration, video

    Indirect Evidence - what others say you learned eg. verification and reference letters, testimonials.

Experiential Learning - non-credited learning acquired through formal and informal experiences.

Informal Learning - learning acquired outside an educational institution.

Learning/Training Contract - agreement between two parties that clearly outlines learning activities and objectives that must be reached within a set time frame to meet specific goals.

Learning Outcomes - demonstrated knowledge and skills learned from formal and informal experiences.

Module - set of associated skills and knowledge that define performance requirements usually located within a Competency based model.

Multi-Skilled - having skills to perform more than one job.

PLAR - "Prior Learning Assessment and Recognition."

Prior Learning Assessment and Recognition - self-assessment process in which a variety of assessment tools are used to evaluate and equate relevant learning against a set of outcomes, standards, or credentials.

Portfolio (Learning/Career/Personal) - comprehensive document that presents learning outcomes from experiential learning and equates them with learning outcomes in a formal education, training and/or accreditation system.

Portfolio Development Course - training program (usually 30 hours) that assists people in creating their portfolio.

Process - sequence of steps/facts/rules that comprise a plan or method.

Recognition - within a PLA process, "recognition" is the acceptance of equal value for formal and informal learning whether it is acquired through academic, professional training, work experience, or non-formal credits.

RPL - "Recognition of Prior Learning," equivalent term for Prior Learning Assessment and Recognition. *It is a holistic term and relates to all aspects of formal and informal recognition and assessment by combining PLAR processes and Qualification Recognition processes. In the case of foreign-trained individuals, RPL would also include recognition of international credentials. (CAPLA Strategic Plan '07)*

Skill - term used to describe an ability or proficiency.

Standardized Test/Exam - assessment tool administered to a common population that uses standard deviations, scores, and percentiles to compare an individual score to that common population.

Task - unit of work.

Transferable Skills - learning outcomes from one experience that can be practiced in another setting.

Validity - degree of accuracy to which an assessment tool measures to a set of outcomes.

Action Words for Portfolios, Resumes, and Application Forms

Accomplished	Calculated	**Decided**	**Evaluated**	Ide**ntified**
Achieved	Catalogued	**Defined**	**Examined**	Illustrated
Acted	Chaired	**Delivered**	**Executed**	Implemented
Activated	Charted	**Demonstrated**	**Expanded**	Improved
Adapted	Checked	**Designed**	**Explained**	Incorporated
Addressed	Coached	**Detected**	**Explored**	Increased
Adjusted	Collected	**Determined**	**Extended**	Informed
Administered	Combined	**Developed**	**Extracted**	Initiated
Advanced	Communicated	**Devised**		Inspected
Advertised	Compared	**Directed**	**Facilitated**	Installed
Advised	Compiled	**Discovered**	**Fashioned**	Instituted
Aided	Composed	**Displayed**	**Finalized**	Integrated
Allocated	Computed	**Dissected**	**Fixed**	Interacted
Analyzed	Condensed	**Distributed**	**Focused**	Interpreted
Answered	Conducted	**Diverted**	**Formed**	Interviewed
Applied	Conserved		**Formulated**	Introduced
Approved	Constructed		**Fostered**	Invented
Arranged	Consulted	**Earned**	**Found**	Inventoried
Assembled	Contracted	**Edited**	**Fulfilled**	Issued
Assessed	Continued	**Educated**	**Furnished**	
Assigned	Contributed	**Effected**		
Assisted	Controlled	**Employed**		**Joined**
Attained	Converted	**Encouraged**	**Gathered**	**Judged**
Authorized	Convinced		**Generated**	
Awarded	Coordinated	**Enforced**	**Governed**	
	Counseled	**Engineered**	**Guided**	**Kept**
	Created	**Enhanced**		
Began	Cultivated	**Enlarged**		**Launched**
Briefed		**Enlisted**	**Handled**	Learned
		Ensured	**Headed**	Led

Located	Planned	Reached	Searched	Taught
Logged	Played	Received	Secured	Tested
Led	Prepared	Recommended	Selected	Tightened
Listened	Presented	Reconciled	Separated	Totaled
	Presided	Recorded	Served	Tracked
Maintained	Prevented	Recruited	Shaped	Trained
Managed	Printed	Reduced	Shared	Transmitted
Marketed	Prioritized	Referred	Simplified	Translated
Maximized	Processed	Regulated	Sold	Traveled
Measured	Produced	Remodeled	Solved	Tutored
Mediated	Programmed	Reorganized	Sorted	
Mobilized	Projected	Repaired	Spearheaded	Undertook
Modified	Promoted	Replaced	Specialized	Updated
Monitored	Proofread	Reported	Specified	Upgraded
Motivated	Proposed	Represented		Used
	Protected	Researched	Spoke	Utilized
Navigated			Sponsored	
Negotiated	Proved	Reshaped	Staffed	Validated
	Provided	Resolved		Verified
Observed	Publicized	Responded	Started	Vitalized
Obtained	Purchased	Restored	Strengthened	
Opened		Retrieved	Structured	Volunteered
Operated	Qualified	Reviewed	Studied	
	Quantified	Revised	Suggested	Weighed
Participated	Questioned	Revitalized	Summarized	Widened
Performed			Supervised	Won
Piloted	Raised	Saved	Supplied	Worked
Pioneered	Ran	Scheduled	Supported	Wrote
Placed	Rated	Screened	Surveyed	

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Plotting my direction with a Learning Portfolio