

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12 Open (GLS40/GLE40/GLE30)

1. Learning and Thinking Strategies

Specific Expectation	Not Yet 1	Emerging 2	Competent 3	Proficient 4	Approx Hours
Identify and apply strategies for improving concentration and minimizing internal and external distractions					
Demonstrate effective use of the inquiry/research process and problem solving in a variety of learning situations					
Describe and make effective use of memory strategies to support learning					
Demonstrate the ability to adapt study techniques and test-taking strategies to suit different subjects and formats (e.g., essay, MCQ, open book, oral)					

2. Literacy and Numeracy Skills and Strategies

Specific Expectation	Not Yet 1	Emerging 2	Competent 3	Proficient 4	Approx Hours
Identify/apply reading strategies (headings, subheadings, pictures, charts, questioning) to acquire and evaluate information from varied written materials					
Apply writing strategies (brainstorming, mind maps, charts, note-taking) for diverse audiences and purposes (reports, job applications, résumés)					
Identify/apply oral communication strategies (class discussions, interviews, requesting assistance, asking for information) in school, community, and workplace					
Identify/apply numeracy skills (calculating, data interpretation, budgeting) to meet academic and career-planning requirements					

3. Planning for Learning

Specific Expectation	Not Yet	Emerging	Competent	Proficient	Hours
Identify and analyze learning styles (auditory, visual, kinesthetic) to determine how they learn best					
List positive/negative personal factors affecting secondary-school learning (motivation, values, attitude) and identify strategies to maximize learning					
Identify past difficulties in educational settings (projects, tests, essays, group work, presentations) and explain how to improve					
Identify possible challenges (learning difficulties, physical barriers, family, finances, location) to effective postsecondary learning					
Identify resources (library, Internet, tutors, guidance office, community agencies) available to support learning					
Identify and apply self-advocacy strategies to meet learning and personal needs					
Describe how they will continue lifelong learning in both formal and informal ways after secondary school					

B. Personal Management

1. Applying Personal-Management Skills

Specific Expectation	Not Yet 1	Emerging 2	Competent 3	Proficient 4	Hours
Compare personal-management skills, habits, characteristics needed for success in secondary school with those required in other learning/work settings					
Evaluate personal-management skills, habits, characteristics through self-assessment (inventories, skills tests, past successes/failures) and identify areas to improve					
Describe ways people manage issues such as risk, time, change, planning, and money					
Demonstrate effective strategies for improving personal management (agenda use, goal setting, time/priorities management, budgeting)					

2. Impact of Personal Factors

Specific Expectation	Not Yet 1	Emerging 2	Competent 3	Proficient 4	Hours
Identify and describe personal factors that can negatively affect learning and thinking (low self-esteem, high anxiety, substance abuse, interpersonal issues)					
Describe personal/social factors contributing to positive/negative stress (disabilities, racism, discrimination, finances, family support) and their effects					
Explain the relationship between a healthy lifestyle (sleep, nutrition, exercise, holistic approaches) and daily performance					
Assess affective preparedness (responsibility, independence, emotional readiness) for post-secondary education or work goals					

3. Interpersonal Skills

Specific Expectation	Not Yet 1	Emerging 2	Competent 3	Proficient 4	Hours
Identify and use strategies/resources (conflict resolution, co-curricular activities, counselling) to maximise success in school and daily living					
Demonstrate understanding of networking, mentorship, and self-advocacy's role in achieving postsecondary goals (work, travel, training, further education)					
Demonstrate interpersonal skills that contribute to goal achievement (communicating with employers, requesting information, job applications, work experience)					