



# BACK TO BASICS: ESSENTIAL SKILLS AND THE OALCF





- The Nine Essential Skills (ES)
- What is Complexity?
- Each Essential Skill Explained
- The OALCF Connection
- General Resources

# ESSENTIAL SKILLS ARE THE SKILLS NEEDED FOR

- Work
- Learning
- Life

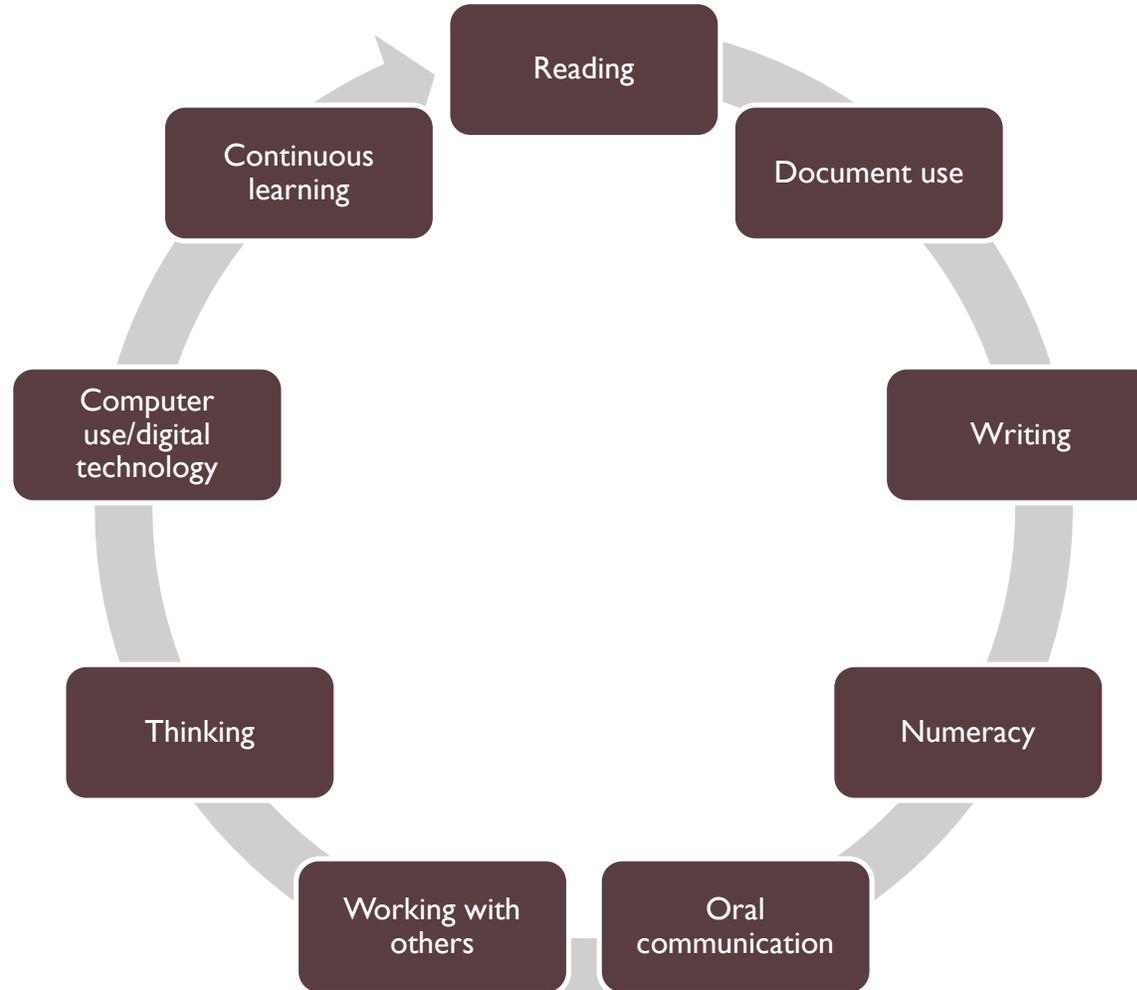


# ESSENTIAL SKILLS

Essential Skills are the foundational skills required to successfully participate in the Canadian labour market.

- ✓ "enabling" skills that help people perform tasks required by their jobs
- ✓ skills that provide workers with a foundation for learning other skills
- ✓ skills that enhance the ability to adapt to change
- ✓ skills people use to carry out a wide variety of everyday life and occupational tasks
- ✓ skills needed for work, learning and life

# NINE ESSENTIAL SKILLS



# HOW ARE ESSENTIAL SKILLS USED?

They are used in performing tasks required for a job.

Different combinations

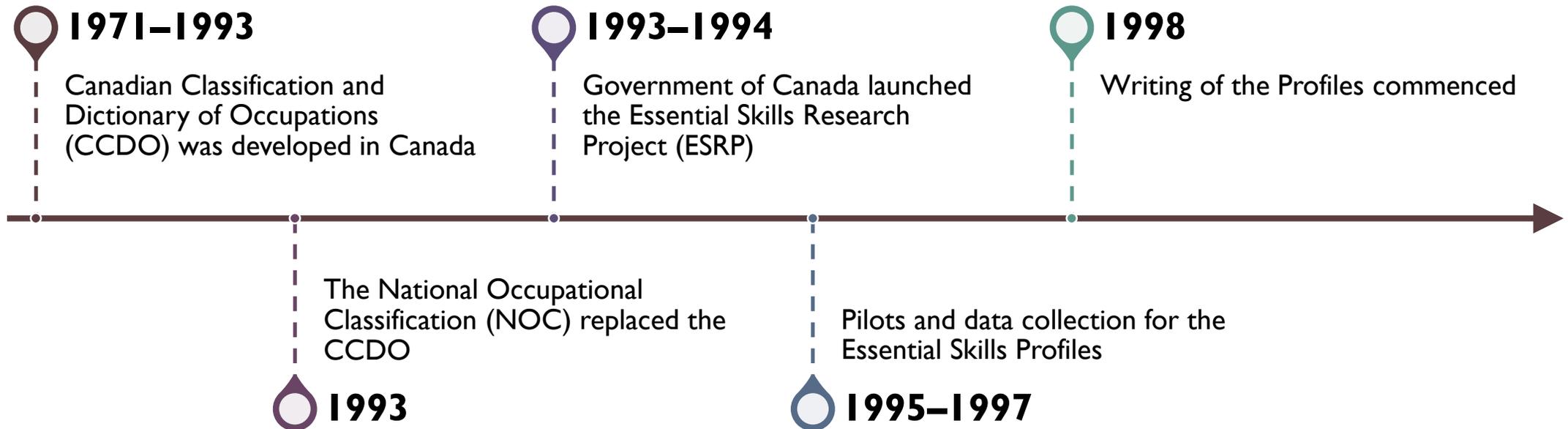
Different applications

Every occupation

Acquire and apply other skills

Adapt to change

# A BRIEF HISTORY OF ESSENTIAL SKILLS



# ESSENTIAL SKILLS RESEARCH PROJECT (ESRP)

Human Resources and Social Development (HRSD, now Employment and Social Development Canada ESDC) wanted to improve economic performance and labour market outcomes by encouraging training.

The project:

- identified Essential Skills needed for work, learning and life
- answered the questions, “*Training for what?*” and how an individual knows if he or she has the skills needed for the job he or she wants
- involved more than 3000 interviews across Canada with people in 180 occupations were conducted.
- developed ways to talk about Essential Skills by using the information from the interviews and adapting scales from the International Adult Literacy Survey IALS and Canadian Language Benchmarks.



# ESRP KEY FINDINGS

- Different occupations require different skill sets and skill levels
- Increasing skill levels helps people maintain jobs during transitional times
- Education level does not always equate to skill level
- Literacy skills are on a continuum and need to be used or they can be lost

# WHAT IS COMPLEXITY?

Proficiency for each Essential Skill is measured with a complexity rating



Ratings look at different dimensions for each skill on a 4 or 5 point scale



Complexity levels are assigned to example tasks that would be performed by a worker in a job

# COMPLEXITY IN THE OALCF

- The OALCF uses three levels to describe a learner's proficiency
- Informed by the same factors that drive complexity at Essential Skills levels 1, 2, and 3
- The OALCF scale is consistent with the interpretation of the Essential Skills complexity scales for several Essential Skills

# GENERAL COMPLEXITY IN ESSENTIAL SKILLS

<b>Level 1</b> <b>Locate and Use</b>	<b>Level 2</b> <b>Local and Cycle</b>	<b>Level 3</b> <b>Locate, Cycle and Integrate</b>	<b>Level 4</b> <b>Apply prior knowledge, locate, cycle and integrate</b>	<b>Level 5</b> <b>Apply prior knowledge, locate, cycle, integrate and generate</b>
<p>Pet groomers read items in supply catalogues and purchasing flyers.</p>	<p>Kitchen helpers read safety precautions relating to fire hazards in the kitchen.</p>	<p>Branch managers may refer to several human resource manuals to locate and integrate information on topics such as pay scales and job descriptions.</p>	<p>Court clerks select information from various Acts to assist Justices of the Peace in cases where clarity of jurisprudence is required. The Acts contain complex legal terminology.</p>	<p>Assistant business managers in labour unions read adjudication decisions that have established jurisprudence for pending grievances which are to go to adjudication. The legal wording has specific and complex implications for specific cases.</p>

NOTE: Complexity in numeracy doesn't follow this structure. Numeracy complexity is based on operations required and interpretation of concept

Essential Skills scales  
draw from IALS  
research

## Descriptions of International Adult Literacy Levels

<b>Level 1 LOCATE</b>	Read relatively short text, locate, and enter a piece of information into that text, and complete simple, one-step tasks such as counting, sorting dates, or performing simple arithmetic. (However, it should be noted that only 3.8% of Canadians have extremely limited word reading ability, what the public might consider "illiterate")
<b>Level 2 CYCLE</b>	The ability to sort through "distractors" (plausible, but incorrect pieces of information), to integrate two or more pieces of information, to compare and contrast information and to interpret simple graphs.
<b>Level 3 INTEGRATE</b>	Demonstrate the ability to integrate information from dense or lengthy text, to integrate multiple pieces of information and to demonstrate an understanding of mathematical information in a range of different forms. Level 3 tasks typically involve a number of steps or processes in order to solve problems.
<b>Level 4 INTEGRATE, SYNTHESIZE, PRIOR KNOWLEDGE</b>	Tasks involve multiple steps to find solutions to abstract problems. Tasks require the ability to integrate and synthesize multiple pieces of information from lengthy or complex passages, and to make inferences from the information.
<b>Level 5 GENERATE</b>	Requires the ability to search for information in dense text that has a number of distractors, to make high-level inferences or use specialized background knowledge and to understand complex representations of abstract formal and informal mathematical ideas.

Source: Canadian Council on Learning. (2008). *Reading the future: planning to meet Canada's future literacy need*. (p. 10). Ottawa.

# DECK OF CARDS- 5 COMPLEXITY LEVELS



Level 1	Level 2	Level 3	Level 4	Level 5
<b>Find an Ace</b>	<b>Find all the Aces in the Deck</b>	<b>Find all the spades and put them in order from lowest to highest</b>	<b>Think of three different card games and show the winning hand for each game</b>	<b>Create a completely original card game</b>
To find the card, you have to locate it	To find the cards, you have to locate the first one, then cycle back through the deck to find the others	You have to cycle through the deck to find all the spades, put them in order and decide if the Ace is the highest or lower card	You have to cycle through to locate all the cards you need, rely on previous knowledge of card games and integrate the knowledge to show the winning hands	You have to locate, cycle, integrate, rely on previous knowledge and based on all this generate a new game.

# READING TEXT

Reading materials written in sentences or paragraphs.

Reading Text generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals.



# Reading Includes

- Forms and labels if they contain at least one paragraph
- Print and non-print media (e.g. text on computer screens or tablets)
- Paragraph length text in charts, tables, graphs

# Reading Examples

Workplace Example	Community Example
An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.	You may use this skill to understand a lease agreement for a new apartment.

## TYPICAL APPLICATIONS

- Scan for information or overall meaning.
- Read to understand, learn, critique or evaluate.
- Analyze and synthesize information from multiple sources or from complex and lengthy texts.

# Reading Text Complexity

## Five Levels based on **Types of Text** and **Purpose for Reading**

Level 1	Level 2	Level 3	Level 4	Level 5
Read relatively short texts to locate a single piece of information.	Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information.	Choose and integrate information from various sources or from several parts of a single text.	Integrate and synthesize information from multiple sources or from complex and lengthy texts.	Interpret dense and complex texts.
Follow simple written directions.	Make low-level inferences.	Make low-level inferences from multiple sources. Identify relevant and irrelevant information.	Make complex inferences and use general background knowledge. Evaluate quality of text.	Make high-level inferences and use specialized knowledge.

# Reading Text Examples by Level

Level 1	Level 2	Level 3	Level 4	Level 5
Workers scan memos to find meeting locations.	Bartenders read recipes for mixed drinks from a variety of bartenders' guides.	Painters and sanders refer to manuals on sandblasting and painting procedures to gain information on how to deal with surfaces of differing porosity and hardness.	Animal care workers may read veterinary medicine reference books to locate and compare information on urinalysis and cytology.	Materials testing managers read specifications, approximately 25 pages in length, for rarely used testing procedures. They interpret the application of the standard to specific cases, making high level inferences as to how the information applies to specific cases.

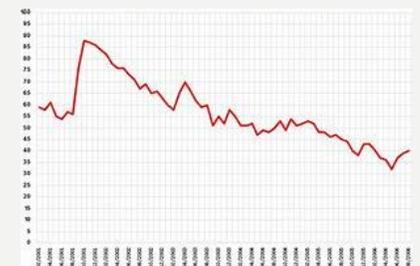
# DOCUMENT USE



Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per 2/3 cup	
<b>Calories</b>	<b>230</b>
% DV*	
12%	Total Fat 8g
5%	Saturated Fat 1g
	Trans Fat 0g
0%	Cholesterol 0mg
7%	Sodium 150mg
12%	Total Carbs 37g
14%	Dietary Fiber 4g
	Sugars 1g
	Added Sugars 0g
	Protein 3g
10%	Vitamin D 2mcg
20%	Calcium 250mg
45%	Iron 8mg
5%	Potassium 235mg

Refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g., line, colour, shape) are given meaning by their spatial arrangement.

For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the world of work.



# Document Use Includes:

- print and non-print media (for example, computer screen or microfiche documents, equipment gauges, clocks and flags)
- reading/interpreting and writing/completing/producing of documents-these two uses of documents often occur simultaneously as part of the same task, e.g., completing a form, checking off items on a list of tasks, and entering information on an activity schedule

# Document Use Examples

Workplace Example	Community Example
A bricklayer interprets blueprints to determine the height, length and thickness of walls.	You may use this skill when referring to a bus schedule to plan an outing.

## TYPICAL APPLICATIONS

- Read signs, labels or lists.
- Understand information on graphs or charts.
- Enter information in forms.
- Create or complete tables.
- Create or read schematic drawings.

# Document Use Complexity

## Five Levels based on Three Dimensions of the Document

1. the complexity of the document(s) (i.e., complexity attributable to the structure of the document, number of documents and document type);
2. the complexity of finding/entering information (i.e., complexity attributable to the information search and information entry);  
and
3. the complexity of information use (i.e., complexity attributable to the content knowledge prerequisites and thinking process).

# Document Use Examples by Level

Level 1	Level 2	Level 3	Level 4	Level 5
Automotive mechanical installers and servicers identify Workplace Hazardous Materials Information System (WHMIS) icons.	Visiting homemakers, housekeepers and workers in related occupations read work schedules and assignment sheets to determine work locations, times and duties.	Optometrist assistants use diagrams to identify the angles for inserting and removing contact lenses.	Golf club general managers interpret scale drawings such as blueprints, golf course plans, topographical maps, architectural drawings and drawings showing drainage and irrigation.	Blasting supervisors inspect sites and read highway construction blueprints and specifications, technical manuals, explosives products specifications and environmental regulations to complete layouts for blasting patterns. Each situation is unique.

# WRITING

Communicating by arranging words, numbers and symbols on paper or a computer screen.



Writing includes:

- writing texts and writing in documents (e.g. filling in forms)
- non-paper-based writing (e.g. typing on a computer)

# Writing Examples

Workplace Example	Community Example
Human resources professionals write recommendations on issues such as workplace health and safety.	You may use this skill to complete an application for a credit card.

## TYPICAL APPLICATIONS

- Write to organize or record information.
- Write to inform or persuade.
- Write to request information or justify a request.
- Write an analysis or a comparison.

# Writing Complexity

## Five Levels, Three Dimensions

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Length and Purpose of Writing</b>	<ul style="list-style-type: none"> <li>• Writing that is less than a paragraph.</li> <li>• Writing is intended to organize, remind, or inform.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing brief text that is a paragraph or longer intended to serve a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Either longer or shorter pieces of writing intended to inform, explain, request information, express opinions or give directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Longer pieces of writing which present considerable information and which may feature a comparison or analysis.</li> <li>• Writing task may involve making recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Longer pieces of writing which present an evaluation or critique, usually accompanied by recommendations. Writing tasks of any length which demand originality and effectiveness.</li> </ul>
<b>Style and Structure</b>	<ul style="list-style-type: none"> <li>• Informal writing for small familiar audiences—usually coworkers.</li> <li>• Writing which uses pre-set formats or writing for which the format is unimportant.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing with a more formal style for an audience other than co-workers.</li> <li>• The writing sets a tone which is appropriate for the occasion, e.g. friendly, respectful, authoritative, etc.</li> <li>• Standard spelling and grammar (syntax) expected.</li> <li>• Writing tasks for which templates or models exist such as memos and letters in set formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing task has an established format, such as a contract, lease, financial report, or job description.</li> <li>• Writing format may call for structural elements such as headings, a table of contents, footnotes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Conscious organization of writing for a given purpose.</li> <li>• Writing may require modification of an existing format, such as a proposal or a report, to fit the given information.</li> <li>• Consideration of the audience may be an important part of the writing task at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate tone and mood may be as important as the content.</li> <li>• Writing may display complex, multi-part organization to accommodate varied content.</li> </ul>
<b>Content of Writing</b>	<ul style="list-style-type: none"> <li>• Concrete, day-to-day, matters of fairly immediate concern.</li> </ul>	<ul style="list-style-type: none"> <li>• Content of writing is routine, with little variation from one instance to the next.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-routine writing tasks.</li> <li>• The content of the writing may be extensive but it is readily available from established sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing task may involve the gathering and selection of information.</li> <li>• Abstract or technical content may demand the use of specialized vocabulary.</li> <li>• Re-write or transform written information for a specific audience, e.g. rewrite technical material for a non-specialist audience.</li> </ul>	<ul style="list-style-type: none"> <li>• The content must be created or it may be synthesized using information from multiple sources.</li> </ul>

# Writing Examples by Level

Level 1	Level 2	Level 3	Level 4	Level 5
Couriers write short notes to themselves recording changes to delivery routes.	Computer salespersons write short letters to customers making quotes on hardware and software choices.	RCMP constables prepare information for search warrants.	Bylaw enforcement officers write options and recommendations for proposed bylaw changes.	Special Events Coordinators create marketing materials, scripts and feature articles to promote public awareness and participation.

# NUMERACY

Using numbers and thinking in quantitative terms to complete tasks. Involves four settings:

- Money Math
- Scheduling or Budgeting and Accounting
- Measurement and Calculation
- Data Analysis



# Numeracy Examples

## TYPICAL APPLICATIONS

- Make calculations.
- Take measurements.
- Perform scheduling, budgeting or accounting activities.
- Analyze data.
- Make estimations.

Workplace Example	Community Example
Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.	You may use this skill to calculate deductions on personal tax forms.

# Numeracy Complexity

Two complexity scales: **Numerical Calculation** and **Estimation**

**Numerical Calculation has two dimensions (5 levels of complexity)**

- Operations required
- Translation

Rated within the four settings

**Numerical Estimation in five dimensions (4 levels of complexity)**

- whether there is a set procedure;
- the number of factors comprising the item being estimated;
- the amount of information available;
- the consequence of error; and,
- the degree of precision required.

# Numeracy Calculation Examples by Level

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Chip stand operators enter the costs of their customers' orders in cash registers, receive payments and make change. (Money Math)</p>	<p>Restaurant hostesses prepare revenue counts - financial summaries of the total revenue and average bill, and file them with food and beverage managers. (Scheduling or Budgeting and Accounting)</p>	<p>Maintenance personnel calculate areas of walls, taking account of windows and doors, to ensure that they obtain correct amounts of Paint. (Measurement and Calculation)</p>	<p>Auto leasing agents calculate sales and lease terms for a new vehicle, totaling base price, options, taxes and other fees. They then qualify the buyer, determine credit availability; set payment terms, and schedule payment plans. (Money Math)</p>	<p>Investment analysts analyze the past and present performance of companies' stock to forecast future values. They must gather information on interest rates, political events and the state of local and global economies. (Data Analysis)</p>

# Numeracy Estimation Examples by Level

Level 1	Level 2	Level 3	Level 4
Dry cleaners estimate weights of loads of garments by feel rather than actually weighing them.	Salon attendants book hair appointments with salons' hair stylists. They estimate the time available for each stylist, taking into consideration the time needed for different services such as cuts, perms and colours.	Bus schedulers estimate times for new bus routes where rider-demand from businesses along routes is unknown. Inaccurate time estimates may result in significant costs in time, money and public relations, but may be quickly rectified by issuing new schedules.	A union business agent representing public sector workers responds to a unique request to estimate what the union membership will be in five years by considering public policy trends and economic factors.

# ORAL COMMUNICATION

Using speech to exchange thoughts and information.



There are **four** levels of complexity based on **four** dimensions of oral communication:

- the range and complexity of communication functions, i.e., why and how one communicates;
- the range and complexity of the information about which one communicates;
- the range and complexity of the communication context, i.e., to whom and in what circumstances one communicates; and
- the risk level in failing communication intent, i.e., how serious are the consequences if communication fails.

# Oral Communication Examples

Workplace Example	Community Example
Office clerks take messages and share information by phone and in person.	You may use this skill to explain a food allergy to a server at a restaurant.

## TYPICAL APPLICATIONS

- Provide or obtain information.
- Greet, reassure or persuade people.
- Resolve conflicts.
- Lead or facilitate discussions.

# Oral Communication Examples by Level

Level 1	Level 2	Level 3	Level 4
Cashiers greet customers, tell them the total of their bill and respond to their questions about products and hours of operation.	Maîtres d'hôtel and hosts or hostesses provide feedback to servers, resolve disagreements with clients and participate in staff meetings to discuss quality issues.	Collectors speak to debtors to explain their amounts owing and determine a plan of action. Debtors may be upset or hostile during this interaction.	Negotiators and mediators mediate to resolve conflict and produce agreements between individuals, groups, organizations or countries.

# WORKING WITH OTHERS

Interacting with others to complete tasks.

Working with others refers

- to both direct interactions (e.g., face-to-face, voice) and
- to indirect or delayed interactions (e.g., e-mails, memos, phone messages)



# Working with Others

## Examples

Workplace Example	Community Example
Municipal engineers work with technicians, inspectors, and suppliers to complete construction projects.	You may use this skill when working with volunteers to organize a fundraising activity.

## TYPICAL APPLICATIONS

- Work independently, alongside others.
- Work jointly with a partner or helper.
- Work as a member of a team.
- Participate in supervisory or leadership activities.

# Working with Others Complexity

Has two parts:

- Description of work context
  - Work alone
  - Work independently Click to add text
  - Work jointly with a partner or helper
  - Work as a member of a team
- Supervisory or leadership activities
  - 12 supervisory or leadership activities presented in a list

No longer  
rated.

# Working With Others Examples

Alone	Independent	Jointly	Team	Supervisory
Home-based production workers work alone within their home environments.	Receptionists in a large office and production line workers with responsibility for a very specific part of the process are in physical environments that include other workers. However, they work essentially on their own.	A tradesperson works with an apprentice.	Members of a film crew work together to create a feature film or documentary.	<ul style="list-style-type: none"><li>• Orient new employees</li><li>• Assign tasks to other workers</li><li>• Monitor the work performance of others</li></ul>



ORAL  
COMMUNICATION  
AND WORKING  
WITH OTHERS  
ON THE JOB

# THINKING

Finding and evaluating information to make rational decisions or to organize work.

Thinking Skills has **five main components**.

1. Problem Solving
2. Decision Making
3. Critical Thinking
4. Job Task Planning and Organizing
5. Significant Use of Memory
6. Finding Information



# Thinking Examples

Workplace Example	Community Example
Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgement to start an appropriate treatment plan.	You may use this skill to research and select courses at your local adult learning centre.

## TYPICAL APPLICATIONS

- Identify and resolve problems.
- Make decisions.
- Find information.
- Plan and organize job tasks.
- Use critical thinking.
- Use memory.

Thinking Skill	Levels	Dimensions
Problem Solving	4	<ul style="list-style-type: none"> <li>• the complexity of the problem;</li> <li>• the complexity of identifying the problem;</li> <li>• the complexity of identifying the solution steps</li> <li>• the complexity of assessing the solution.</li> </ul>

Level 1	Level 2	Level 3	Level 4
<p>Refuse collectors encounter a problem when a filled garbage can is too heavy. The can is left filled, and a call is made to the office with the address and reason for leaving the can, so office staff can answer the complaint if the customer calls.</p>	<p>When a customer can only pay with foreign currency and does not agree with the store's listed rate of exchange, the cashier has several options but must solve the problem quickly in order to serve the next customer in line.</p>	<p>Septic tank cleaners deal with problems such as sewage backing up. Although a problem solving model is available, cleaners deal constantly with unknown factors because the tanks are underground, a variety of pumps are used, and soil conditions are difficult to determine.</p>	<p>Sea kayak guides face medical emergencies from time to time. They assess injuries, plan evacuation or administer treatment and, at the same time, are responsible for the rest of the customer group.</p>

Thinking Skill	Levels	Six Dimensions
Decision Making	4	<ul style="list-style-type: none"> <li>• the consequence of error;</li> <li>• the reversibility of the decision;</li> <li>• the adequacy of the information available;</li> <li>• whether there is a set procedure or decision tree to follow;</li> <li>• whether there is a body of similar, past decisions to compare to;</li> <li>• the extent to which judgement is required to make an appropriate decision.</li> </ul>

Level 1	Level 2	Level 3	Level 4
Farm labourers decide which potato seedlings to keep and which to throw out.	Cable installers look for the most effective way of installing cables, i.e., is it better through this wall or that wall?	Front desk clerks working in busy hotels decide on priorities of who and what comes first.	Nurse practitioners often make emergency patient health decisions alone without the backup of doctors.

Thinking Skill	Levels	Three Dimensions
Critical Thinking	4	<ul style="list-style-type: none"> <li>• Assessment criteria used</li> <li>• Assessment process</li> <li>• Effects of Critical Thinking</li> </ul>

Level 1	Level 2	Level 3	Level 4
<p>Furniture movers assess the advantages and disadvantages of using front or rear exits for moving large furniture in and out of a building. They may ask the building manager about any problems other people have had using each route or, in some cases, take measurements.</p>	<p>Tree improvement coordinators regularly assess the health and viability of tree stands. They examine pest reports on seed orchards to determine if the incidences of pests can be tolerated or are at a problem level. They consider whether the sampling was adequate and what factors may have contributed to the variations in pest infestation.</p>	<p>Chemists think critically about experimental design in analytic chemistry problems. Especially when working with the complex components of wine, chemists have to consider what is being measured, what information the results are expected to generate, what may be adding to error, and whether the analytical method chosen is the best. Chemists strive to get the best results using the best methods and must be able to justify that opinion.</p>	<p>The environmental impact biologist evaluates the merits of adjusting the ministry's water quality criteria for a particular river based on site-specific conditions. The biologist assesses whether the adjusted criteria can still meet the ministry's mandate to maintain various water quality values such as human health, aquatic life, wildlife, agriculture, and recreation. Each value has different requirements, for example fish have a lower tolerance for levels of metals than humans do in their drinking water. The biologist analyses the site specific factors that justify raising the acceptable levels of metals, nutrients, or bacteriology in the river, such as that organisms in the river have adapted to higher levels and that other materials in the river counteract the contaminants. Part of the process is to create models incorporating all factors needed to make the evaluation.</p>

Thinking Skill	Levels	Dimensions
Job Task Planning and Organizing	4	<ul style="list-style-type: none"> <li>• the extent of variety in work activities;</li> <li>• whether the task sequence is provided to the worker or determined by the worker;</li> <li>• whether priorities are provided to the worker or determined by the worker;</li> <li>• the extent to which the day's work plan is disrupted;</li> <li>• the extent to which the worker's own work plan must be integrated with the work plans of others;</li> <li>• the number of sources for work assignments; and</li> <li>• the extent to which the order of those tasks sequenced by the worker makes a difference to total efficiency.</li> </ul>

Level 1	Level 2	Level 3	Level 4
Laundry workers wash loads and press items brought in by customers.	Nannies plan their work according to the needs and moods of individual children. They coordinate these demands with regularly scheduled activities such as providing meals and snacks.	Dental lab bench workers plan and organize workloads consisting of 20 or 30 cases, some of which require co-ordination with other workers. Some tasks are rush jobs and others require customers' presence such as trying on products. Workers must re-prioritize as new tasks come in.	Union business agents handle inquiries, grievances, negotiations, etc. They must plan each day efficiently. No two days are the same.

Thinking Skill	Levels	Three Type of Memory
Significant Use of Memory	0	<ol style="list-style-type: none"> <li>1. Purposeful memorization of procedures, codes, parts number, etc. Memorization through repetition.</li> <li>2. Remembering information for brief periods, e.g., minutes or hours.</li> <li>3. Unique events in which "learning" occurs from one exposure.</li> </ol>

Type 1	Type 2	Type 3
Luggage attendants must remember airport codes to sort luggage quickly and correctly.	Waiters remember different lists of "specials" each day.	Pharmacy assistants remember a customer's request for a potentially dangerous, non-prescription drug when the customer makes follow-up inquiries.

Thinking Skill	Levels	Two Dimensions
Finding Information	4	<ul style="list-style-type: none"> <li>the complexity of locating the desired information; and</li> <li>the complexity of extracting and processing the information.</li> </ul>

Level 1	Level 2	Level 3	Level 4
Funeral attendants ask for and receive information about particular funerals from funeral directors, immediately, verbally.	Library clerks find information about the uses of specialized software programs in library procedure manuals. They also use alternate sources of information such as computer help files and asking library assistants and librarians.	Actors consult books and experts to create characters.	Silviculture workers refer to different reference maps including forest cover maps, aerial maps, contour maps, road maps, guide and trapper maps and maps showing houses of and areas belonging to native groups, as well as forestry regulations. They synthesize all of this information when they develop silviculture planting plans.

# COMPUTER USE/DIGITAL TECHNOLOGY

Using computers and other forms of technology.

- Rated on a **five level** scale of complexity



# Computer Use/Digital Technology Examples

Workplace Example	Community Example
Telephone operators use customized software to scan databases for telephone numbers or long distance rates.	You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM).

## TYPICAL APPLICATIONS

- Use different forms of technology, such as cash registers or fax machines.
- Operate point-of-sale systems.
- Use word processing software.
- Send and receive emails.
- Create and modify spreadsheets.
- Navigate the Internet.

# Computer Use/Digital Technology Complexity

## **LEVEL 1**

Perform tasks which require only a basic interaction with computer-controlled machinery or Equipment.

Computer use that is limited to a few basic commands with no knowledge of software required.

## **LEVEL 2**

Perform tasks which require the use of several, familiar software functions.

## **LEVEL 3**

Perform tasks which involve multiple operations and the use of a wide range of software features or options.

## **LEVEL 4**

Perform complex tasks which involve multiple operations and the extensive use of software features. The worker may be required to select the software which is most appropriate for the work to be done. Tasks at this level may also require the integrated use of several software packages.

Manage an existing computer network.

## **LEVEL 5**

Perform tasks which involve assessment of information technology needs, selection of appropriate computing and software solutions, and the evaluation of outcomes. Perform job tasks which require the expert knowledge of computer software and information technology systems needed to design, write and customize computer programs for specific purposes. Design and set-up new computer networks. Organize user accounts and system resources; write batch files and operating system scripts.

# Digital Technology Examples by Level

Level 1	Level 2	Level 3	Level 4	Level 5
Bus ticket agents respond to instructions on computer screens and press buttons to print tickets.	Health and Safety Coordinators use basic word processing skills to produce draft letters and save them as electronic files for the secretary to format and print.	Lab technicians in manufacturing build spreadsheets to organize and manipulate production data. They also use the graphing features of the software to analyze the data and present a variety of views to the rest of the production team.	Network technicians use specialized software to generate and analyze Internet usage statistics. This data is reported quarterly by user, by department and by job number.	Systems analysts design new payroll systems after consulting with companies' human resources departments and customers of the system.

# DIGITAL TECHNOLOGY ON THE JOB



# CONTINUOUS LEARNING

Participating in an ongoing process of improving skills and knowledge.



Two parts:

Description of learning	How learning occurs
<ul style="list-style-type: none"><li>• Training in job-related health and safety</li><li>• Obtaining and updating credentials</li><li>• Learning about new equipment, procedures, products and services</li></ul>	<ul style="list-style-type: none"><li>• As part of regular work activity</li><li>• From co-workers</li><li>• Through training offered in the workplace</li><li>• Through reading or other forms of self-study</li><li>• Through off-site training</li></ul>

# Continuous Learning Examples

Workplace Example	Community Example
Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.	You may use this skill when attending a first aid course at a community centre.

## TYPICAL APPLICATIONS

- Learn on-the-job.
- Learn through formal training.
- Learn through self-study.
- Know how to learn.
- Understand your own learning style.
- Know where to find learning resources.
- Know how to gain access to a variety of resources and learning opportunities.

# Other Continuous Learning Examples

A dishwasher is familiarized with new equipment and cleaning procedures by supervisor	A secretary takes upgrading courses in computer operation and database management	An audiologist schedules and participates in professional upgrading events e.g., workshops and conferences and reads trade journals as a means of keeping provincial license	A psychologist is required to engage in self-directed upgrading in order to move into a new area of specialization



OALCF

CONNECTION

# OALCF & ESSENTIAL SKILLS

OALCF skills organized  
into **competencies**

Essential Skills  
organized by **skill domain**

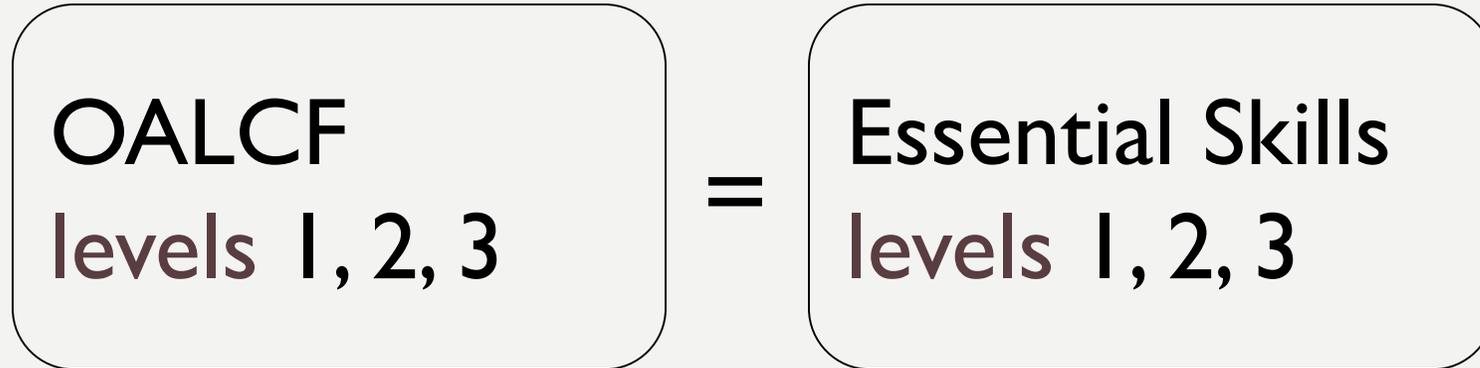
# OALCF

Focuses on how learners use skills outside literacy programs

Competency-based

Task-based

# OALCF & ESSENTIAL SKILLS (ES)



The levels relate to the task, not the learner.

# OALCF - 3 LEVELS OF PROFICIENCY

Informed by factors the drive complexity at Essential Skills levels 1, 2 and 3



Differs from Essential Skill as its primary purpose is to support adult learning



Is supplemented with task and performance descriptors in addition to those drawn from ES complexity



KEY ELEMENTS  
OF THE  
CURRICULUM  
FRAMEWORK

---

Competencies

---

Task Groups

---

Indicators

---

Descriptors

---

Task Examples

# 6 COMPETENCIES/9 SKILL DOMAINS

Competency	Essential Skill Domain
Find and Use Information	Reading Document Use Thinking Skills
Communicate Ideas and Information	Writing Oral Communication Document Use Thinking Skills
Understand and Use Numbers	Numeracy Thinking Skills
Use Digital Technology	Computer Use/Digital Skills Thinking Skills
Manage Learning	Continuous Learning Thinking Skills
Engage with Others	Working With Others Oral Communication Thinking Skills



A. Find and Use Information	A1. Read continuous text	1. Reading	All
	A2. Interpret documents	2. Document Use	Understand information Read Signs/Labels, etc.
		7. Thinking	Find information Use critical thinking
	A3. Extract info from	1. Reading	Scan for information/ meaning
		2. Document Use	Understand information Read Signs/Labels, etc.
			7. Thinking

# THE COMPETENCIES ARE ORGANIZED BY TASK GROUPS

Competency	Task Group
A Find and Use Information	A1 Read continuous text A2 Interpret documents A3 Extract information from films, broadcasts and presentations
B Communicate Ideas and Information	B1 Interact with others B2 Write continuous text B3 Complete and create documents B4 Express oneself creatively
C Understand and Use Numbers	C1 Manage money C2 Manage time C3 Use measures C4 Manage data
D Use Digital Technology	
E Manage Learning	
F Engage with Others	

# TASKS ARE THE KEY IN THE OALCF

A task is something individuals are likely to do outside the learning environment: at home, at work, in the community.

- ✧ A task can be understood in real-life terms.
- ✧ A task can be levelled.
- ✧ A task can be assessed.

Practitioners can use the OALCF to:

- identify the complexity of tasks
- identify tasks that are at an appropriate level of difficulty for learners

# IS IT A TASK?

To decide, ask yourself:

1. What is the learner asked to do?
2. What is the purpose of the activity?
3. Is it authentic? Is this something individuals would do outside a literacy agency?

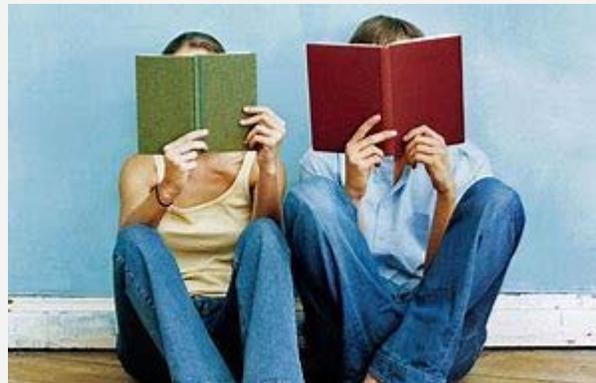


# RESOURCES



# READERS' GUIDE TO ESSENTIAL SKILLS

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles/readersguide.html>



# ESSENTIAL SKILLS VIDEOS



<https://www.canada.ca/en/employment-social-development/programs/essential-skills/video.html>

<https://mobile-app.skillscompetencescanada.com/digital-booklet/english-essential-skills.php>

# ESDC LITERACY AND ESSENTIAL SKILLS

## Tool user guide

For additional support in selecting and using the tools below, please consult [Making the Tools Work for You](#), a guide to essential skills tools and resources available through ESDC.

Job seekers and workers

Apprentices and tradespersons

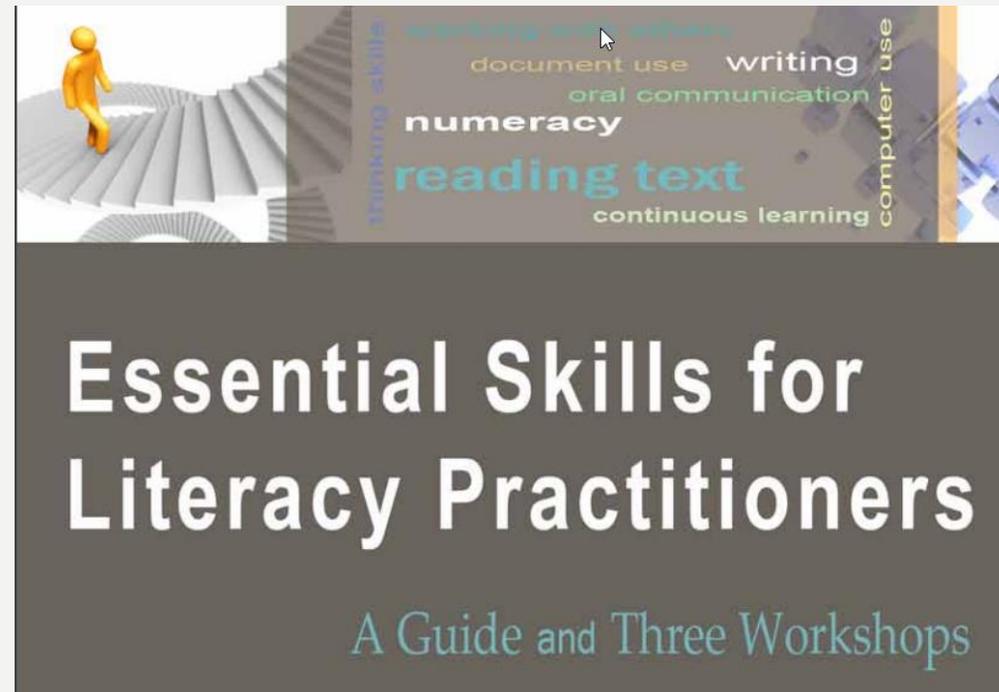
Trainers and career counsellors

Employers

- Online indicators and checklists
- Self-assessments
- Tip Sheets
- Essential Skills Profiles
- Essential Skills for 15 different trades
- **Making the tools work for you: A guide to using the essential skills tools and resources available through ESDC**

<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools.html>

# ESSENTIAL SKILLS FOR LITERACY PRACTITIONERS: A GUIDE AND THREE WORKSHOPS (2011)



<https://www.llsc.on.ca/resources/#EssentialSkills>

# OALCF FOUNDATIONAL DOCUMENTS

- Curriculum Framework
- Curriculum Framework Conceptual Foundation
- Foundations of Transition-Oriented Programming
- Foundations of Assessment
- Foundations of Learning Materials

[http://www.tcu.gov.on.ca/eng/eopg/programs/lbs\\_oalcf\\_overview.html](http://www.tcu.gov.on.ca/eng/eopg/programs/lbs_oalcf_overview.html)

# SOME PLACES TO FIND OALCF RESOURCES

Task-Based Activities for LBS

<http://taskbasedactivitiesforlbs.ca/>

Literacy Resources and Discussion Forum

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

Learning Networks of Ontario website:

<https://learningnetworks.ca/resources-publications/instructional-resources/>



# WHY USE ES WITH THE OALCF?

- OALCF draws on the complexity scales in Essential Skills and the two frameworks are complementary
- Understanding Essential Skills and complexity will support your understanding of OALCF
- Assessment and curriculum resources that correlate to Essential Skills are abundant and readily available- they can be used within the OALCF framework
- Essential Skills will help you understand the skills learners need in the workplace – especially those on the Employment or Apprenticeship goal path
- Although focused on employment, Essential Skills are transferable and therefore relatable to the other goal paths (Secondary School Credit, Postsecondary, and Independence)
- Employers and employment service providers may be with the language of Essential Skills

ANY  
QUESTIONS?





THANK YOU

[Designbucket.com](http://Designbucket.com)