

Essential Outcomes of GLE 309/409

These outcomes are to be viewed as a continuum of learning processes for the senior students who are directly involved in a senior GLE course.

LEARNING SKILLS/STRATEGIES

Literacy – continued good practice and development of reading and comprehension
- continued good practice and support of written material in all the necessary forms eg. essay, summary, application, report, and so on

Numeracy – continued good support of basic skills practice and completion for both science and math.

Oracy and Listening – practical emphasis on levels of speech and active listening

Thinking and Metacognitive Activities – emphasis on ways to think and resources to access. Consideration of adaptive techniques and strategies for problem solving.

Academic Support Programme – To facilitate students' success in all academic classes.

TECHNOLOGICAL EXPERIENCES

Basic Computer Literacy – ensure that all students have had exposure, access, and some measure of success in relation to simple word processing and directed internet browsing/search, as well as assistive technology and supportive learning programmes.

FORWARD PLANNING/TRANSITIONING

Engagement and Involvement of students in contemplating next steps for life plans. Identify and analyze own learning style, identify own personal affective factors regarding school and career success, identify potential and past educational and training difficulties. Analyze knowledge gained about own learning in order to move forward with career planning and workplace safety.

Project Design – ensure that each senior student has had at least two opportunities to explore options of personal interest in either the world of work or post-secondary schooling/training.

Personal Gap Analysis and Contemplation – In investigating forward planning students are able to see where future plans need either further school certification or where revision of plans is necessary and can take necessary corrective measures.

PERSONAL MANAGEMENT

Learning Profiles Awareness – involves each individual understanding and acting within the boundaries of his/her strengths and capacities and avoiding, as much as possible, those situations and styles that do not lead to success

Healthy Living Awareness – requires each individual to understand and act upon the choices in life that are to be made regarding physical, emotional, and mental health, and understanding where resources are to deal with good choices.

Personal Relationships/Responsibilities – requires that students see themselves as in control of how they relate to others and how others relate to them. Relationships are a result of actions taken and choices made. Each relationship (including with self) can be directive/instructive in how he/she leads life and involves the others in it.

Positive Self-Image – this final and initial step requires students to look honestly at themselves and see how, at their best, they can contribute to their own growth and have a positive impact on the work and world they are about to enter.