



Creating a learning plan for: CBE Home Education

learning | **as unique** | as every student



**Calgary Board
of Education**

Creating a Learning Plan

This guide is intended to support CBE Home Education parents in developing the written description of their home education program, known as the 'learning plan.'

In the following pages you will find information on the essential components of a learning plan and step-by-step instructions on how to get started...

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Essential Components

Alberta Education requires parents to provide CBE Home Education with a learning plan that includes the following components:

Activities that will enable your child to achieve their learning targets

Instructional methods

Resources

Assessment plan for the ongoing evaluation of your child's progress

and

The name of the person instructing the home education plan if it is not the parent

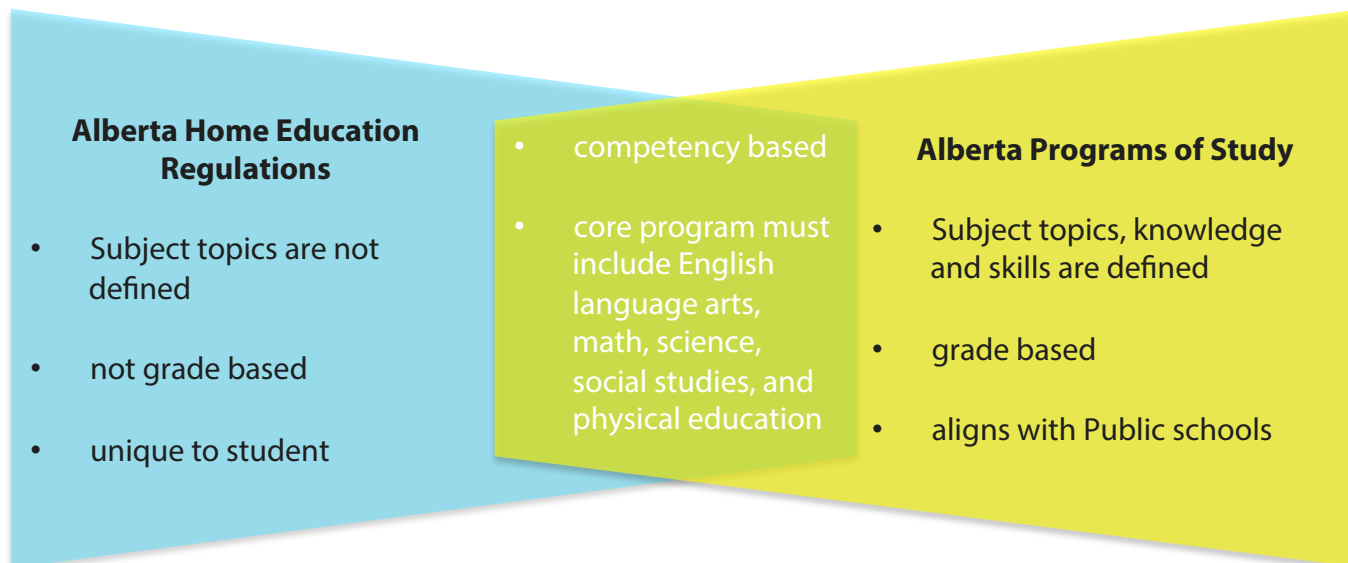
Step 1: Identify Learning Outcomes

On your *Home Education Notification* form you declared either the learning outcomes prescribed by the Alberta Programs of Study or the learning outcomes listed in the Alberta Home Education Regulation.

Which learning outcomes have you decided to follow?

These learning outcomes will be the 'backbone' of your learning plan.

If you have decided to follow a blend of the two sets of Alberta outcomes, which subjects will follow the Alberta Home Education Regulation and which will follow the Alberta Programs of Study?



Step 2: Establish Current Learning

Think about the learning outcomes you've decided to follow and ask...

What is my child able to do now?

Understanding what your child's skills are at the start of the year is an important part of the assessment process. Articulate the knowledge and skills your child currently has in each of the following areas:

- Reading/Writing
- Math
- Science
- Social Studies
- Physical Education
- Other non-core subjects

Step 3: Set Year-End Learning Targets

Think about your child's current learning and ask...

What will your child to be able to do by the end of the year?

Year-end learning targets need to align with the learning outcomes you have decided to follow:

Home Education Regulation

Parent develops learning targets

- Develop learning targets or 'goals' following outcomes (a) through (t) listed in the Alberta Home Education Regulation
- Learning targets must provide students with a solid core program including English language arts , math, science, and social studies

Programs of Study

Learning targets are prescribed

- Students follow the Program of Studies for the grade in which they are enrolled

Step 4: Plan Short-Term Targets

Think about your child's year-end learning targets and ask...

What short-term 'stepping-stones' does my child need in order to achieve their learning targets?

Break each year-end learning target into smaller, more specific steps. For example, your child is currently able to write a simple sentence. Their year-end learning target is to independently write a paragraph using 5 or more sentences. What specific skills will you need to build out into smaller steps in order for your child to achieve that year-end target? What is the estimated timeline for those smaller 'stepping-stone' skills?

Home Education Regulation

Parent develops short-term learning targets

- Break each year-end learning target into smaller, more specific goals to guide the progression of your teaching
- Map out how and when these smaller, specific goals will need to be achieved in order for your child to accomplish their year-end learning targets

Programs of Study

Short-term, specific learning outcome targets are prescribed

- Each subject has smaller 'specific learning outcomes' listed under the more general learning outcomes
- Map out how and when these smaller, specific outcomes will need to be achieved in order for your child to accomplish their year-end learning targets

Step 5: Identify Conditions for Success

Think about how your child learns, how you want to teach and ask...

a) What *learning strategies* will strengthen teaching and learning?

When is your child at their very best? What are the critical factors at play? For example:

- Frequent movement breaks
- Working with others
- Minimal distractions
- Feedback while completing tasks
- Breaking tasks into smaller steps
- Strategies that have worked in other settings such as schools or community lessons
- Strategies recommended as part of an educational psychological assessment

Step 5: Identify Conditions for Success

Think about how your child learns, how you want to teach and ask...

b) What kinds of *activities* will strengthen teaching and learning?

How will you adjust for your child's preference or learning style? What will your child be doing? For example:

- Hands-on inquiry
- Lecture and practice
- Online learning or media and internet resources
- Inter-disciplinary explorations
- Read material and respond to questions
- Compose and prepare a variety of written responses
- Prepare and deliver formal tasks, presentations or dramatizations
- Participate in organized field trips
- Experimentation
- Journaling

Step 5: Identify Conditions for Success

Think about how your child learns, how you want to teach and ask...

c) What *learning routines* will strengthen teaching and learning?

Things to consider:

- Kinds of activities that are best suited for mornings, afternoons (or evenings)
- Length of time you can expect your child to spend on individual activities (attention span)
- Allocated teaching time per child
- Typical daily routine and weekly schedule
- Learning environment
- Flex days, field trips, extra curricular activities, etc.

Step 6: Build in Ongoing Assessment

Think about your child's learning targets and ask...

How will you and your child know that it is time to move on to the next learning target?

Evaluating your child's progress as they work through learning activities will show you what your child has achieved and will guide your teaching. The evidence you collect for evaluation will generally fall into one of two categories:

Learning is demonstrated through open-ended learning tasks and evaluated with pre-determined criteria

These tasks are designed for your child to demonstrate specific knowledge or skill outcomes. For example:

- Written responses or reflections
- Oral presentations
- Demonstrations or teaching someone else
- Problem-solving tasks
- Dramatizations
- Building challenges
- Projects or reports

Learning is demonstrated by responding with a pre-determined correct answer

These are more traditional test or quiz type tasks that are designed to have a 'correct' answer. For example:

- Short answer questions
- Fill-in-the-blank diagrams or statements
- Multiple choice questions
- Worksheets or workbooks

Step 6: Build in Ongoing Assessment

Think about the different ways your child will demonstrate their learning and ask...

How will you document this evidence of learning to support your mid-year and year-end reporting?

In January and in June, you are required to complete a parent report card and provide documentation with evidence of your child's learning progress. Building an ongoing assessment plan which includes how and what you will document is essential. Things to consider:

- Key learning artifacts that illustrate where your child started from, and what they achieved
- Anecdotal notes
- Results from pre and post tests or quizzes
- Evaluation of your child's response to open-ended learning tasks

All CBE Home Education students have access to two secure, digital online tools that may help you with the documentation process. Please talk with your facilitator to access these tools:



Step 7: List Resources

Think about your conditions for success and ask...

What resources will I need to strengthen teaching and learning?

For example:

- Hands-on learning materials and supplies
- Text books, workbooks, curriculum
- Field trips or passes to museums, galleries, etc.
- Experts (online, lessons, tutors, etc.)
- Internet

Something to consider:

CBE Home Education is only able to reimburse approved resources documented in the learning plan. The CBE Home Education "Reimbursement Guide" is available online: www.cbe.ab.ca

Learning Plan Checklist

Have you included the following information in your learning plan:

- Learning outcomes – *Which learning outcomes have you decided to follow?*
- Current learning – *What is your child able to do now?*
- Year-end learning targets – *What will your child be able to do by the end of the year?*
- Short-term targets – *What short-term stepping-stones does your child need in order to achieve their learning targets?*
- Conditions for success – *What learning strategies, activities, and learning routines will strengthen teaching and learning?*
- Assessment – *How will you and your child know that it is time to move on to the next learning target? How will you document this evidence of learning to support your mid-year and year-end reporting?*
- Resources – *What resources will you need to strengthen teaching and learning?*

Sample Template

This is just one way to format your learning plan. You are welcome to use this template, adapt this template, or use a different format entirely. Ultimately, this learning plan needs to support YOUR teaching!

My Child's Learning Plan 20XX/20XX School Year				
Conditions for Success: <ul style="list-style-type: none">• Learning Strategies• Learning Routine				
Subject or Topic: _____ Name of Instructor (if not the parent): _____				
Learning Outcomes: <input type="checkbox"/> Home Education Regulation <input type="checkbox"/> Programs of Study				
Current Learning:				
Year-End Learning Target:				
Month	Short-Term Targets	Activities	Resources	Assessment
September				
October				
...				
June				

Helpful Links

Alberta Education Homeschool Regulation

http://www.qp.alberta.ca/documents/Regs/2006_145.pdf

Alberta Education <https://education.alberta.ca>

Home Education Handbook (Alberta Education 2010)

<https://education.alberta.ca/media/3069723/home-education-handbook-v2010.pdf>

CBE Homeschooling <http://schools.cbe.ab.ca/homeschooling/>



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