



Établir le CONTACT
ÉRA et développement de la carrière
Connaissance Échange
Consultation

Conférence CAPLA
Oct. 2006

Recognition
for Learning



Session d'aujourd'hui

1. Survol du projet
2. Partenaires
3. Présentations
4. Compétences – normes et lignes directrices
5. Discussions:
 - Pratiques exemplaires
 - Ressources et possibilités de développement professionnel
 - Contacts
 - Compétences
6. Prochaines étapes

Quelques principes sous-tendant l'ÉRA

- Tous les apprentissages comptent – peu importe comment et où ils ont été réalisés
- Toute personne peut être aidée dans la détermination de son savoir, de ses compétences et de ses habiletés/attitudes; dans l'expression de ses connaissances; dans la prise de conscience de leur étendue et de leur profondeur et dans la démonstration de celles-ci, en fonction d'objectifs particuliers
- Apprenants, éducateurs, conseillers et employeurs ont besoin d'outils – et de formation – pour les aider à déterminer, évaluer et reconnaître les apprentissages pertinents au moyen de processus reconnus, rigoureux, fiables, justes et authentiques

Conseil canadien sur l'apprentissage

Projet pour l'échange de connaissances

❖ Communauté de l'ÉRA

❖ Communauté du développement de la carrière (DC)

❖ Communauté de la gestion des RH (RH)

- Déterminer l'applicabilité de l'ÉRA aux activités du DC et des RH
- Identifier les liens existants et potentiels entre les communautés et établir les priorités d'échange de connaissances
- Fournir des ressources limitées d'apprentissage et d'échange en ligne

Recognition
for Learning



Principaux objectifs DC/ÉRA

(oct. 2006 à mars 2007)


- Conférence du groupe de discussion et évaluation en ligne/groupe de discussion (RFL) afin d'identifier les ressources et les outils clés
- Diffuser ces ressources et outils via RFL
- Engager des discussions en ligne sur l'échange de connaissances : 1 diffusion web + baladodiffusions
- Engager des consultations sur les compétences communes/transférables des praticiens

Recognition
for Learning



RFL – un centre d'échanges

Recognition
for Learning



Welcome to **RecognitionForLearning** (RFL), an online community of practice dedicated to prior learning assessment and recognition (PLAR). Our goals are to advance the assessment and recognition of learning, and promote the improvement of PLAR practice in Canada. If you want to find out about PLAR and PLAR services or if you are preparing to have your learning assessed, our community can help you. If you are interested in the practice of PLAR or research into PLAR, we provide opportunities for you to share information with colleagues, extend PLAR knowledge, network and develop expertise.

Enter RFL by choosing one of the boxes below.

Click here if you want to find out about PLAR and PLAR services or if you are preparing to have your learning assessed.

Learner

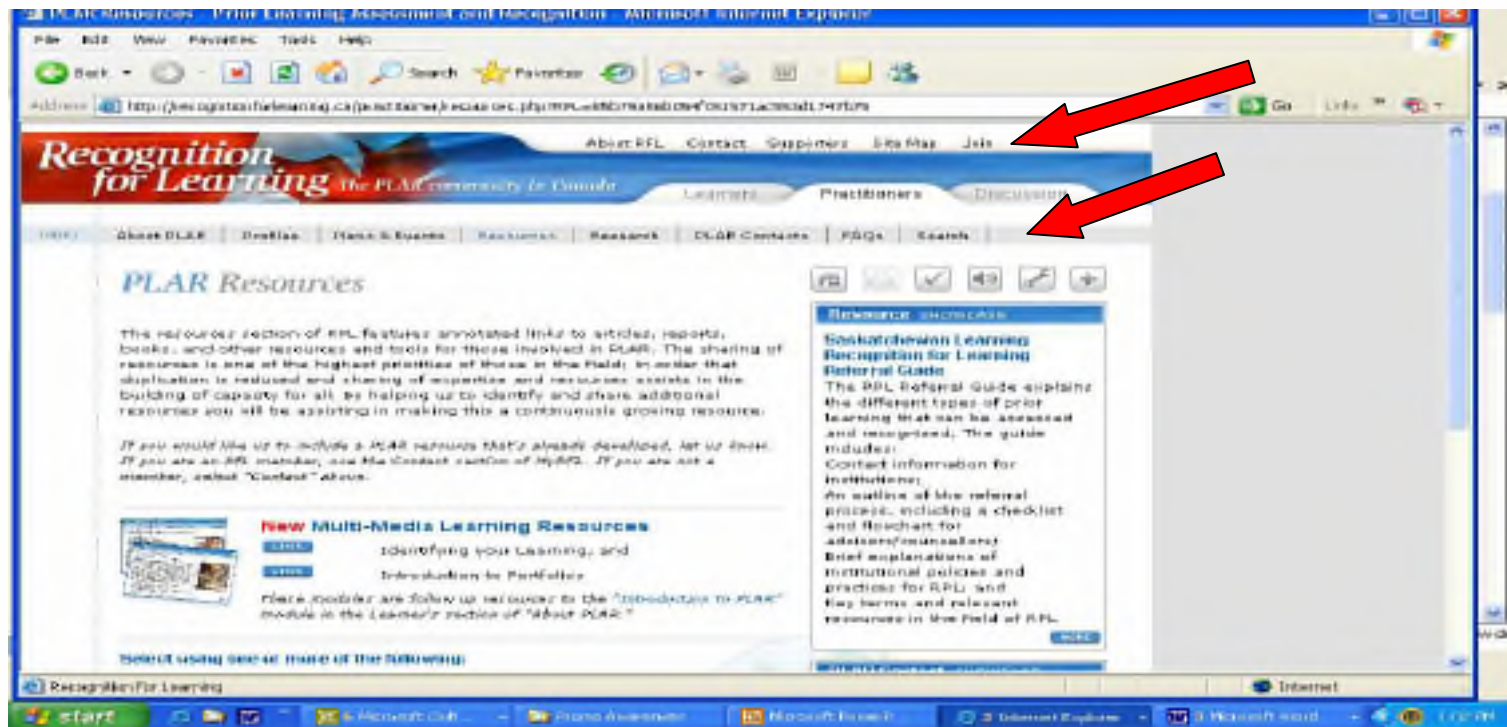
Click here if you are interested in the practice of PLAR or research into PLAR.

Practitioner

Top

© Canadian Association for Prior Learning Assessment

2 barres de menus



- Information légèrement différente sous *Apprenant* et *Praticien*

ÉRA : sensibilisation et ressources

The image shows a screenshot of a web browser displaying the Recognition for Learning (PLAR) website. Two large blue arrows point from the title 'ÉRA : sensibilisation et ressources' to the website content. The main page, titled 'About PLAR', explains that PLAR stands for Prior Learning Assessment and Recognition, a process for identifying, assessing, organizing, describing, and certifying knowledge, skills, and attitudes developed through various life experiences. It lists several ways PLAR can be used, such as for formal education, informal learning, and volunteer work. A section titled 'A multi-media Introduction to PLAR' offers a multimedia presentation about PLAR. Below this, a section titled 'Why PLAR?' lists three reasons to participate. An inset window shows a presentation slide titled 'How is PLAR Used?' which lists reasons for using PLAR, such as wanting to enter or re-enter the workforce, seeking a promotion, or needing personal or professional development. The slide also features a video thumbnail of PLAR consultant Sandra Ains and a photo of a woman, Ana, who used PLAR to gain credit at the university level.

About PLAR

PLAR stands for Prior Learning Assessment and Recognition. It's a process through which you identify, assess, organize, describe and certify your knowledge, skills and attitudes that have been developed

- through formal education and training, and
- informally — on the job, through independent reading and courses taken in your community, in volunteer work, and numerous other significant life experiences

Choose a topic:

A multi-media Introduction to PLAR!
Are you wondering what PLAR is all about and if you or someone you know could make use of it? Click on the multi-media presentation about PLAR, and its benefits, here...

Why PLAR?
Here are three good reasons to participate in PLAR:

Module 1: Introduction to PLAR

How is PLAR Used?

You may have valuable knowledge and skills that could be assessed to further your life dreams and goals. If you are

- Wanted to enter or re-enter the workforce
- Striving for a promotion at work
- Wanted to explore new career options
- Needing personal or professional development
- Requiring recognition of foreign training and work experience
- Looking for academic credit for course learning you already possess

Then PLAR may be just what you need!

PLAR consultant Sandra Ains explains PLAR (click image to view video).

Ana was able to use PLAR to gain credit in courses at the University level (Click image to read part of her story).

Pour le praticien

The screenshot shows a web browser window with the following elements:

- Browser Title Bar:** PLAR Contacts - Prior Learning Assessment and Recognition - Microsoft Internet Explorer
- Address Bar:** http://recognitionforlearning.ca/practitioner/contacts.php
- Navigation Menu:** Home, About PLAR, Profiles, News & Events, Resources, Research, PLAR Contacts, FAQs, Search. Sub-menu items include: About RFL, Contact, Careers, Site Map, Jobs, Learners, Practitioners, Discussion.
- Main Content Area:**
 - PLAR Contacts:** Do you need to find information about PLAR? Do you want to know where PLAR services are available? PLAR Contacts provides links to the websites of organizations and educational institutions that provide PLAR services and/or information about PLAR. Recent additions include: **SIAST Saskatchewan Institute of Applied Science and Technology** (Location: Moose Jaw/Prince Albert/Regina/Saskatoon, Saskatchewan).
 - Search for PLAR Policies & Procedures:** Search our database to find Canadian post-secondary institutions that provide their PLAR Policies & Procedures online.
 - News/Event Showcase:** 18 - 19 October, 2008 Live Webcasts from the Sixth International Forum on Prior Learning Assessment and Qualification Recognition. Can't make the conference in person? CAPLA is presenting one session in each time slot of the conference through live webcasting.
 - Resource Showcase:** Guide to Terminology Usage in the Field of Credentials Recognition and Mobility in

Devenez membre (c'est gratuit!)

pour accéder aux forums de discussion et contribuer au contenu

The screenshot shows the website's navigation bar with links for 'About RFL', 'Contact', 'Supporters', 'Site Map', and 'Join'. Below this is a secondary navigation bar with 'Learners', 'Practitioners', and 'Discussion'. A main navigation bar includes 'Home', 'About PLAR', 'Profiles', 'News & Events', 'Resources', 'Research', 'PLAR Contacts', 'FAQs', and 'Search'. The main content area is titled 'Join Recognition for Learning' and asks 'Are you registered as a member?'. It includes a 'Please Note' about registration, a 'Members login here' section with a login form, and a 'Please Note' about cookies. A 'Resource Showcase' sidebar is visible on the right. Red arrows point to the 'Join' link, the 'Discussion' link, the 'Click here to Register' link, and the login form. Two blue callout boxes provide instructions in French: 'Si vous n'êtes pas membre' and 'Si vous êtes membre'.

Recognition for Learning The PLAR community in Canada

About RFL Contact Supporters Site Map Join

Learners Practitioners Discussion

Home About PLAR Profiles News & Events Resources Research PLAR Contacts FAQs Search

Join Recognition for Learning

Are you registered as a member?

Please Note: If this is your first visit, you must Register to access the site. It's free! [Click here to Register.](#)

Members login here

If you have previously registered, then log in below using the username and password you chose when you joined.

Please enter your username and password to log in:

Username:

Password:

Log me on automatically each visit:

[I forgot my password](#)

Please Note: Cookies must be enabled to use MyRFL.

As a member of this site, you can:

Resource Showcase

Saskatchewan Learning Recognition for Learning Referral Guide

The RPL Referral Guide explains the different types of prior learning that can be assessed and recognized. The guide provides information for practitioners and administrators of the referral process, including a checklist and flowchart for advisors/counsellors; Brief explanations of institutional policies and practices for RPL; and Key terms and relevant resources in the field of RPL.

Recognition for Learning

Internet

Si vous n'êtes pas membre

Si vous êtes membre

Discussions – publiques et privées (accès réservé aux membres)

Forum

Topic	Posts	Last Post	
Research in Progress Allows people doing formal or informal research to ask questions of others in the field. Moderator: Del Hall	2	2	10 February, 2006 2:02 pm novakost4 ➔
Discussion on research findings This forum allows you to make comments on current research findings displayed on the site. Possibly you have ideas about how the results might be used, related research you are aware of, or additional research that needs to be done as a result of findings.	2	4	3 October, 2006 9:51 am anrip ➔

+ Practitioners

Forum

Topic	Posts	Last Post	
Next steps after PLAR This Forum is open for all to post questions they would like to discuss with others. Moderator: Del Hall	2	2	11 February, 2006 9:02 pm planprae ➔
New happenings with PLAR This forum is an opportunity for people to post new projects, development activities or questions wondering if others are working on a topic of PLAR. Share what you are doing. This is a good way to develop some special interest groups within PLAR.	2	3	4 October, 2006 6:36 am UCLC ➔
PLAR Policies & Procedures An opportunity to ask questions or discuss specific policies or procedures, their rationale, challenges and opportunities	1	1	22 November, 2006 9:17 am Gail Hall ➔

+ All Learning Counts Workshop - Private

Forum	Topics	Posts	Last Post
-------	--------	-------	-----------

Groupes
privés

ou

thèmes
d'intérêt
public

Ajouter de
thèmes

Contribuer
aux débats

Interroger

Discussions – soyez à jour – facilement

Topic:
Cost of PLAR in post-secondary programs

Returns: Forum Index -> PLAR Policies & Procedures

[Start New Topic](#) [Reply to this](#) [View posts since last visit](#)

[Previous Topic](#) [Next Topic](#)

Should PLAR cost per course be the same cost as taking it in class?

Yes
 No
 It depends

[View Results](#)

Author	Message
Gail Hall Site Admin Joined: 10 May 2004 Posts: 54 Location: Winnipeg, Manitoba	<p>Posted: 22 November 2005 9:17 am Quote Edit IP</p> <p>Do you charge by course or by program, and is it variable? Why?</p> <p>Back to top Profile PM Email</p>

Display posts from previous:

[Start New Topic](#) [Reply to this](#) [View posts since last visit](#)

Returns: Forum Index -> PLAR Policies & Procedures

Page 1 of 1
Watch this topic for replies

All times are GMT - 6 Hours

You can start new topics in this forum
You can reply to topics in this forum

Contribuez au contenu pour partager des informations, ou en demander

MyRFL - Prior Learning Assessment and Recognition - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://recognitionforlearning.ca/practitioner/myRFL.php?RFL=dc4cdd57297de95a728495a331627d5>

About RFL Contact Supporters Site Map MyRFL

Learners Practitioners Discussion

Home About PLAR Profile News & Events Resources Research PLAR Contacts FAQs Search

Welcome to MyRFL

Your own personal space at RecognitionforLearning.

With MyRFL, you can use any of the features below to enhance your RFL experience. We have spent some time building an on-line help for each option we think may require more explanation, so if you get stuck, look for a help button that should get you up and running.

2005						
November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Day 325 (40 to go)						

Announcement

Check out the new multi-media learning modules under the Resource Section of the site. Here you will learn how to identify learning, and gain an introduction to portfolios and how they are used for PLAR.

Here's what you can do...

- Add content to RecognitionForLearning.ca**
The best thing about RFL is we strive to keep our information up to date. You can help by adding information relevant to our site.
- RFL Bookmarks**
While viewing/reading items of interest on RFL, you can save bookmarks of them for later review here.

Resource SHOWCASE

Saskatchewan Learning Recognition for Learning Referral Guide

The RFL Referral Guide explains the different types of prior learning that can be assessed and recognized. The guide includes:

- Contact information for institutions;
- An outline of the referral process, including a checklist and form for use by career counsellors;
- Clear explanations of institutional policies and practices for RFL; and
- Key terms and relevant resources in the field of RFL.

PLAR Contact SHOWCASE

Canada Steel Trade and Employment Congress

The Canadian Steel Trades

Recognition for Learning

Internet

start

Microsoft ...

Reference ca...

Spring Gid ...

2 Windows ...

MyRFL - Prior ...

9:10 AM

Créez un lien entre votre contenu et un thème de discussion

Recognition for Learning the PLAR community in Canada

Learners Practitioners Discussion

About PLAR Profiles News & Events Resources Research PLAR Contacts FAQs Search

PLAR Research

Welcome PLAR researchers!

This is a place to locate PLAR research studies and research guides, discuss research with colleagues and plan research projects with peers. You need your help to make sure RPL Research meets your needs so please go to the Researchers section of our discussion board and join the "Planning RPL Research" discussion. This discussion is open to all PLAR practitioners with an interest in research.

If you want to work on a particular research project with colleagues, contact us and we'll set up a private discussion for your group. Select "Contact" above.

Search Results

- Canadian Adults' Interest in Prior Learning Assessment and Recognition (PLAR)**
A 2004 National Survey

Development date: October 2005
Author(s): D.W. Livingstone (Dr), M. Raykov, G. Turner

This report indicates the findings of Canadian adults' interest in PLAR from a 2004 survey with a large representative national sample of the adult (18+) Canadian population (N=5,055).

The report describes findings related to the very high interest in PLAR, unmet demand for formal education through PLAR, socioeconomic factors related to interest in PLAR, and informal learning and PLAR. The full survey, which provides unprecedented quantitative detail on learning and work activities and their interrelations was done through the WALL (Work and Lifelong Learning) project of Ontario Studies in Education of the University of Toronto.

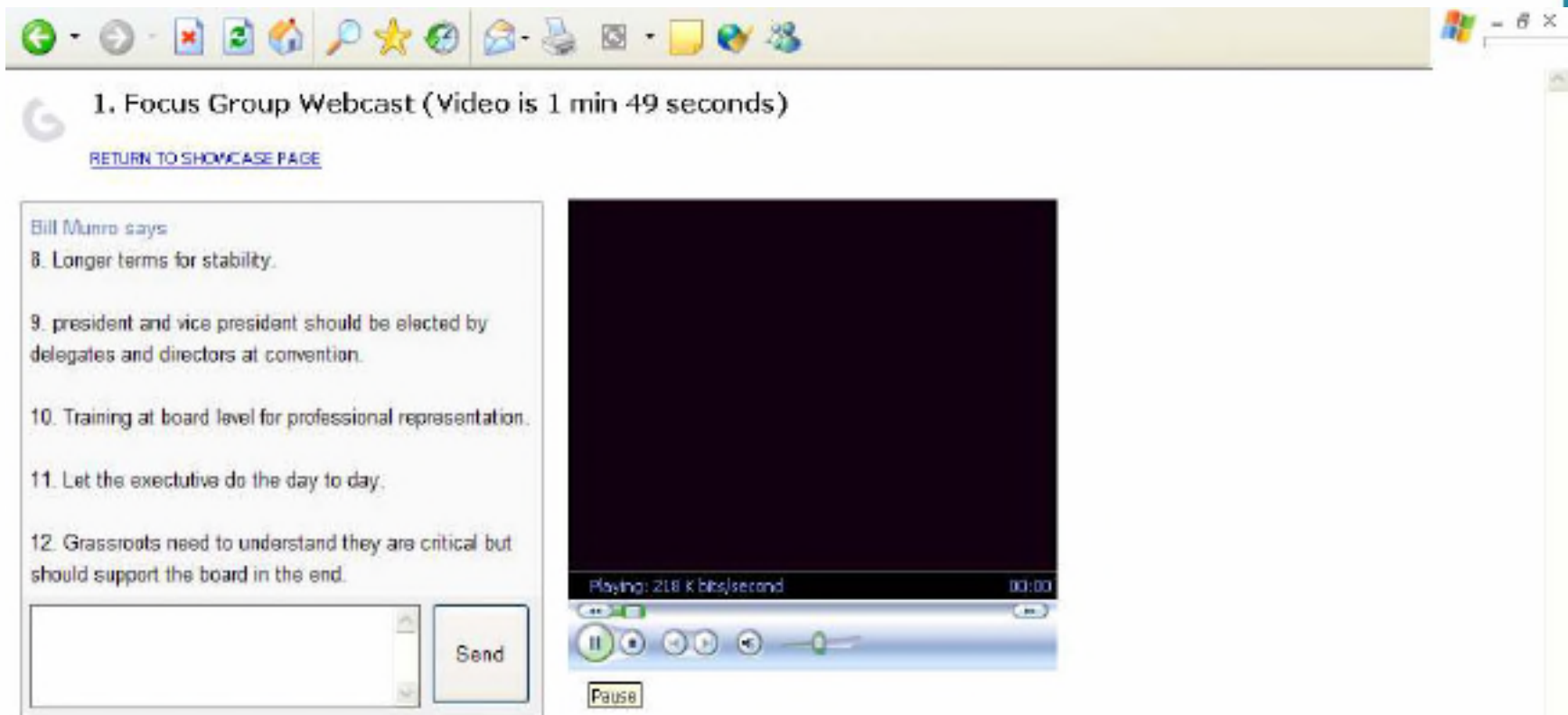
Centre for the Study of Education and Work (CSEW) at the University of Toronto is a key partner with RPL in research on PLAR.

News/Event Showcase
November 24, 2005
Videos of Opening Panel: Introduction to Workshop Themes
Recorded at the CAPLA Fall Focus Workshop, November 24, 2005, these Windows Media Player videos are of the remarks by the opening panel: Sandie Birkhead-Kirk, Joan McArthur-Blair, Christine Wihak, and L. Andrea Cardozo.

Resource Showcase
PLAR Practitioner Competencies Listing and Assessment Forms
Table A: Assessment of listings of PLAR Practitioner competencies for roles of PLAR Practitioner (Administrator/Coordinator/Facilitator). Resource also includes self-assessment forms for revisiting skills and for help in developing learning plans.

PLAR Contact Showcase
Forum For International Trade Training (FIT)
The site focuses on the process of certification as an International Trade

Diffusion web du groupe de discussion



The screenshot shows a web browser window with a toolbar at the top. The main content area displays a video player titled "1. Focus Group Webcast (Video is 1 min 49 seconds)". Below the title is a link "RETURN TO SHOWCASE PAGE". To the left of the video player is a comment box with the text "Bill Munro says" and a list of points:

- 8. Longer terms for stability.
- 9. president and vice president should be elected by delegates and directors at convention.
- 10. Training at board level for professional representation.
- 11. Let the executive do the day to day.
- 12. Grassroots need to understand they are critical but should support the board in the end.

Below the list is a text input field and a "Send" button. The video player itself is currently black, with a playback control bar at the bottom showing "Playing: 218 K bits/second" and "00:00". A "Pause" button is visible below the video player.

How it Worked: The Ontario Federation of Agriculture (OFA) used GC Webcasting to conduct a province-wide focus group. A panel of experts in the OFA boardroom invited the audience to provide text feedback which the panel viewed on an overhead screen. The result? The Federation was able to obtain comments from all across the province used to help it improve its governing structure. Members were able to participate in the focus group process from the comfort and convenience of their home.

Diffusions web - présentation



2. Conference Webcast (Video is 1 minute 11 seconds)

[RETURN TO SHOWCASE PAGE](#)



Webcast Resources

[CHECK TIME ZONES](#)
[WEBCAST DAILY SCHEDULE](#)
[WEBCAST TIPS](#)

Slides and Handouts

[ENVIRONMENTAL SURVEY](#)
[Relevant Links](#)
[STEWARDSHIP CANADA](#)

Conference Webcaster says
Mr. Vaughan could not make it...Consultant Graham Whitelaw is in his place.

Topic: Community-based monitoring.

www.icewatch.ca
www.plantwatch.ca
www.citizensenvironmentwatch.org

You are now listening to Isabelle Schmelzer,
Government of Newfoundland and Labrador:
isabelleschmelzer@gov.nl.ca

Conference Webcaster says

This is a live broadcast of the
environmental stewardship
conference in Newfoundland.

Send



How it Works: This interface shows a typical conference webcast page including the event logo, resources and downloadable handouts. The video illustrates how the audience is able to interact with the experts on stage. Also shown are slides while we hear the speaker's narration. If the web audience wants a copy of the slides, they can download them.

The interface can include logos and video greetings from conference sponsors. The sponsors can also show promotional videos before the webcast, during the breaks, at lunch and immediately following the live broadcast.

Partenaires du projet

- CAPLA, via RFL
- FCDC (Fondation canadienne pour le développement de la carrière)
- CCC (Consortium canadien des carrières)
- CNCLC (Centre des niveaux de compétence linguistique canadiens)
- AIGP-Canada (Association internationale de la gestion du personnel - Canada)

Recognition
for Learning



LE DÉVELOPPEMENT DE LA CARRIÈRE ET L'ÉRA

Un partenariat professionnel en émergence

L. Bezanson
FCDC

TRANSFORMATION

- Objectifs d'apprentissage, objectifs du marché du travail, objectifs d'équité sociale
- Accès étendu
- Méthodes innovatrices et efficaces
- Fondées sur l'observation

LE DÉVELOPPEMENT DE LA CARRIÈRE ET L'ÉRA

- développer la motivation, l'espoir et la confiance
- accroître la participation à l'apprentissage, au réapprentissage
- rejoindre les personnes vulnérables
- assurer la base pour un système cohérent d'apprentissage « à vie »

Présentations

- Nom
- Organisation
- Commentaires/exploration de l'échange entre l'ÉRA et le développement de la carrière
- Liens possibles/souhaitables (visez haut!)

Les compétences des praticiens sont-elles transférables?

- Normes et lignes directrices nationales en développement de la carrière
- Esquisse des compétences des praticiens de l'ÉRA
- Tronc commun?
- Modules transférables pour les spécialités?
- Bénéfices potentiels et usages

PRINCIPES SOUS-TENDANT les normes et lignes directrices en développement de la carrière

- Les normes et lignes directrices sont un code volontaire de pratique
- Elles s'appuient sur ce que les praticiens font
- Un ensemble de compétences est nécessaire à la pratique
- Les normes et lignes directrices tiennent compte de la diversité du champ d'intervention
- Elles sont à usage multiple, autant traditionnel qu'innovateur

FONDEMENTS DE LA RÉUSSITE PROFESSIONNELLE

Ensemble de compétences

Fondamentales:

- Comportement professionnel
- Compétences interpersonnelles
- Connaissance du développement de la carrière
- Besoin d'évaluation et de références

Spécialisations:

- Évaluation
- Facilitateur en apprentissage de groupe et individuel
- Consultant(e) en carrières
- Gestion de l'information et des ressources
- Développement du travail
- Développement du potentiel de la communauté

FONDEMENTS DE LA RÉUSSITE PROFESSIONNELLE

Domaines de compétence

- Chaque ensemble est divisé en domaines de compétence qu'un intervenant en développement de la carrière doit démontrer
- Chaque domaine comprend plusieurs **fonctions** et chaque fonction comprend plusieurs **compétences**

RÉFLÉCHIR À LA QUESTION DES HABILETÉS ET DE L'APPRENTISSAGE

**Pour plus d'information sur les normes et
lignes directrices de l'intervention en
développement de la carrière,
consultez :**

**A GUIDE FOR CAREER DEVELOPMENT
PRACTITIONERS**

www.career-dev-guidelines.org

Esquisse* des compétences d'un praticien de l'ÉRA

Ébauché à partir de :

- *Developing Benchmarks for Prior Learning Assessment and Recognition – Practitioner Perspectives* (CAPLA, 2000)
- *PLAR Practitioner Competency Profile*, basé sur *PLAR Practitioner DACUM Occupational Analysis* (Red River College 2002).
- Recherche documentaire internationale

*Élaborée dans le cadre d'un projet CAPLA/RFL dirigé par le Collège Mohawk

<http://recognitionforlearning.ca/practitioner/aboutPLAR.php>

Recognition
for Learning



Esquisse des compétences d'un praticien de l'ÉRA

- Compétences fondamentales

+

- Compétences en tant que conseiller
- Compétence en tant qu'évaluateur
- Compétences d'administrateur, de facilitateur, de coordinateur

Recognition
for Learning



Compétences d'un praticien de l'ÉRA

The image shows two overlapping web browser windows from Microsoft Internet Explorer. The left window is titled "About PLAR - Prior Learning Assessment and Recognition" and contains the following text:

About PLAR
Prior Learning Assessment and Recognition (PLAR) is a study which uses a variety of tools to help learners reflect on demonstrate learning for the purpose of gaining recognition in institutions, workplaces, credentialing organizations, or others.

Choose a topic:

About PLAR Practitioners
Across Canada, there are people applying PLAR knowledge and resources in community agencies, in professional associations and in academic settings. In Canada's 20-year and implementing a wide range of Prior Learning Assessment and Recognition services, the field of practice and the role has been evolving.

Metwank College: In partnership with RPL has developed individuals currently applying PLAR knowledge and skill interested in learning more. Information and links are provided on competencies, self-assessment of practice about practice and lessons learned as well as opportunities for improvement and interaction among PLAR practitioners.

We hope this will be the start of national discussions on Competencies, and invite you to participate in feedback RPL Discussion Forum. Veterans and newcomers in the learn from each other. RPL welcomes all to share their and engage in a dialogue to improve the practice of PL and institutions.

The right window is titled "PLAR Practitioners - Advisors" and contains the following text:

Key Outcomes for PLAR Advisors

- The individual is prompted to think critically about his/her goals and objectives.
- The individual recognizes his/her PLAR advisor as an advocate.
- The individual is self-reliant in identifying achievements and claiming prior learning.
- The individual is fully prepared and qualified to present evidence.
- The Advisor is working with *you* for the individual.
- Teams of advisors, assessors and administrators are collaborating effectively and efficiently for the benefit of both the individual and the organization.

Skills, Knowledge and Attitudes of the PLAR Advisor
In addition to the Common Competencies, the PLAR Advisor is able to:

B-1 : Advise Individuals with Prior Learning

- B-1.1 : assist individuals to identify goals
- B-1.2 : assist individuals to reflect on what they know and can do
- B-1.3 : assist individuals to relate learning from education, work and life experiences to vocational or academic program learning outcomes
- B-1.4 : collaborate in the development of an action plan to prove prior learning
- B-1.5 : guide individuals to prepare and present evidence or demonstrate prior learning relevant to the outcomes or agreed-upon criteria
- B-1.6 : link individuals to appropriate resources
- B-1.7 : promote individuals' independence/ownership of their articulation of prior learning
- B-1.8 : support individuals through an action plan (appointments, workshops, courses, videos, teleconferencing) to gather appropriate evidence.
- B-1.9 : facilitate portfolio development
- B-1.10 : advocate for the individual or troubleshoot any system problems with the individual.

The Windows taskbar at the bottom shows the start button, several open applications (MSN Messenger, Microsoft Word, Microsoft Excel, Internet Explorer, Microsoft Outlook), Norton security software, and the system clock showing 3:02 PM.

Esquisse des compétences d'un praticien de l'ÉRA

- Disponible à :

<http://recognitionforlearning.ca/practitioner/aboutPLAR.php>

(Cliquez sur le lien à la fin de la section « About PLAR Practitioners »)

Recognition
for Learning



Discussions

- 1) Pratiques exemplaires/pratiques et programmes innovateurs (+ coordonnées) décrivant des activités de l'ÉRA en DC et des activités de développement professionnel des praticiens
- 2) Identifier les ressources clés (ou le type de ressources) en vue d'un échange de connaissances portant sur l'ÉRA en DC (ou vice versa)
 - Meilleure façon de les diffuser?
(ressources en ligne via RFL, ateliers virtuels, diffusions web, baladodiffusions, autres...)
- 3) Compétences des praticiens – spécialisation en ÉRA pour le DC?

DÉVELOPPEMENT DE LA CARRIÈRE ET PROFESSIONNELS DE L'ÉRA

Développement du potentiel de la communauté

- Plus grande **influence** collectivement qu'individuellement
- Plus grande **efficacité** collectivement qu'individuellement
- Plus grand(e)* collectivement qu'individuellement!

* complétez la phrase

Prochaines étapes

- Comité directeur
- Document de consultation
- Consultation élargie – en ligne, via RFL (et liens)
- Ajouter des ressources et des contacts au site RFL
- Diffusion web / baladodiffusion
- Établir des relations plus soutenues
- Élaborer un plan pour le futur

Quoi d'autre serait utile?

- pour que les intervenants en développement de la carrière intègrent l'ÉRA dans leur pratique
- pour que les praticiens de l'ÉRA en sachent plus sur le développement de la carrière
 - comme ressources pour nos clients

Pour nous rejoindre :

info@recognitionforlearning.ca

Gail Hall, coordonnatrice

Recognition
for Learning

