



Get SET
Skills, Education and Training
TOOLS YOU CAN USE

THURSDAY JUNE 11 2026 | 2 – 3:30 PM



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LNO Learning Networks
of Ontario

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YOUR HOSTS



Heather Robinet
QUILL Learning Network

- Apprenticeship & Service Coordination Resources



Brandy Smith
Literacy Link Eastern Ontario

- Artificial Intelligence (AI) & Assessment Resources



Robin Crank
Project Read

- Curriculum & Research Resources



Barb Glass
College Sector Committee for Adult Upgrading & ACE Distance

- Practitioner Tools, Resources & Professional Development



Bruce Belcher
S5 Dynamic Learning Initiative

- Deaf Stream Resources



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STATEMENT OF RECOGNITION

While we meet today on a virtual platform, let's take a moment to recognize, respect and acknowledge the importance of the lands we occupy and from which we benefit.

Today, let's reaffirm our commitment and responsibility to improve relationships between nations -- and our own understanding of local Indigenous peoples and their cultures.

Let's remind ourselves that, wherever we are, we live on the ancestral and unceded territory of Inuit, Métis, and First Nations people.



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ABOUT POP UP PD FOR LITERACY EDUCATORS

- free webinar series developed by Ontario's Regional Learning Networks & the Provincial Support Organizations for Literacy
- supports Get SET practitioners with presentations on topics important to them
- English language webinars presented for Get SET practitioners annually since 2015-2016
- **all** webinar presentations, recording links & transcripts here:
[Pop Up PD Resources for LBS Educators](#)
- webinar topic ideas welcome at: e-channel@contactnorth.ca



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Today's Webinar

Learning Networks of Ontario (LNO) and the Provincial Support Organizations for Literacy (PSOL) create many new resources and tools for the LBS field each year.

- This an overview of some of what was created in 2025-2026, sorted by topic/theme. It is not an exhaustive list.
- A link to the recorded presentation will be sent to you after the webinar.
- Hyperlinks to all resources are active.
- Please complete the short evaluation survey that will pop up when you exit today's webinar.



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Apprenticeship and Skilled Trades



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Resources on teaching Skilled Trades

Metro Toronto Movement for Literacy (MTML)

This curriculum resource includes 4 e-booklets (printable and fillable), each focused on a different skilled trade.

- Working in Drywall
- Working in Roofing
- Working as a Painter
- Working as a Security Guard

Each booklet features:

- an intro to the trade, with comprehension activities
- labour market conditions, with comprehension activities
- pathways or entry points to the trade, including step-by-step guidance and helpful links
- essential literacy skills needed related to the OALCF, with related comprehension activities



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Building Foundations: Literacy and Numeracy for Skilled Trades Success

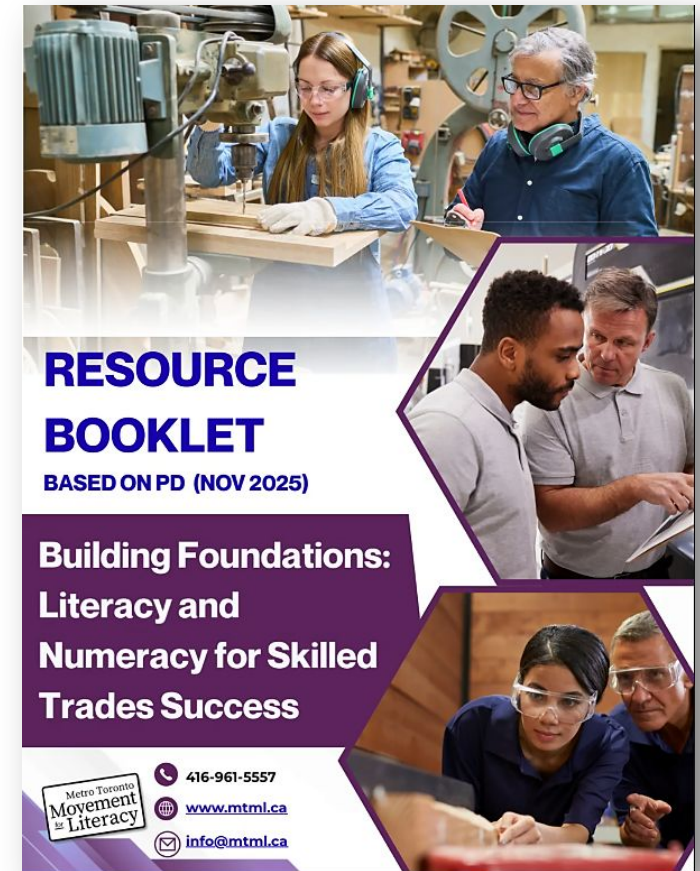
Metro Toronto Movement for Literacy (MTML)

This resource

- equips instructors with the tools and strategies needed to develop foundational literacy and numeracy skills among learners entering skilled trades.
- includes links to recordings of 4 workshops and details of each session separately.

See

https://drive.google.com/file/d/1wfsFLRT_s-GOHv6guFXqvWwOiphQx97i/view -



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Apprenticeship-Related Resources for Get SET Practitioners

Literacy Link South Central (LLSC)

This flyer shares QR Codes for 3 supports

- 1) ARISE Project Resource List
- 2) ARISE Apprenticeship Pathway Resources Website
- 3) OALCF Hub – Resource Curation

 APPRENTICESHIP-RELATED RESOURCES FOR GET SET PRACTITIONERS	
ARISE Project Resource List	Apprenticeship-related resources organized by • 4 Apprenticeship Sectors • Assessment Tools • Soft Skills Sortable and includes links to all resources listed. Click here
ARISE Apprenticeship Pathway Resources Website	A website with curated resources for five specific apprenticeships • Construction Craft Worker • Plumber • Millwright • Electrician • General Carpenter Click here
OALCF HUB - Resource Curation Laubach Literacy Ontario (LLO)	A service provided by LLO • Curated access and guidance to find OALCF tools • Support identifying which resources to use and when • Reduced duplication and time spent searching Contact: literacy@laubach-on.ca Use the subject line: ARISE Project
ARISE Project Contact ARISE	

FIND THE RESOURCES YOU NEED

01 Where should I start?
If you know which apprenticeship you need resources for and it is one of the five listed on the **ARISE Apprenticeship Pathway Resources** website, start there. All the resources are linked except the culminating tasks and milestones.

02 What is the next step?
If you know which apprenticeship you need resources for and it isn't on the website, or you need more information go to the **ARISE Project Resource List**. Use the sort feature to group like items within a column. All the resources are linked except the culminating tasks and milestones.

03 Where can I get more general information?
If you need more general information about apprenticeship use the **ARISE Project Resource List**. The list does contain many resources that are not specific to a particular apprenticeship. For example, there is a page of resources related to Soft Skills. All the resources are linked except the culminating tasks and milestones.

04 Where can I get more help?
If you think you need more information, help with sorting through the information or additional resources, you can use **LLO's OALCF HUB - Resource Curation** service. Just send them an email with your question(s). They will respond by email or set up an online session to provide information and support, depending in your needs.

Email: literacy@laubach-on.ca
Use the subject line: ARISE Project

[ARISE Project](#) [Contact ARISE](#)



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Step Up and Succeed

Literacy Link South Central (LLSC)



LLSC has developed a comprehensive resource hub with tools, tips and resources specifically tailored to the needs of small and medium-sized employers.

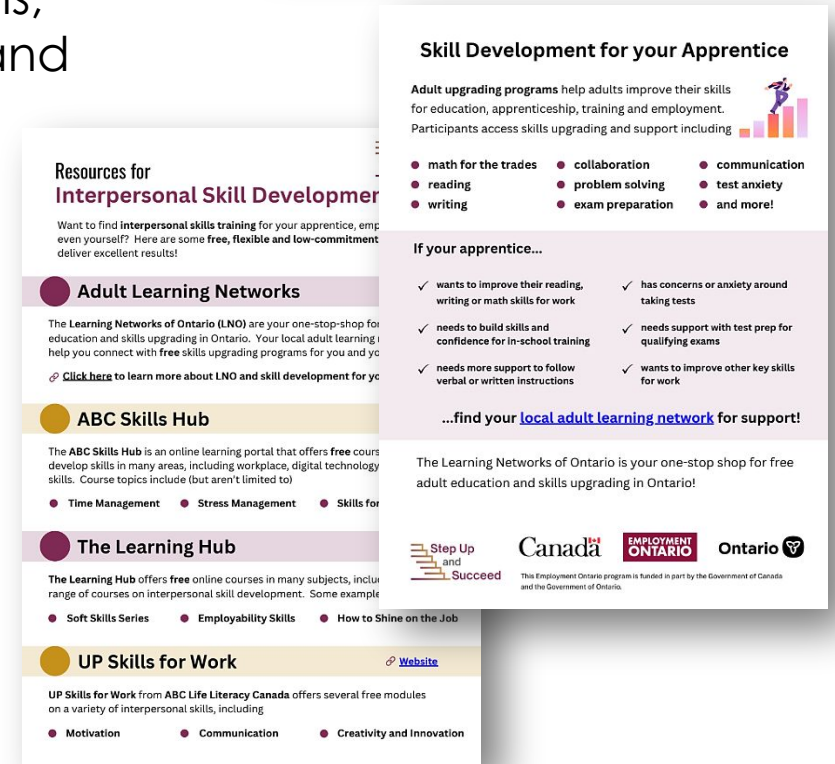
New this year

Skill Development for your Apprentices Guide

- Promotes Get SET for skills development for apprentices
- Directs employers to their local service provider via the Learning Networks of Ontario

Resources for Interpersonal Skill Development

- Summarizes 7 places to find interpersonal skills training for apprentices and employees



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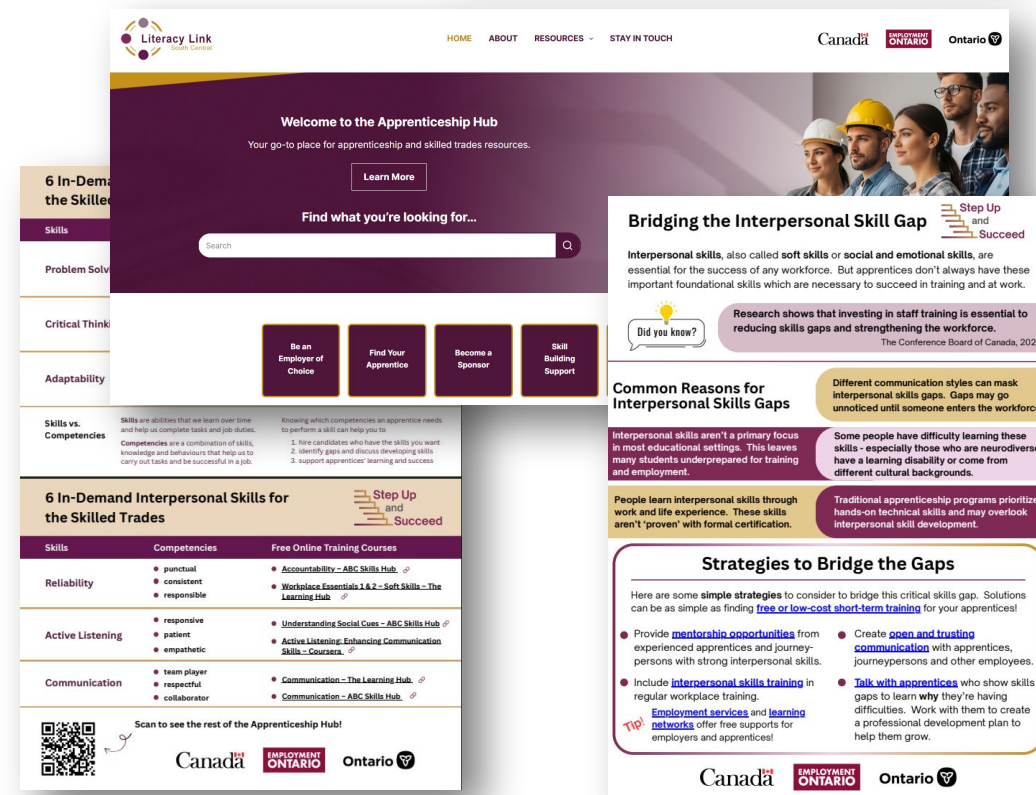
ApprenticeHub.ca

Literacy Link South Central (LLSC)

The 'Get SET Skills Education and Training Programs' page promotes how Get SET can help adults improve their skills for apprenticeship, training and employment.

The Get SET section includes 3 downloadable resources that are geared to learners

- Resources for Interpersonal Skills Development (as described on the last slide)
- 6 In-Demand Interpersonal Skills for the Skilled Trades
- Bridging the Interpersonal Skills Gap in Apprenticeship



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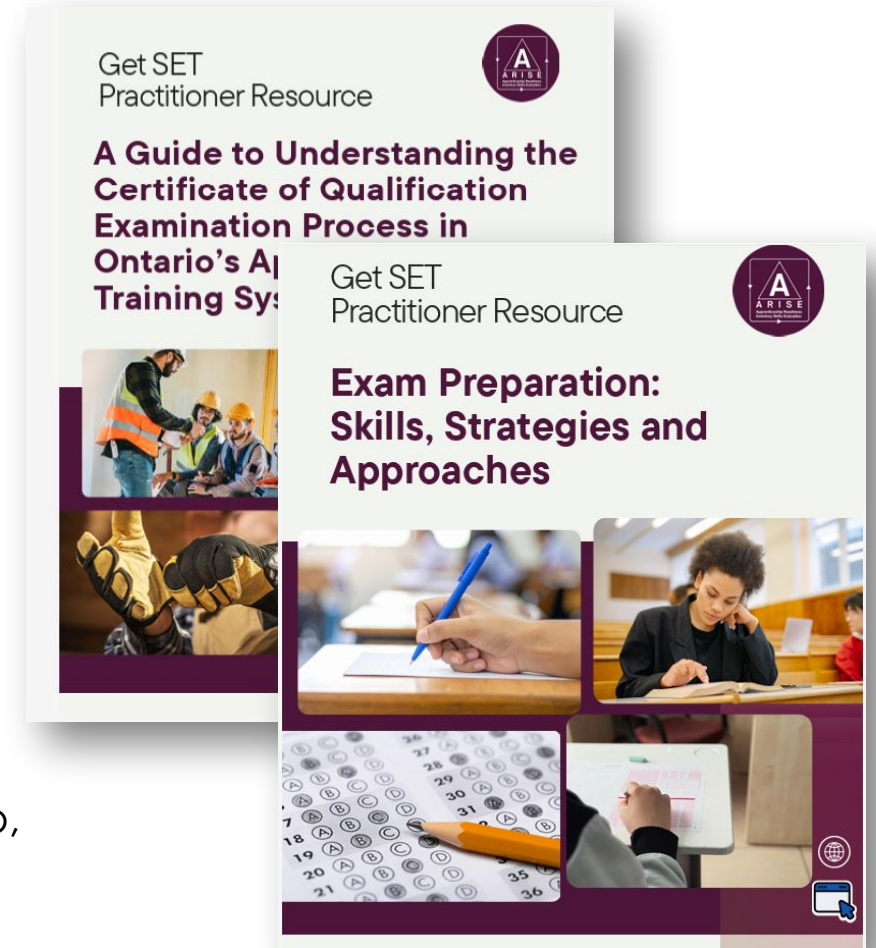


Certificate of Qualification-related resources

ARISE Project/Literacy Link South Central (LLSC)

As part of its ARISE Project, LLSC has also created two practitioner resources specific to the C of Q. They are

- 1) A Guide to Understanding the Certificate of Qualification Examination Process in Ontario's Apprenticeship Training System.
 - Helps learners enhance their understanding of what the C of Q exam is and the Get SET practitioner's role in supporting C of Q prep.
- 2) Exam Preparation: Skills, Strategies and Approaches.
 - Supports practitioners with learners who need help preparing to write their C of Q (e.g. specific testing, academic final exam prep, etc.)



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AI (Artificial Intelligence)



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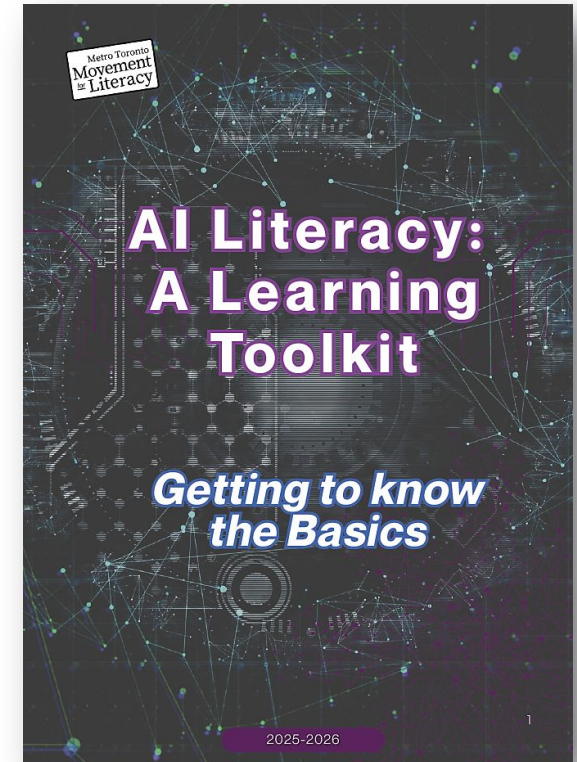
AI Literacy: A Learning Toolkit

Metro Toronto Movement for Literacy (MTML), Tri-County Literacy Network (TCLN)

This toolkit is designed to

- support Get SET instructors in developing their AI literacy skills
- equip Get SET instructors with tools and strategies to enhance teaching and directly supporting adult literacy learners.

English and accessible versions available on MTML's website



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AI in Literacy: A Learning Toolkit (AI Lab)

Metro Toronto Movement for Literacy (MTML), Tri-County Literacy Network (TCLN)

MTML's AI Literacy Lab is for instructors in Get SET and adult literacy programs who want a practical, basic understanding of AI. There is a small fee attached to access this lab.

www.mtml.ca/resources/ai-in-literacy-a-learning-toolkit



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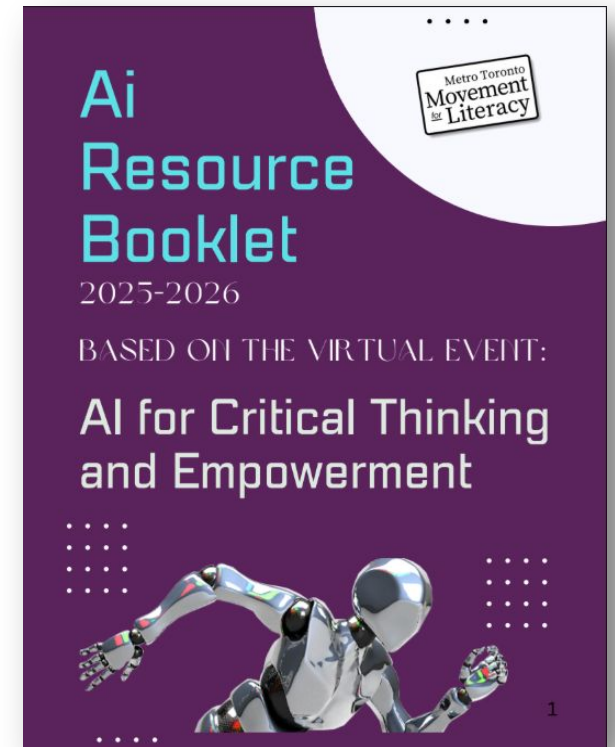
AI for Critical Thinking and Empowerment resource booklet

Metro Toronto Movement for Literacy (MTML) Tri-County Literacy Network and Literacy Network Northeast (LNN)

This resource includes details of AI sessions organized in 2024-2025.

- Overview of PD day (June 2025)
- Kate Arthur's Workshop: Am I Literate? Redefining Literacy for Responsible Innovation in the Age of Artificial Intelligence
- Elizabeth Tighe's workshop: Considering Digital Assessments and Texts with Adult Foundational Education Students
- Rachel Rigg's workshop: A Framework for Integrating AI

It also has annotated resources suggested by the facilitators.



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Contact North and Literacy Link South Central (LLSC)

- is a series of 11 bulletins specifically designed to provide valuable insights and resources for educators in adult education,
- has an emphasis on Get SET (Skills, Education and Training) programs.

The image is a collage featuring several covers of the 'AI Bytes' bulletin, which has a blue and red circuit-themed design. The main cover prominently displays the title 'AI Bytes' and the subtitle 'Making Sense of Artificial Intelligence in Literacy and Basic Skills Education'. It also includes the text 'A Contact North | Contact Nord and Literacy Link South Central publication'.

Overlaid on the bottom left is a red button with the text 'E-Channel Apprentissage en ligne'. Below this, a text box contains the following content:

Welcome to *AI Bytes*, your digital digest for the latest in artificial intelligence information for LBS!

Whether you're an educator crafting engaging lessons or a learner who needs interactive study aids, *AI Bytes* is your go-to source for quick AI-powered ideas. In this second ebulletin, we dive into the innovative world of AI, exploring a spectrum of AI tools or assistants designed to streamline your

By now, you've likely claims about how an is revolutionizing ed literacy and basic sk question AI is here to education means he... the world around them, AI poses a terrific opportunity.

We as educators have a responsibility to equip learners with the knowledge and skills they

provide valuable insights and resources for educators in adult education, with an emphasis on Literacy and Basic Skills programs (LBS).

• Meet the *AI Bytes* team

provide valuable insights and resources for educators in adult education, with an emphasis on Literacy and Basic Skills programs (LBS).

• Understanding the technologies powering modern chatbots

On the right side of the collage, a hand is shown holding a smartphone. Overlaid on the phone and the background is a circular digital interface with various icons: a lightbulb, a globe, a gear with 'AI' inside, and a network of nodes. The background of this section is dark blue with a subtle grid pattern.

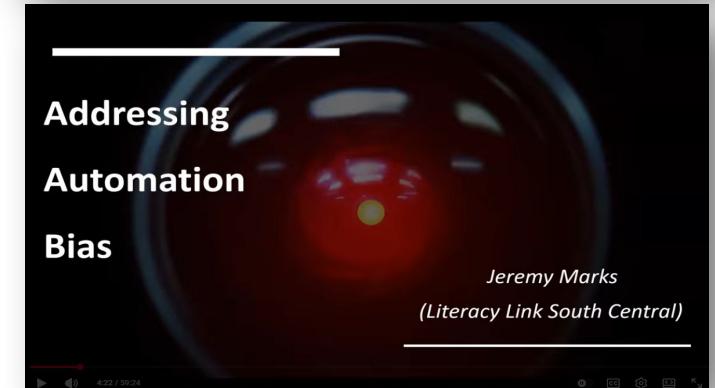
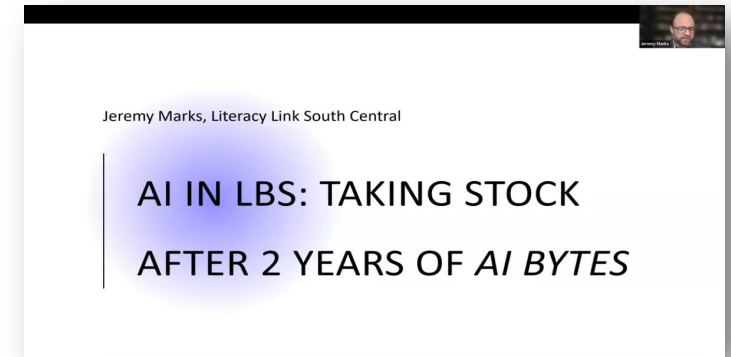


AI Webinars

Contact North and Literacy Link South Central (LLSC)

Three AI Webinars were presented last year.
All can be viewed on YouTube.

- Beyond the Algorithm: Addressing Automation Bias in Get SET
- Assessing the Get SET–AI Relationship: Where You Are & Where You Want to Go Next
- Blended Learning Webinar - Work Smarter, Not Harder: Let e-Channel Lighten Your Workload



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Custom AI Assistants

Literacy North West (LNW)

Michael Andrews from Literacy Northwest has created many custom AI assistants. They are built specifically for the Get SET context, and help practitioners

- draft learning activities,
- build assessments,
- support learners one-on-one,
- prepare learners for the CAEC, and
- guide people toward apprenticeship and trades pathways.

All tools are grounded in the OALCF and run on both Chat GPT and Google Gemini.

Follow the link below for the Quick Start Guide which includes safety guidelines and the full list of the tools

<https://drive.google.com/drive/folders/17yU-L-zLRDgbpwwtkcrTBe3zuD9AIAct?usp=sharing>

Get SET AI Tools

Quick Start Guide

What these tools do

These custom AI assistants are built specifically for the Get SET context. They help you draft learning activities, build assessments, support learners one-on-one, prepare for the CAEC, and guide people toward apprenticeship and trades pathways. All tools are grounded in the OALCF. They run on both ChatGPT and Google Gemini.

Important!

Every output from these tools must be reviewed and approved by a qualified Get SET practitioner before being used with a learner. Do not copy and paste outputs directly. Your professional judgment is always the final step.

The real power: make it personal

These tools work best when you give them context about your learner. The more specific you are, the more relevant the output.

- Share the learner's interests, hobbies, and goals. A learning activity built around someone who loves hockey and wants to be an electrician will land very differently than a generic one.
- Paste in a learner plan and let the tool build directly from it.
- Describe the learner's current level and what you are working toward.

Tips for getting started

- Start with one tool and one task you would normally do yourself.
- If the first output is not quite right, push back. Ask it to adjust the reading level, change the context, or try a different approach.
- **Stack the tools:** use the Get SET Assistant to build a curriculum outline, then feed it into the Learning Activity Creator to generate ready-to-use activities.
- **Get SET Assessment is in BETA** — treat its outputs with extra scrutiny until the tool matures.

A note on learner privacy

Do not enter identifying learner information — full names, case numbers, or personal details — into any AI platform. Use first names only or describe the learner in general terms.

Share your feedback

These tools improve based on practitioner experience. If something works well or falls flat, [please use the feedback form](#). Every response shapes the next round of improvements.



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Assessment Tools



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CABS Assessment Tool (updated in 2026)

Literacy Link Eastern Ontario (LLEO)

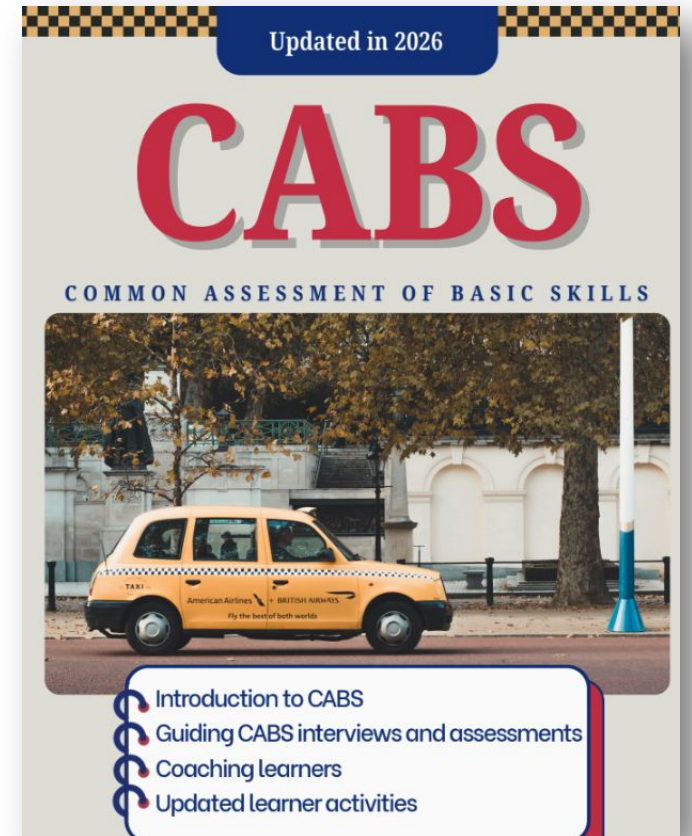
The Common Assessment of Basic Skills (CABS) tool uses real-life tasks to assess the learner's basic skills.

Key principles include

- Ensuring learning is successful in meaningful life contexts
- Identifying desired results at the outset of a program
- Using flexible methods to attain results
- Accommodating varied student needs

In CABS 2026

- the original tool and activities are revised and updated, and the original 5 levels are articulated to align with the 3 levels of OALCF.
- instructions detailing specific criteria for assessment are also included.



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Common Initial Intake Assessment

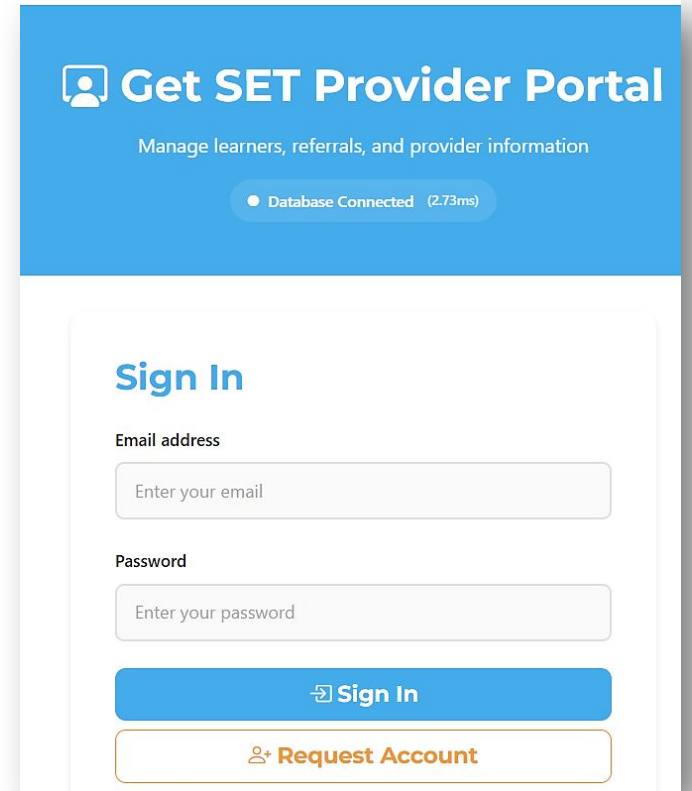
The Mid North Network (MNN)

This is a shared initial intake assessment that Get SET service providers in the mid north can use as part of their intake process.

It is intended to reduce repeated assessment steps for learners and can be transferred between Get SET agencies when learners are referred or move across providers.

An attached report notes that common intake/assessment components were reviewed, revised, pre-tested, and completed in English and French.

It can be accessed on the [MNN Get SET Provider Portal](#) (registration required)



The screenshot shows the 'Get SET Provider Portal' interface. At the top, a blue header contains the portal name and a sub-header 'Manage learners, referrals, and provider information'. Below this, a status bar indicates 'Database Connected (2.73ms)'. The main content area is white and features a 'Sign In' section. It includes input fields for 'Email address' (with placeholder 'Enter your email') and 'Password' (with placeholder 'Enter your password'). Below these fields are two buttons: a blue 'Sign In' button and an orange 'Request Account' button with a user icon.



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Curriculum: Goal Path Specific



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GET JOB READY: Skills for Success in Northern Ontario

The Mid North Network (MNN)

Four Workbooks were created

- Level 1 Workbook, English - Employment-focused OALCF/Skills for Success workbook for high-Level 1 learners approaching Level 2
- Level 2 Workbook, English
- Level 3 Workbook, English - Built using the same OALCF/Skills for Success and Northern Ontario workplace-context design approach. To be piloted in 2026-2027.
- Level 1 Workbook, French Adaptation - French translation/adaptation of the English Level 1 workbook. To be piloted with a francophone agency in 2026-27.



All resources can be accessed on the [MNN Get SET Provider Portal](#) (registration required)



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Preparing Indigenous Get SET Learners for PLAR: A Get SET Practitioner's Resource

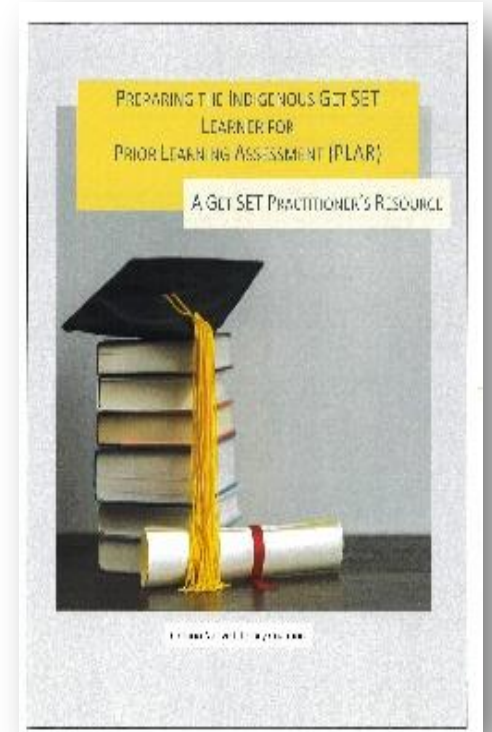
Ontario Native Literacy Coalition (ONLC)

This Prior Learning Assessment and Recognition (PLAR) guide is intended for staff at ONLC as well as affiliated community organizations that support Indigenous people who may have left school or experienced gaps in their education and wish to return to obtain their Ontario Secondary School Diploma (OSSD).

This document provides a general overview for those new to the processes, as well as detailed and practical steps outlining how a student moves through the PLAR process on the way to achieving their OSSD.

Authors: O'nahkwi:yo Kelly Maracle; Michael Payne

This resource will be added to the ONLC Bookstore soon.



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PLAR Pathway Preparation Booklets

Continuing Education of School Board Administrators (CESBA)

CESBA has developed updated and relevant Get SET resources to support learners who are on the secondary school credit pathway and are PLAR eligible.

There are five resources, one each for Math, English, Science, Geography and History.

All resources

- are currently available to be printed or used online with fillable pdfs. Moodle versions will be available soon.
- can be found on the CESBA website, sfs.cesba.com, under PLAR Readiness. You must create a user account to access these resources.



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Understanding mPLAR: Facts, Tips and Support for Get SET Leads

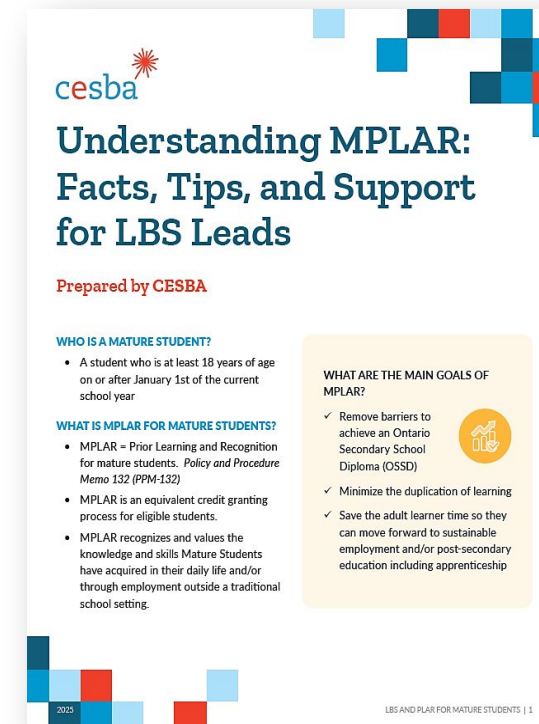
Continuing Education of School Board Administrators (CESBA)

CESBA has assembled a 'fact and tip' sheet to help Get SET staff better understand how to support learners eligible for PLAR (Prior Learning Assessment and Recognition) and collaborate with adult educators.

The 11-page resource covers:

- What is MPLAR for mature students and who is eligible?
- The assessment process to earn MPLAR credits
- Mature Students Transitioning between LBS, MPLAR and Credit
- Navigating the Journey: A Step-by-Step Start for Mature Learners
- LBS in Action: Supporting Learners Through the MPLAR-to-Credit Transition

<https://cesba.com/resources/understanding-mplar-facts-tips-and-support-for-lbs-leads/>



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Using the OALCF with CAEC Learners

AlphaPlus

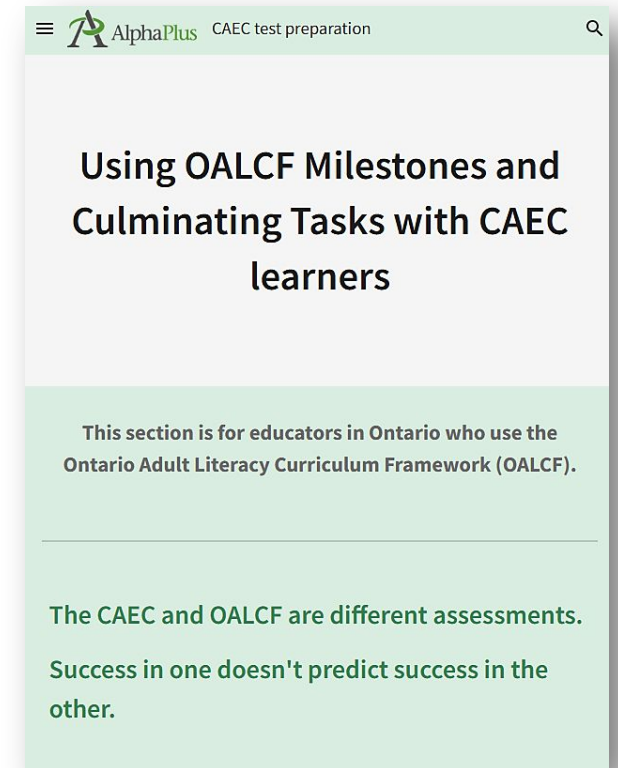
AlphaPlus has developed a resource to help adult educators prepare learners for the Canadian Adult Education Credential (CAEC). The resource is specifically relevant for Get SET educators who work within the Ontario Adult Literacy Curriculum Framework (OALCF).

The CAEC and OALCF are built on different design principles — success in one doesn't predict success in the other. Learners need different knowledge, skills and strategies to complete each.

This new resource

- helps educators complete reports for CAEC learners
- avoid introducing barriers when using milestones and culminating tasks.

<https://www.caec.alphaplus.ca/test-readiness-tools/oalcf-and-caec>



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CAEC Resources for Get SET Practitioners

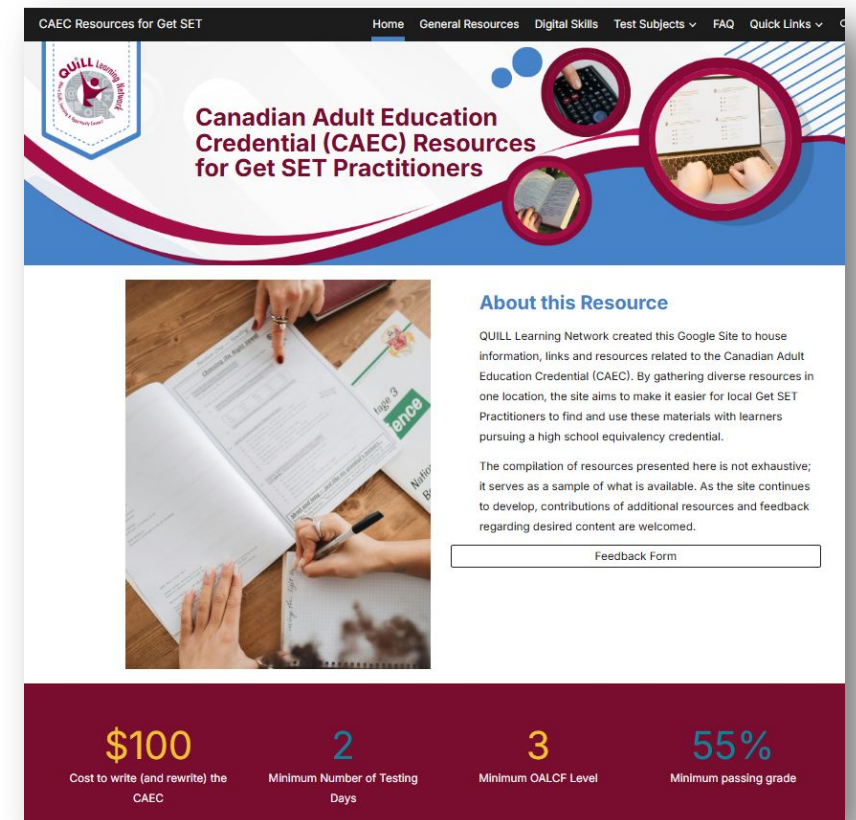
QUILL Learning Network

QUILL Learning Network has created a google site to house information, links and resources related to the Canadian Adult Education Credential (CAEC).

By gathering diverse resources in one location, the site aims to make it easier for Get SET Practitioners to find and use these materials with learners pursuing a high school equivalency credential.

Some links and resources are specific to the QUILL region.

<https://sites.google.com/view/caec-resources-for-get-set>



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Curriculum: General



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Functional French and Functional English

Literacy Network Northeast (LNN)

Functional French (Level 1 beginner):

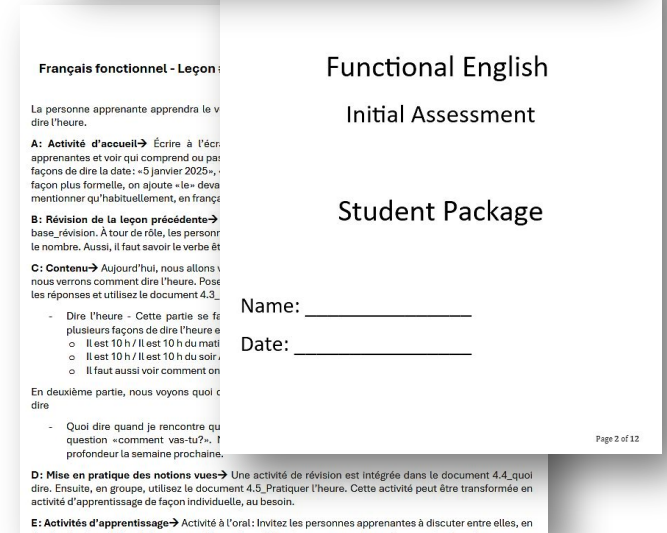
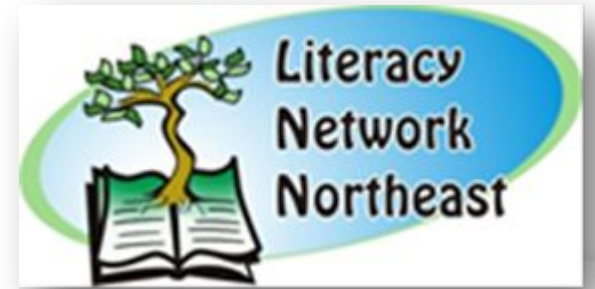
- designed to help learners develop and/or grow their French skills and competencies while aligning with the OALCF framework.

Functional English (Level 1 beginner):

- designed to help learners develop and/or grow their English skills and competencies while aligning with the OALCF framework.

The Moodle course for functional English Level 1 beginner will be available end of June 2026 and the functional French Level 1 beginner is currently being built (*hopefully to be ready by the fall*).

See: <https://lbsresourcesandforum.contactnorth.ca/>



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App and Software Workbooks for Beginners

Ontario Native Literacy Coalition (ONLC)

The ONLC has created two (2) App and Software Workbooks for the Get SET field.

1) Introduction to the iMovie Resource Workbook for Beginners

- This beginner workbook introduces users to iMovie and guides them through essential techniques and best practices for producing polished, engaging videos using iMovie.

2) Introduction to the Adobe InDesign Resource Workbook for Beginners (part of an Adobe series)

- This is a practical, step-by-step guide, building from basic to advanced concepts, with hands-on activities and reflection prompts to reinforce learning. Written at a level 2/3, the workbook is accessible and encourages self-paced learning.

These resources will be added to the [ONLC Bookstore](#) soon.



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French language Resources

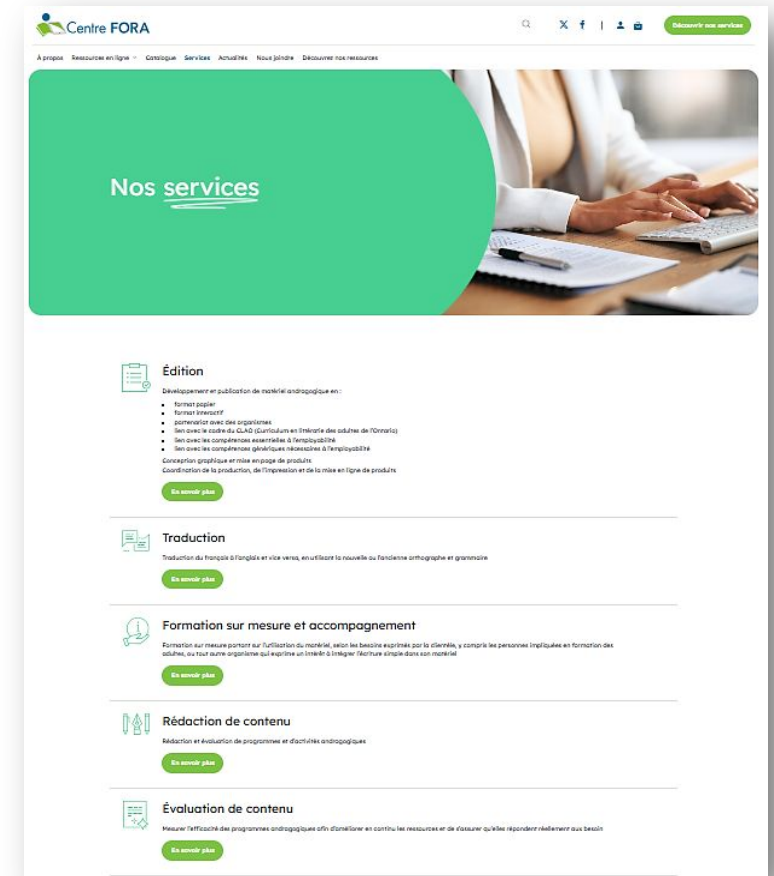
Centre FORA

Centre FORA has been developing French language resources for the past 33 years.

Please visit their new website to access these resources:
www.centrefora.com

For more information or a guided tour of the website, contact

- Jacqueline Gauthier, Executive Director
jgauthier@centrefora.com



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Practitioner Tools and Resources



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Low-Cost, No-Cost Assistive/Adaptive Technology

Literacy Link South Central (LLSC)

LLSC has created a one-page resource that contains a list of free or low-cost assistive/ adaptive apps that support adult learners in specific challenge areas, including

- reading
- writing
- math
- note taking
- organization
- time management
- studying or test-taking

Apps are organized according to specific types of devices and include video demonstrations.

<https://irp.cdn-website.com/1a9192fe/files/uploaded/Low+cost+and+no+cost+apps+assistive+adaptive.pdf> -

FREE OR LOW COST APPS				
Challenge Area	Mac OS X Laptop or computer	Microsoft Windows Laptop or Computer	Apple iOS Phone	Android OS Phone
Reading	Immersive Reader !	Immersive Reader !	Immersive Reader !	Immersive Reader !
	Natural Reader %	Natural Reader %	Accessibility feature > Spoken content !	Select to Speak !
	Speech !			
Writing	Dictation !	Microsoft Word !	Dictation !	Voice to text !
	Grammarly %	Grammarly %	Grammarly %	Grammarly %
	XMind %	XMind %		
Math	MSFT Math %	Math Assistant %	MSFT Math %	MSFT Math %
	AI Blaze !	AI Blaze !	AI Blaze !	AI Blaze !
Notetaking	OneNote !	OneNote !	OneNote !	OneNote !
	Google Keep !	Google Keep !	Google Keep !	Google Keep !
	Otter Voice Notes %	Otter Voice Notes %	Otter Voice Notes %	Otter Voice Notes %
	LiquidText %	LiquidText %	LiquidText %	
Organization	OneNote !	OneNote !	OneNote !	OneNote !
	Mind Node %	Mindomo %	Mind Node %	Mindomo %
Time Management	myHomework %	myHomework %	myHomework %	myHomework %
	Pomofocus %	Pomofocus %	Pomofocus %	Pomofocus %
	Mindomo %	Mindomo %	Focus Keeper %	
Studying or Test-Taking	Quizlet %	Quizlet %	Quizlet %	Quizlet %
	ChatGPT %	ChatGPT %	ChatGPT %	ChatGPT %

! - is free or built-in device % - has a free version, but also has a premium version with a cost
 - learn from demonstration video by clicking link on for demonstration



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Ontario's Pathways to Postsecondary Education for Adult Learners (bilingual)

CESBA, College Sector Committee for Adult Upgrading & ACE Distance (CSC)

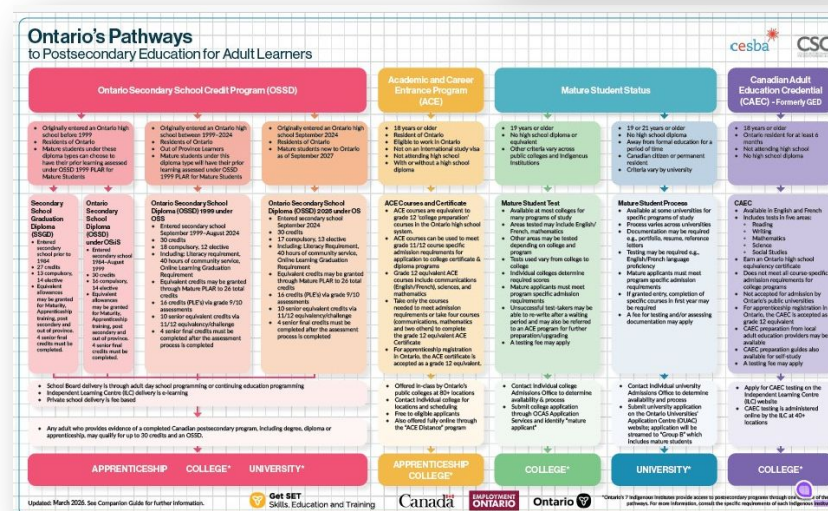
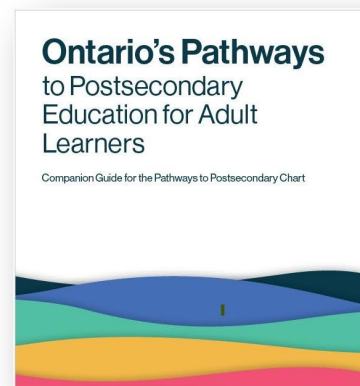
The new 2026 version of this resource describes the 4 main pathways to postsecondary education in Ontario with revised information on:

- Mature Student Status
- OSSD
- CAEC
- ACE Certificate

The resource includes two components:

1. Pathways to Postsecondary Chart (8.5 x 14 & poster size)
2. Companion Guide for the Pathways to Postsecondary Chart

See: <https://www.cscau.com/publications-and-resources-cscau> and <https://cesba.com/programs/get-set/>



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**Learning Networks
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Task Based Activities (TBA) Portal

QUILL Learning Network

QUILL has updated and/or replaced all tasks on the existing TBA portal. Most of them have also been digitized.

Work is currently finishing up on a new portal, and QUILL is hoping to launch it soon. It will improve the user experience for Get SET staff, provide new filtering and search mechanisms, and include new ways for practitioners to provide feedback and contribute to future site developments.

The new site will also include topic-specific task bundles in all goal paths, and even more new tasks. All tasks will be reviewed on a regular basis to ensure each task is relevant and error-free.

Look for an announcement soon about the new TBA website and PD.

Until then the current TBA website is still available to use.



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Professional Development for Practitioners



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pdplacedp e-training for Get SET Personnel

Community Literacy of Ontario(CLO), Laubach Literacy Ontario(LLO), CSC, CESBA, Contact North

PD Place offers online training to strengthen understanding of key components of the Get SET program.

Five (5) Orientation Courses are available on

- Ontario's Get SET Program
- Ontario Adult Literacy Curriculum Framework (OALCF)
- Get SET Performance Management Framework (PMF)
- EOIS-CaMS Orientation to Get SET e-Channel (PD Place)
- Get SET e-Channel

These courses are designed to be accessible anytime, self-directed and flexible, and easy to enroll and navigate

See <https://pdplacedp.contactnorth.ca/>



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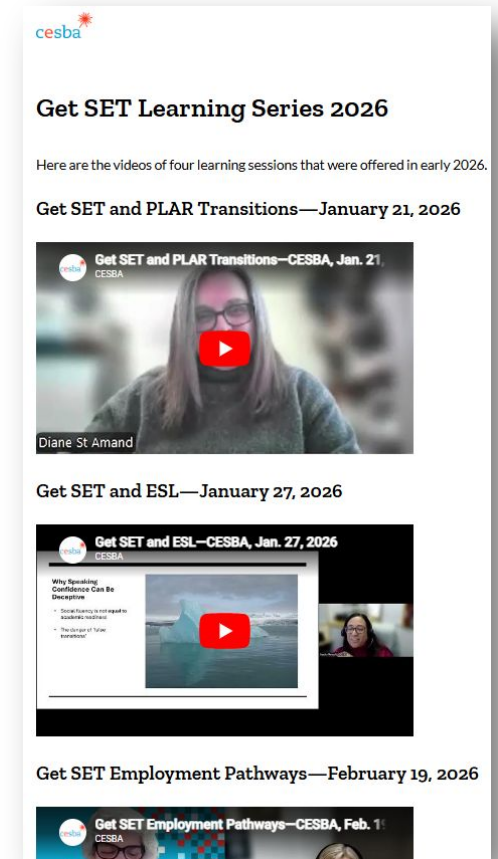
**Learning Networks
of Ontario**

Virtual Learning Sessions - Recorded

CESBA

CESBA hosted 4 virtual learning sessions, which were recorded and are now on their website. <https://cesba.com/resources/get-set-learning-series-2026/>

- 1) Get SET and PLAR Transitions
 - Learn from a panel of four Get SET program leads and staff about their promising learner transition practices
- 2) Get SET and ESL
 - Learn how to support learners transitioning between Get SET and ESL programming
- 3) Get SET Employment Pathways
 - Learn how panelists launched their employment-specific training programs
- 4) Get SET and AI in the Classroom
 - Learn how panelists used AI in the classroom



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**Learning Networks
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2026 EOIS-CaMS Reference Guide for New Get SET Staff

College Sector Committee for Adult Upgrading & ACE Distance (CSC) and others

This updated reference guide contains step by step instructions and many screen shots to support new (and existing) EOIS-CaMS users in entering and updating CaMS data for the Get SET program.

See

<https://www.cscau.com/publications-and-resources-cscau>



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**Learning Networks
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Niagara Common Frontline Resource Site

Learning Link Niagara (LLN)

Learning Link Niagara has created an online repository for all resources that were shared in their 6 Common Frontline meetings last year.

Resources and meetings are intended to support frontline staff in Get SET (Skills, Education & Training) programs, employment and allied services.

See <https://sites.google.com/view/niagaracflresource/home>



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Best Practices Guide to Culminating Tasks

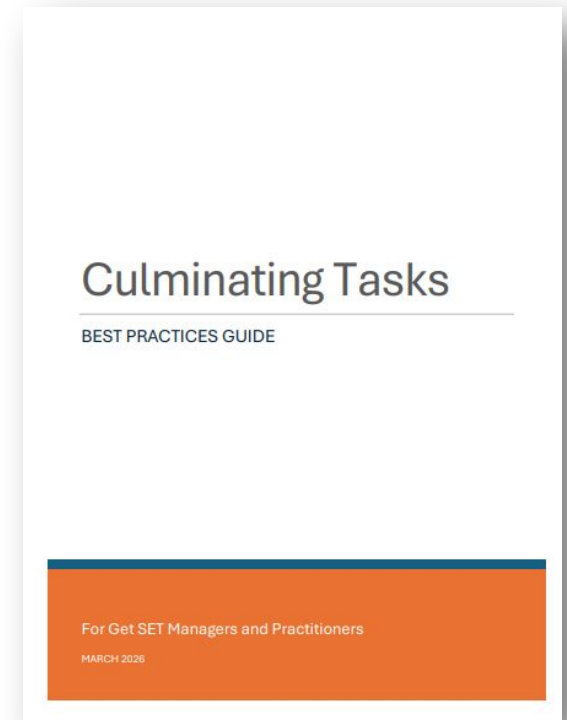
Learning Ontario Central South (LOCS), Laubach Literacy Ontario (LLO), Learning Connections Hamilton (LCH), Literacy Link Eastern Ontario (LLEO), Literacy Link South Central (LLSC), Literacy Northwest (LNW), QUILL Learning Network

This guide is intended for Get SET (Skills, Education and Training) program managers and practitioners who support learners with culminating task (CT) completion.

This guide was developed using the Ontario Adult Literacy Curriculum Framework (OALCF) Culminating Task User Guide 2024.

The CT Best Practices Guide will be fully showcased at an upcoming Working Group session in 2026 / 2027.

It is hosted on the [LBS Resource Forum](#) .



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Get SET Competency Framework

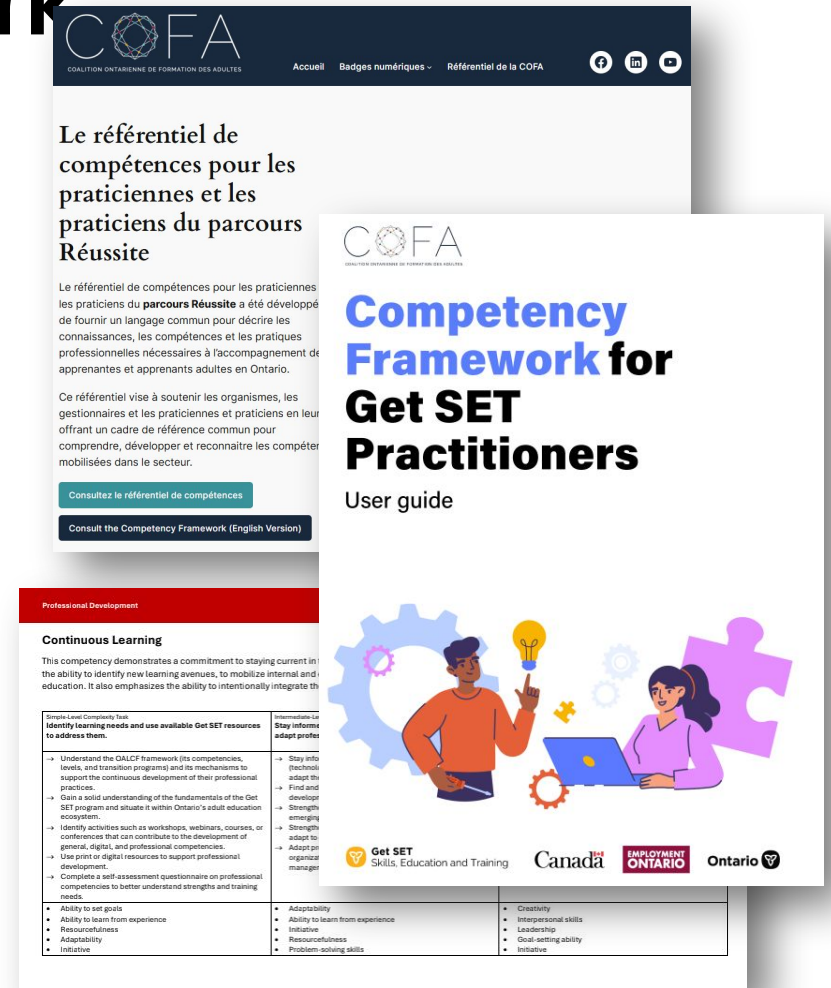
COFA (Coalition ontarienne de formation des adultes)

COFA has created a practical tool that can support professional development, onboarding, workforce planning, and performance discussions. To complement the framework, COFA has also developed a digital badge system that recognizes demonstrated competencies and professional achievements.

A User Guide is available to help practitioners, organizations, and partners understand the framework and make the most of its many applications.

Both resources are available in French and English on this page: <https://badges.coalition.ca/referentiel-cofa/>

(French language resource to be released soon)



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**Learning Networks
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Pop Up PD Recordings from all prior years

Contact North, QUILL Learning Network, and others

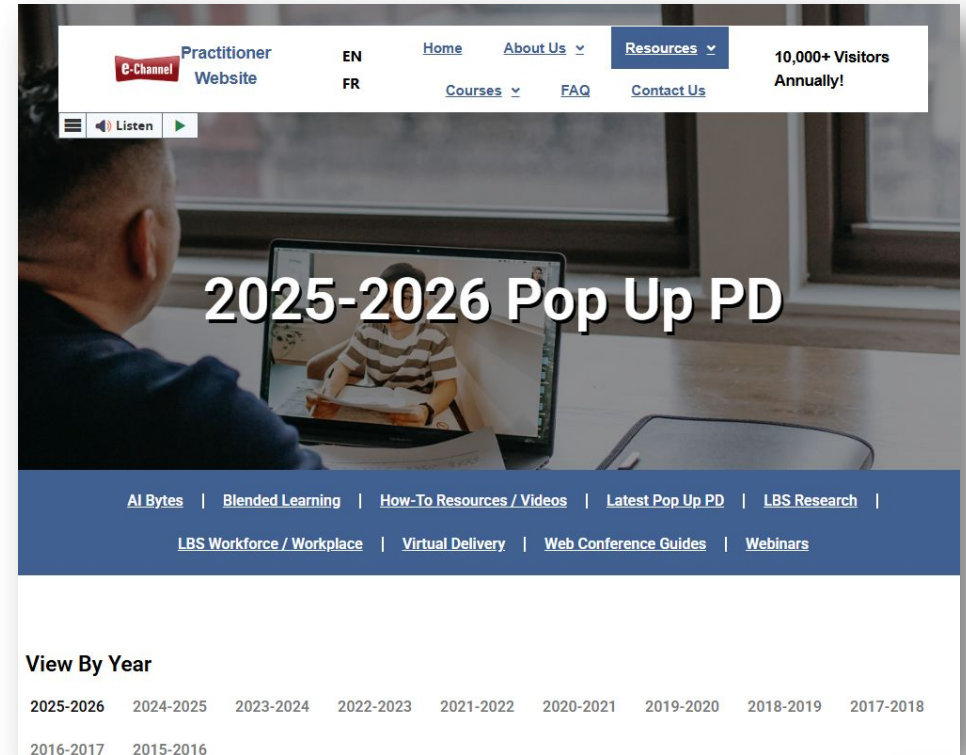
Contact North hosts all Pop Up PD webinar recordings from 2015 to present.

For each webinar, you can

- Watch a playback
- View presentation slides
- Access additional resources (if applicable)

See

[https://e-channel.ca/practitioners/resources/pop-up-pd/2025-2026-pop-up-pd/ -](https://e-channel.ca/practitioners/resources/pop-up-pd/2025-2026-pop-up-pd/)



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Research Reports Podcasts Published Works



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"The Night the Library Stayed Open"

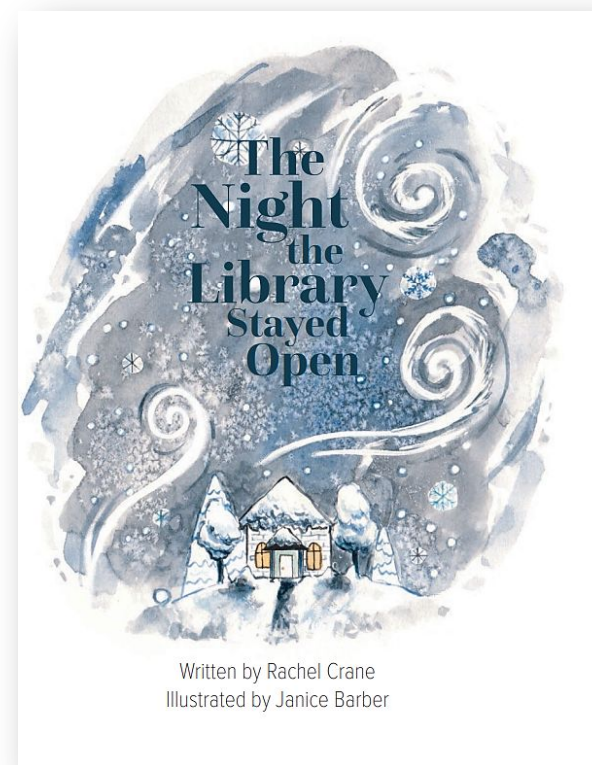
Learning Link Niagara (LLN)

With a focus on family literacy, this picture book can be enjoyed by adults who are learning to read alongside children.

The story follows neighbours who come together during a snowstorm and, along the way, explore the many forms of literacy we use every day— from computer skills (digital literacy) to emotional understanding and helping one another make sense of the world (relational literacy).

The book includes a facilitator/learning guide and can be used as a teaching and conversation tool in classrooms and community spaces alike.

Click here to see a [preview of the book](#) and email operations@learninglink.ca to order some copies for your classroom or to distribute in your community.



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**Learning Networks
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Exploring Canada's Adult Literacy landscape: Innovative Approaches

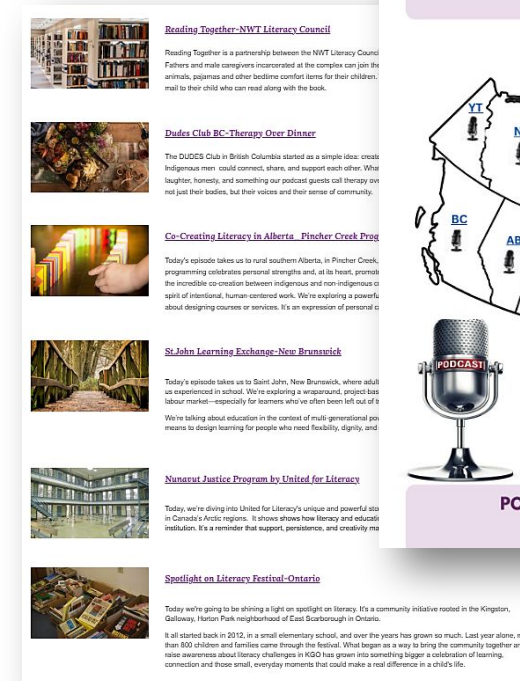
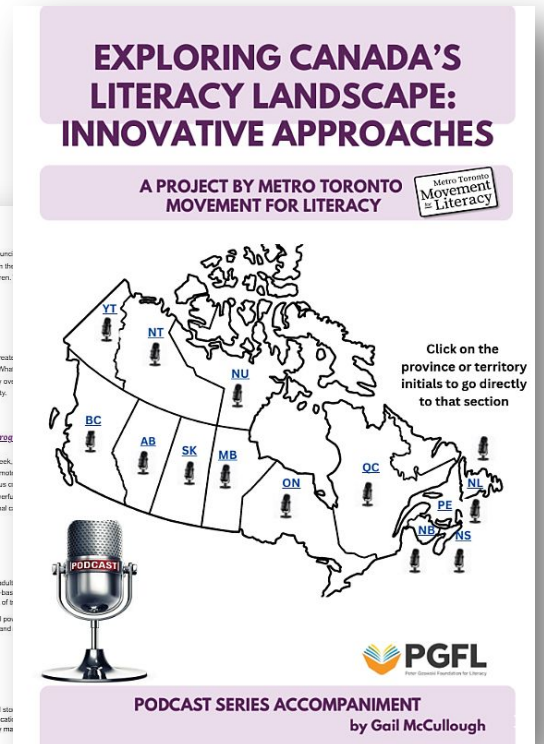
Metro Toronto Movement for Literacy (MTML)

MTML has recorded 13 podcasts and created a companion guide to their literacy podcast series.

They showcase innovative provincial and territorial adult literacy programs and offer practical ideas that literacy practitioners can adapt in their own communities.

See

<https://www.mtml.ca/resources/podcasts-for-training/innovative-literacy-programs-across-canada> -



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**Learning Networks
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Adult Learners in a Post-Pandemic World

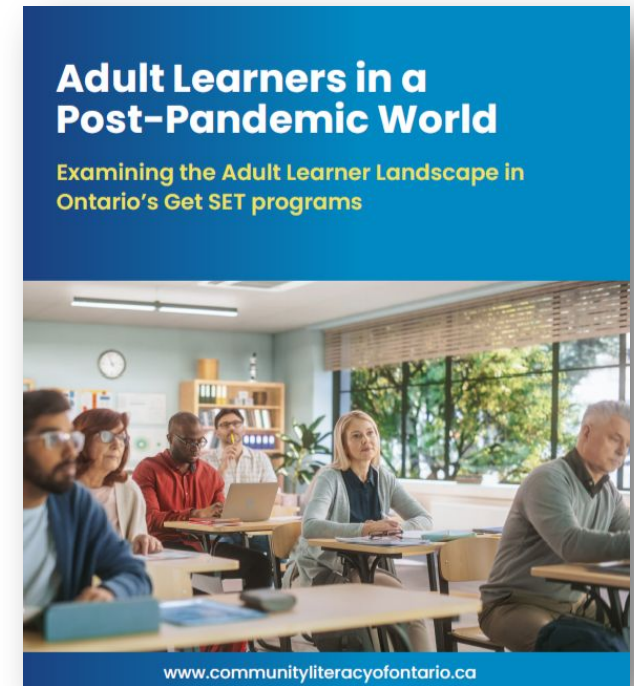
Community Literacy of Ontario (CLO), Simcoe Muskoka Skillforce (SMSF), Metro Toronto Movement for Literacy (MTML), Project Read Literacy Network (PRLN), Literacy Network Northeast (LNN)

In 2020, a series of major events began reshaping adult learning across Ontario

- The widespread impact of the COVID-19 pandemic
- The phased implementation of the Employment Services Transformation (ES Transformation)
- Shifting labour market demands and employer expectations

Based on a provincial survey, focus groups, and sector data, this report highlights:

- Changes in learner demographics and needs
- Impacts of ES Transformation and labour market shifts
- Challenges, successes, and strategies from Get SET agencies
- Actionable recommendations for service delivery



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**Learning Networks
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Literacy Development Stages to Support Instruction and Assessment

AlphaPlus

This resource describes how we all acquire the skills, strategies and knowledge needed to become capable readers and writers — across five stages from emergent to highly advanced literacy.

It was built from observations of real teaching and learning.

The key purposes and benefits are

- Grounded in practice: derived from actual classroom observation
- Actionable: connected directly to assessment tools
- Contextualizing: help educators see where a learner is and where they're headed

The new resources are found in the [AlphaPlus OER Collection](#)

Literacy development stages to support instruction and assessment				
Stage 0: Emergent literacy	Stage 1: Initial reading and writing (aligned with K-3)	Stage 2: Reading and writing to learn (aligned with grades 4-8)	Stage 3: Specialized reading and writing (aligned with grades 9-12)	Stage 4: Advanced disciplinary literacy (aligned with post-secondary education)
Core developmental focus (Foundational adult learning programs most likely see adults at Stages 1, 2 and 3.)				
Language experimentation and print awareness Language-rich interaction and experimental engagement with print form the foundation of literacy. Adults, similar to children, use their oral language as a basis for literacy. They build oral vocabulary and develop phonological awareness through social interaction, rhymes, stories, and dialogic reading. Literacy emerges gradually through exposure to books, environmental print and early writing attempts.	Decoding, basic reading and mastering sound-letter relationships Adults, similar to children, must learn the alphabetic principle and begin decoding simple texts. Reading is supported by systematic phonics instruction combined with high-frequency word recognition and guided reading practice.	Fluency, comprehension and connecting general knowledge with text Learners consolidate decoding and begin reading with increasing fluency and comprehension. Spelling shifts from purely phonetic strategies toward pattern-based spelling (word families). Learners use their knowledge to support literacy development and build new knowledge through reading and writing.	Domain-specific knowledge and literacy for work, school and to manage personal circumstances Literacy is a tool for building knowledge in specific domains (academic, work and institutional—legal, healthcare, housing). Adults encounter complex texts and must integrate comprehension strategies with vocabulary, conceptual understanding and analytical thinking.	Critical and theoretical knowledge using disciplinary concepts, frameworks and methods Literacy becomes discipline-specific and analytical. Adults in post-secondary programs, usually university, interpret complex texts, critique information, and construct arguments using evidence.
Instructional strategies				
Build oral language and early print awareness through dialogic read-alouds, storytelling and language play Develop phonological awareness (rhymes, syllables, beginning sounds) and letter knowledge through verse, games and manipulatives Model the connection between spoken and written language through shared writing, drawing, labeling and everyday functional texts (lists, notes, captions with photos) Use photo books and language experience stories, repetitive stories, rhymes and environmental print (signs, labels).	Provide systematic phonics instruction (letter-sound correspondences, blending, segmentation) supported by decodable texts and guided reading Develop sentence construction and basic writing conventions through interactive writing and short compositions Build sight word vocabulary and reinforce reading-writing connections through repeated reading, partner reading and structured word study Use decodable texts, predictable readers, simple narrative and informational texts with a controlled difficulty range from grades one to three.	Consolidate reading fluency and automatic word recognition through varied texts and repeated reading Teach orthographic patterns and spelling conventions alongside explicit comprehension strategies (summarizing, identifying main ideas, inference, text structure) Develop paragraph writing and multi-sentence texts through writing workshops emphasizing planning, drafting, revising and expanding academic vocabulary Use short chapter books, plain language news sites (e.g. CBC, CTV), sites designed for middle school students focused on science, history, politics, civics, legal issues or health with a controlled difficulty range from grades four to eight.	Teach disciplinary and domain-specific reading and writing practices, including analyzing arguments, interpreting evidence, and synthesizing information from multiple texts Develop morphological knowledge and subject-specific vocabulary Use inquiry projects, structured discussions, and note-taking to support multi-paragraph writing such as explanations, reports and essays Use textbooks, reference materials, literature, essays, more in-depth news articles, encyclopedia entries, multimedia texts, etc. with a controlled difficulty range from grades nine to 12.	Develop advanced disciplinary literacy through research, analysis, and argumentation Teach students to read scholarly and technical texts, evaluate sources, and synthesize evidence. Support the production of analytical essays, research papers, and professional texts, emphasizing rhetorical structure, audience awareness, and precision of vocabulary and syntax Use scholarly articles, research papers, technical and scientific reports, complex literature. Disciplinary texts from field of study or interest (e.g. history, science and engineering, psychology, business, healthcare, etc.).
Hierarchical (lower-order + higher-order) thinking and discussion to support reading and writing Creative thought processes using metaphors, analogies or storytelling could be apparent throughout the stages.				
• Story and event retelling • Identifying characters and actions • Predicting from pictures	• Literal comprehension of simple narratives • Answering basic 96 questions about people, places, things and events	• Summarizing, identifying main ideas • Organizing thoughts and texts with graphic organizers (i.e. cause and effect, compare)	• Interpreting ideas • Synthesizing information	• Critical interpretation • Synthesis of multiple sources • Evaluation of evidence, arguments and



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S5 Dynamic Learning Initiative (S5 DLI)

2025/2026 Resources



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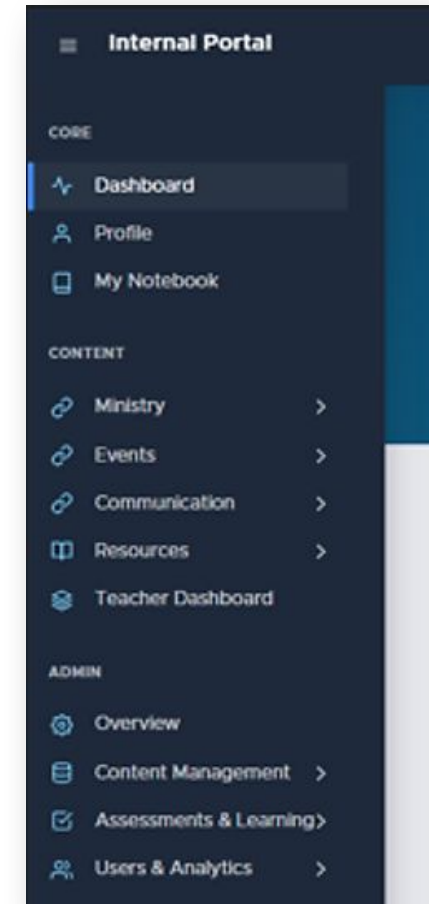
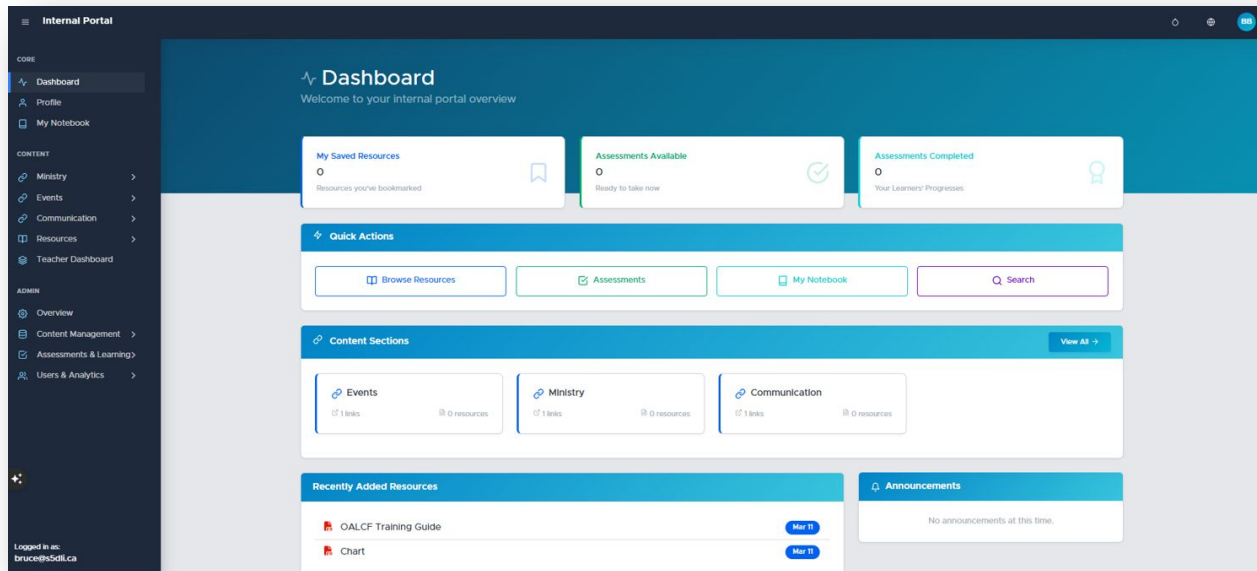


Assessment Tools on S5 Practitioner Resource Hub

S5 Dynamic Learning Initiative

S5 Practitioner Resource Hub – Registration required

- an in-house platform to serve as a centralized hub for Deaf stream resources



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Assessment Tools on S5 Practitioner Resource Hub

S5 Dynamic Learning Initiative

ASL Assessment Tools

S5 DLI

- developed a framework for creating an ASL-based assessment tool using real-world scenarios.
- This tool will be used as an initial assessment to assess learners' functional skills in their first language, ASL.



Assessment Structure

The assessment is organized into **five sections**.

Section	Competency	Skill Area
Section 1	A3	ASL comprehension
Section 2	B1	ASL interaction
Section 3	C	Numeracy
Section 4	D	Digital technology
Section 5	E	Learning management

Each section contains **video-based prompts** and **ASL responses recorded by learners**.

ASL Video Assessment Framework

Get SET Deaf Programs

OALCF & ESKARGO Aligned Task-Based Assessment



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Assessment Tools on S5 Practitioner Resource Hub

S5 Dynamic Learning Initiative

These assessment tools are found on the S5 Practitioner Resource Hub:

Ongoing Assessment Tools (OGAT) – 16 resources

- Level 1 - 30 tools
- Level 2 - 16 tools
- Level 3 - 8 tools

1. Find and write four things from the flyer about the WHMIS Training Course.
2. How much does the WHMIS Training Course cost?
3. Where is the Deaf Employment Centre?
4. Find and circle the part on the flyer that shows the event is accessible for Deaf people.
5. Why do you need to reserve your seat for the WHMIS Training Course?



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Bridging to Deaf Success (BDS) – Phase 3

S5 Dynamic Learning Initiative

This new assessment

- replaces Signposts and DeafCAMERA. DeafCAMERA assessment is no longer used.
- revises the old Bridging to Deaf Success (Signposts) curriculum to align with OALCF.

Phase 3 focuses on developing new competency-based assessment tools for the Employment Path.



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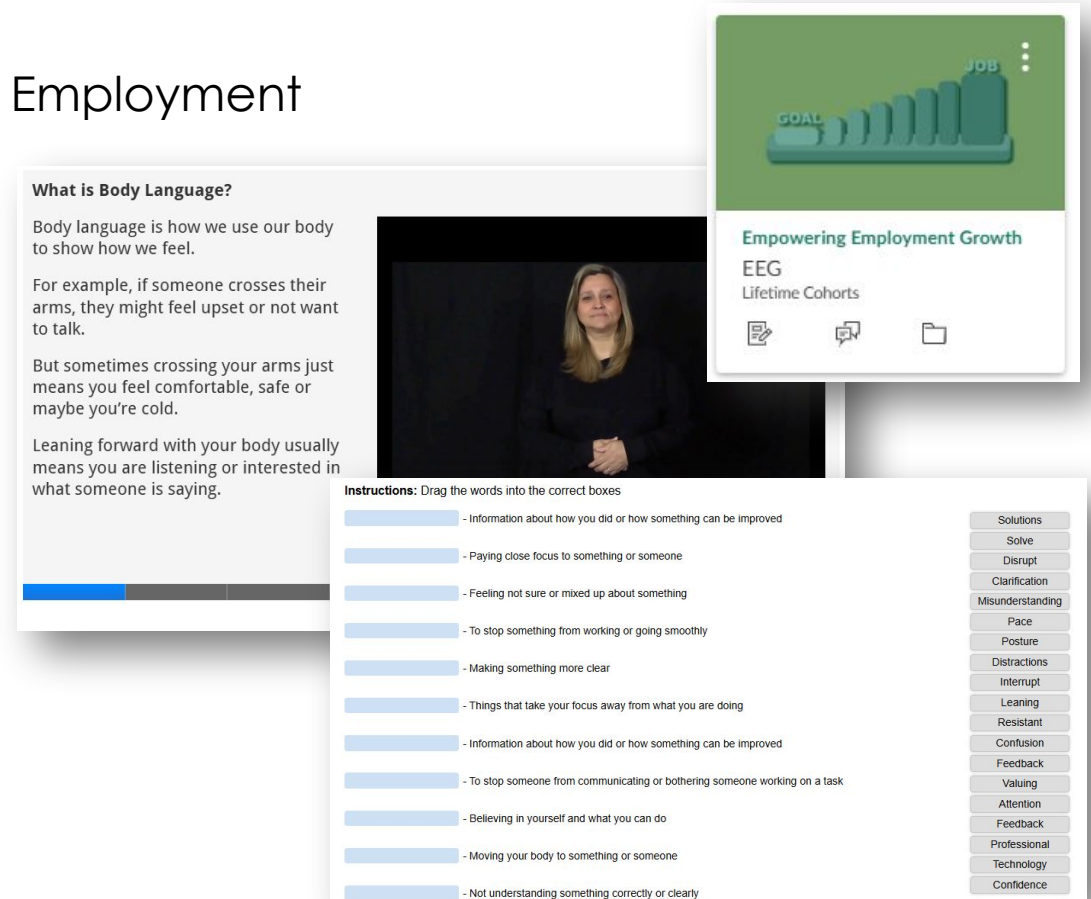
Workforce Literacy (WFL) eCourses for Learners

S5 Dynamic Learning Initiative

S5 DLI created ASL videos for Level 1: Empowering Employment Growth (10 modules)

- Building Employability Skills
- Workplace Communication Basics
- Time Management
- Workplace Manners
- Workplace Ethics
- Teamwork and Collaboration
- Workplace Expenses
- Workplace Signs
- Digital and Social Awareness
- New Job Onboarding

Hosted on S5 DLI Canvas (registration required)



The screenshot displays the S5 DLI Canvas interface. On the left, a video player shows a woman speaking. To the right of the video, there is a list of modules under the heading "What is Body Language?". The modules are:

- Information about how you did or how something can be improved
- Paying close focus to something or someone
- Feeling not sure or mixed up about something
- To stop something from working or going smoothly
- Making something more clear
- Things that take your focus away from what you are doing
- Information about how you did or how something can be improved
- To stop someone from communicating or bothering someone working on a task
- Believing in yourself and what you can do
- Moving your body to something or someone
- Not understanding something correctly or clearly

On the right side of the interface, there is a sidebar with a green header "Empowering Employment Growth" and a sub-header "EEG Lifetime Cohorts". Below this, there are icons for a document, a speech bubble, and a folder. At the bottom right, there is a list of solutions:

- Solutions
- Solve
- Disrupt
- Clarification
- Misunderstanding
- Pace
- Posture
- Distractions
- Interrupt
- Leaning
- Resistant
- Confusion
- Feedback
- Valuing
- Attention
- Feedback
- Professional
- Technology
- Confidence



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**Learning Networks
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6 Culminating Tasks for Deaf Stream

S5 Dynamic Learning Initiative (S5 DLI)

The following new culminating tasks have been created for the Deaf Stream and should be available soon.

Employment Goal Path

- Starting and Succeeding at a New Job
- Navigating Transit for a New Job

Independence Goal Path

- Completing a Housing Rental Application
- Navigating Transit to a Community Event

Post-Secondary Goal Path

- Preparing for College Success
- Choosing My Post-Secondary Pathway

👤 Samuel Greene Cleaning Services

NEW EMPLOYEE INFORMATION FORM

EMPLOYEE INFORMATION:

FULL NAME:

ADDRESS:

CITY: PROVINCE:

POSTAL CODE: COUNTRY:

PHONE NUMBER:

EMAIL:

D.O.B:

WORKPLACE INFORMATION

College Program Options Worksheet

	Algonquin	Gallaudet	RIT - NTID
Program Information			
Program Name	Social Services Worker	Sociology	Human Services
Length of Program			
Type of Degree			
Delivery Format			
Language Access			
Co-op/Internship			
Career Pathway			
Admission Requirements			
Academic Requirements			
Other Requirements			
Documents Needed			
How to Apply			
Application Deadline			



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S5 Dynamic Learning Initiative (S5 DLI)

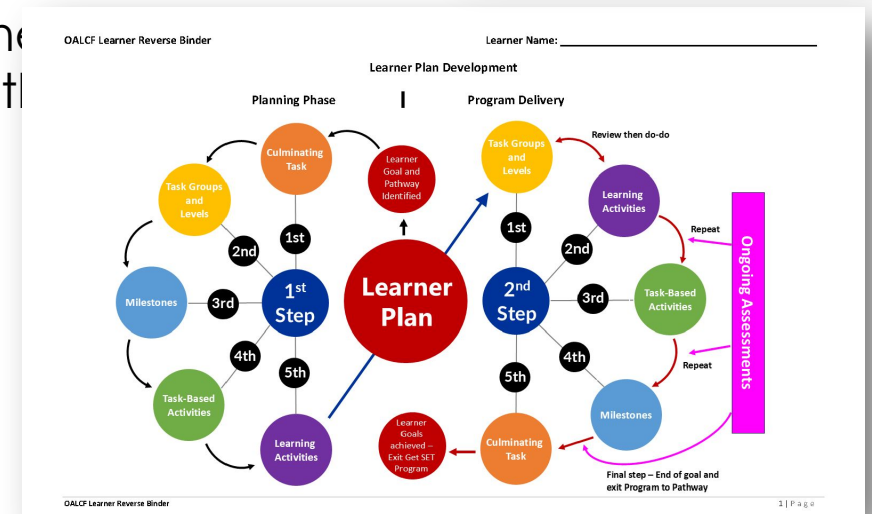
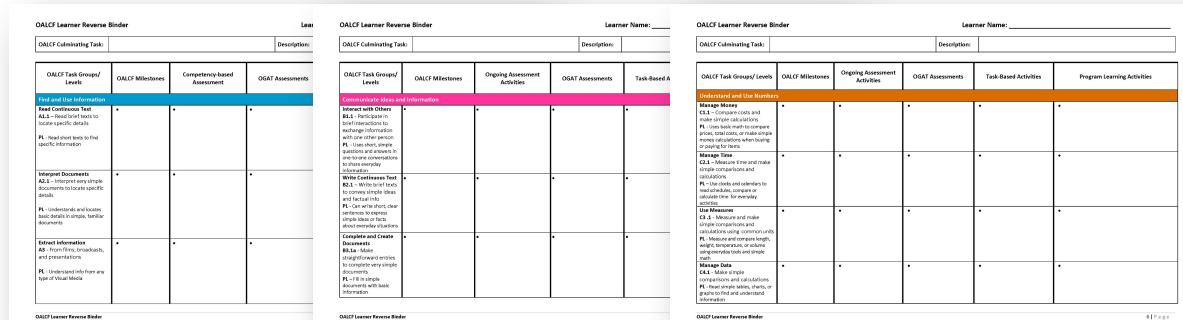
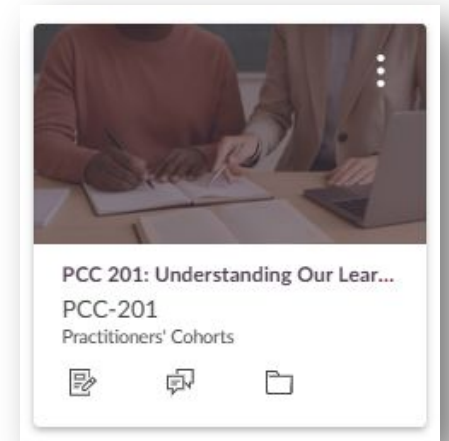
S5DLI has created two new Practitioner Resources.

Practitioner Certificate Course – For Deaf Practitioners (Canvas)

- Content Development - Level 202

Reverse Binder

- Can make it available on a resource site (to be determined)
- Modified the RCDSB template, working backwards from the Culminating Task to support learner plan development



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Emergent Level Learning Activities (ELLA)

\$5 Dynamic Learning Initiative (\$5 DLI)

\$5DLI developed 2 packets across 3 emergent levels

- to recall personal information and fill out forms
- to communicate with others using simple sentences
- Level A – Foundation Skills (Practitioner-led)
 - Learners recognize when they need help and copy simple help words and phrases using images, ASL signs, and printed English words with full instructor support.
- Level B – Functional Skills (Shared learning)
 - In addition to Level A, learners use short, functional help questions by completing partial sentences and selecting appropriate words, with practitioner support.
- Level C – Application Skills (Learner-led)
 - Learners apply help-seeking skills in short real-life scenarios by completing partial sentences and filling in missing words to communicate more independently.

A sample learner information card form. It has a blue header with the text "Learner Information Card". Below the header are fields for Name, Address, Phone, Age, and Month. There is a photo placeholder on the left with the text "Add learner's photo". There is a barcode at the bottom.A sample personal information form. It has a title "PERSONAL INFORMATION" with an icon of a person. Below the title is a section "BASIC INFORMATION" with fields for Full Name, Address, City, Province, Postal Code, Phone Number, and Date of Birth. There is another section "TODAY'S DATE" with fields for Day, Month, and Year. At the bottom, there is a field for MM/DD/YYYY and a field for Weather with icons for sun, clouds, rain, and snow.

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LNO Learning Networks
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Service Coordination



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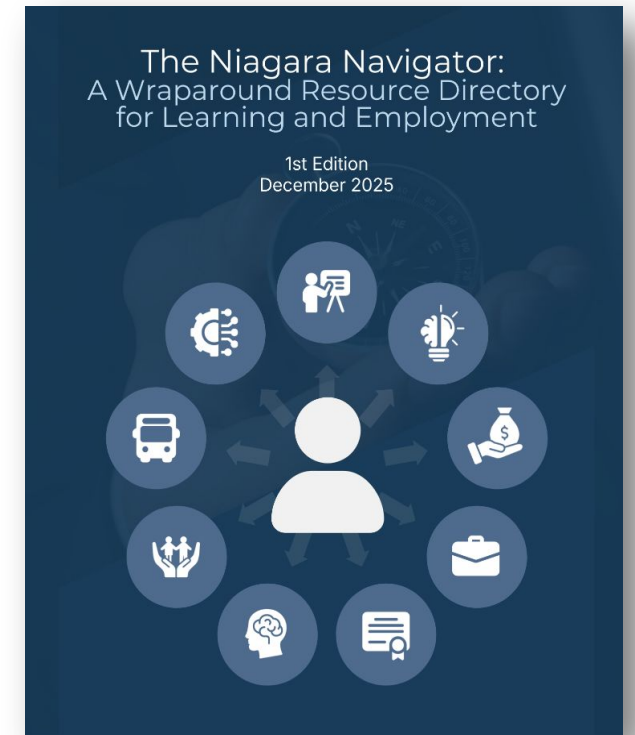
Niagara Navigator: A Wraparound Resource Directory

Learning Link Niagara (LLN)

This resource exists to help service providers find free or low-cost education, employment and wraparound support services and programs.

It acts as a comprehensive map for navigating community resources across the Niagara region.

See [digital copy](#)



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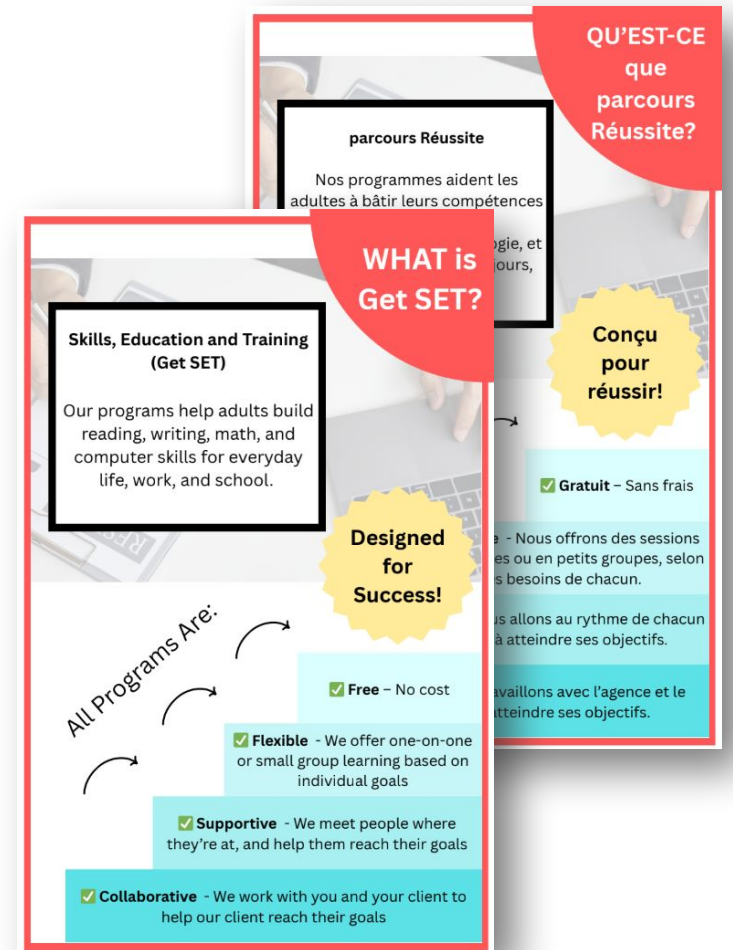
Get SET Northeast Toolkits

Literacy Network Northeast (LNN)

This toolkit (available in French and English) is designed to support community partners in understanding and referring adults to Get SET programs within the northeast region.

It highlights how learners can build essential reading, writing, math, digital, and life skills in a supportive, flexible, and client-centred environment aligned with the Ontario Adult Literacy Curriculum Framework (OALCF).

The toolkit emphasizes collaborative case management, inclusive learning approaches, and practical skill development to help learners achieve personal, educational, and employment-related goals.



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Partner Referral Link / Get SET Referral Form

The Mid North Network (MNN)

A public referral link developed through a Northern-wide Get SET initiative to give referral partners one consistent entry point for connecting learners to Get SET services across Northern Ontario.

The form supports more accurate routing by collecting location, service type, goal path, and client information so referrals can be directed to the correct service provider.

A one-page promotional sheet was created for referral partners that includes Get SET information and a QR code/link to the referral button.

MNN Get SET Referral Form

Get SET (Skills, Education and Training) Referral Form Language ▾

Get SET (Skills, Education and Training) Referral Form

**Formerly Literacy and Basic Skills (LBS)*

Thank you for your interest in referring a client to our services. Please fill out the following form to provide us with the necessary information about the person you are referring. This will allow us to direct your referral to the correct service provider within our network.

The Get SET Program is for eligible individuals in Ontario who want to improve their literacy, numeracy, communication, interpersonal, or digital skills to move toward employment, education, apprenticeship, secondary school, or greater independence.

1 Location — 2 Service Type — 3 Goal Path — 4 Personal Info



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Get SET Provider Portal

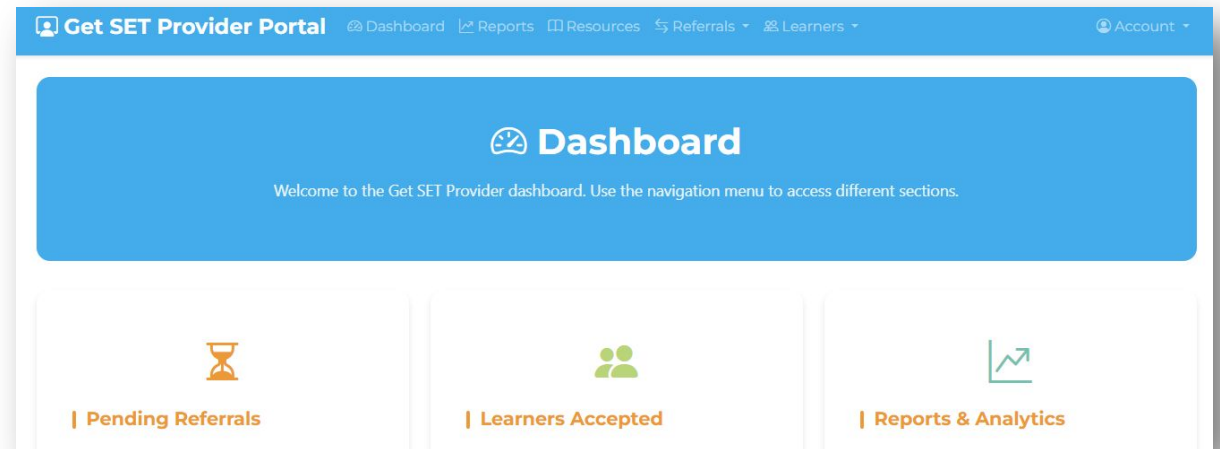
The Mid North Network (MNN)

A secure provider portal developed through the Northern-wide Get SET initiative to strengthen coordination among Get SET service providers.

The portal supports learner, referral, and provider-information management through a shared regional access workflow.

Portal training was completed, and was shared with Get SET providers in both English and French.

Get SET Provider Portal
Registration is required



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