



24th Annual PLA Conference

“THE POWER OF THE PORTFOLIO AS A TOOL FOR TRANSFORMATION”

May 28 – 31, 2013

Travelodge Hotel, Belleville, ON

~ PROGRAM-AT-A-GLANCE ~

TUESDAY, MAY 28, 2013

- 12:15 pm **CONFERENCE REGISTRATION BEGINS** - Foyer - 2nd Floor
- 1:15 pm **OPENING CEREMONIES** – Park Room
- 2:45 pm **REFRESHMENT BREAK**
- 3:00 pm – 4:30 pm **“The Aboriginal Financial Officers Association (AFOA) of Canada- Portfolio Development for the Certified Aboriginal Professional Administrator (CAPA) Designation”- A Progress Report”**
Dr. Paulette Tremblay, Director, Education & Training, AFOA, Canada

WEDNESDAY, MAY 29, 2013

- 8:15 am **REGISTRATION DESK - RE-OPENS** - Foyer - 2nd Floor
- 9:00 am - 12:00 noon **CONFERENCE WORKSHOPS BEGIN**
- Workshop 1** Introduction to PLAR and Portfolio Development – *Sandy Novroski, Loyalist College and Elizabeth Nicholas, CHRP, Military Family Resource Centre, CFB Trenton*
- Workshop 2** PLAR Practitioner (Advisor and Assessor) Training - *Mark Gallupe and Rose Marie Reid, Loyalist College*
- Workshop 3** Indigenous Approaches to PLAR and Portfolio Development - *Jennifer Archer, Nunavut Arctic College; Heather Green, Anishinabek Educational Institute; and Maria Hueichaqueo, Tain Adkimmn, Santiago, Chile*
- Workshop 4** Roots to Success: Portfolio Development for Youth – Facilitator Training - *Shawn Doyle, Loyalist College; Wendy Mather, PLAR Practitioner; Leah Morgan, Loyalist College; and Justin Walsh, Dual Credit Teacher, Algonquin Lakeshore Catholic District School Board (ALCDSB)*
- Workshop 5** Using the Adult Learner Friendly Institution (ALFI) Self-Evaluation to Assess Your Institution or Program – *Glen Brouwer, Sunrise Adult Learning Centres, Manitoba and Jan Smith, River East Transcona, Adult Education Program, Winnipeg, Manitoba*
- Workshop 6** Continuing the Development of the International Indigenous RPL Collective – Year V - *Paul Zakos, Loyalist College; Carlos Sebastian, Toronto; Pedro Valenzuela, Chile; Carolyn Mann, USA; and Malcolm Day, UK*
- 12:00 noon - 1:30 pm **LUNCH** (Please make your own arrangements)

1:30 pm

CONFERENCE WORKSHOPS *(continue)*

- Workshop 1** Introduction to PLAR and Portfolio Development
- Workshop 2** PLAR Practitioner (Advisor and Assessor) Training
- Workshop 3** Indigenous Approaches to PLAR and Portfolio Development
- Workshop 4** Roots to Success: Portfolio Development for Youth – Facilitator Training
- Workshop 5** Using the Adult Learner Friendly Institution (ALFI) Self-Evaluation to Assess your Institution or Program
- Workshop 6** Continuing the Development of the International Indigenous RPL Collective – Year V

2:45 pm

REFRESHMENT BREAK

3:00 pm - 4:30 pm

CONFERENCE WORKSHOPS *(continue)*

- Workshop 1** Introduction to PLAR and Portfolio Development
- Workshop 2** PLAR Practitioner (Advisor and Assessor) Training
- Workshop 3** Indigenous Approaches to PLAR and Portfolio Development
- Workshop 4** Roots to Success: Portfolio Development for Youth – Facilitator Training
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- Workshop 6** Continuing the Development of the International Indigenous RPL Collective – Year V

7:15 pm

PLENARY SESSION - Park Room

**“Assessment of Prior Learning - A Practitioners Guide”
(Launching a New RPL Publication)**

~ Malcolm Day, Nursing and APL Co-ordinator, University of Nottingham, UK; Debbie Hatfield, School of Nursing and Midwifery, University of Brighton, UK; Mark Gallupe, Social Service Worker Program, Loyalist College, Ontario; and Carolyn Mann, PLA Consultant, USA ~

8:30 pm

WINE & CHEESE RECEPTION - Sagonaska Room

THURSDAY, MAY 30, 2013

8:00 am

REGISTRATION DESK RE-OPENS - Foyer - 2nd Floor

8:45 am - 10:15 am

CONFERENCE WORKSHOPS *(continue)*

- Workshop 1** Introduction to PLAR and Portfolio Development
- Workshop 2** PLAR Practitioner (Advisor and Assessor) Training
- Workshop 3** Indigenous Approaches to PLAR and Portfolio Development
- Workshop 4** Roots to Success: Portfolio Development for Youth – Facilitator Training
- Workshop 5** Using the Adult Learner Friendly Institution (ALFI) Self-Evaluation to Assess your Institution or Program
- Workshop 6** Continuing the Development of the International Indigenous RPL Collective – Year V

10:15 am

REFRESHMENT BREAK

10:30 am - 12:00 noon

CONFERENCE WORKSHOPS *(continue)*

- Workshop 1** Introduction to PLAR and Portfolio Development
- Workshop 2** PLAR Practitioner (Advisor and Assessor) Training
- Workshop 3** Indigenous Approaches to PLAR and Portfolio Development
- Workshop 4** Roots to Success: Portfolio Development for Youth – Facilitator Training
- Workshop 5** Using the Adult Learner Friendly Institution (ALFI) Self-Evaluation to Assess your Institution or Program
- Workshop 6** Continuing the Development of the International Indigenous RPL Collective – Year V

12:00 pm

LUNCH – Park Room

1:30 pm - 2:45 pm

CONFERENCE WORKSHOPS *(continue)*

- Workshop 1** Introduction to PLAR and Portfolio Development
- Workshop 2** PLAR Practitioner (Advisor and Assessor) Training
- Workshop 3** Indigenous Approaches to PLAR and Portfolio Development
- Workshop 4** Roots to Success: Portfolio Development for Youth – Facilitator Training
- Workshop 5** Using the Adult Learner Friendly Institution (ALFI) Self-Evaluation to Assess your Institution or Program
- Workshop 6** Continuing the Development of the International Indigenous RPL Collective – Year V

2:45 pm

REFRESHMENT BREAK

3:00 pm - 4:30 pm

CONFERENCE WORKSHOPS *(continue)*

- Workshop 1** Introduction to PLAR and Portfolio Development
- Workshop 2** PLAR Practitioner (Advisor and Assessor) Training
- Workshop 3** Indigenous Approaches to PLAR and Portfolio Development
- Workshop 4** Roots to Success: Portfolio Development for Youth – Facilitator Training
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- Workshop 6** Continuing the Development of the International Indigenous RPL Collective – Year V

6:00 pm

CASH BAR

7:00 pm

DINNER – Park Room

8:15 pm

ENTERTAINMENT

Eric Baragar's "One Man Show"

FRIDAY, MAY 31, 2013

7:30 am - 8:45 am

CONTINENTAL BREAKFAST - Park Room

8:45 am - 10:15 am

PLENARY SESSION – Park Room

“Sharing Our Learning and Sustaining Our Practice – A Reflective Dialogue”

~ Mark Gallupe and Paul Zakos ~

10:15 am

REFRESHMENT BREAK

10:30 am - 11:30 am

CEREMONIAL CLOSING – Park Room

~ Quinte Mohawk Dancers ~

Please review the following detailed workshop descriptions for more information.

INTRODUCTION to PLAR and PORTFOLIO DEVELOPMENT

Presenters: Sandy Novroski, Loyalist College and Elizabeth Nicholas, CHRP, Trenton MFRC

Discover the possibilities available through PLAR and Portfolio. Are you up to the Challenge?

This workshop will focus on the importance of PLAR and Portfolio Development in a world that is in transition. The benefits for adult learners include a professionally developed portfolio that can assist with education, career planning, employability and more. A portfolio can open new doors by having relevant learning from all elements of one's life acknowledged, assessed, validated and recognized. Seeking to move forward in your career, education, life? Don't want to "start over"? A portfolio may be the answer.

In this interactive workshop facilitators will provide you with tips and tricks learned through their work to help you build your personal portfolio based on the tools of the trade. Learn how you can gain control of your future through the application of portfolio development principles and practices.

Participants in this two day session will be provided with:

- an introduction to the basic principles and concepts of PLAR and Portfolio Development.
- a series of portfolio related activities designed to jump-start the development of an individualized portfolio for career, education, self-discovery or employability purposes.
- a discussion that includes examples of the importance of evidence/documentation in competency-based PLAR.
- an opportunity to explore and discover personal strengths, skills, knowledge, values and attributes.
- tools and techniques to market skills and attributes through the utilization of a portfolio.
- a certificate of participation.

Building a portfolio is a multi-phased process; as unique as the individual who builds it. The goal of this workshop is to engage participants with practical tips and useful advice to assist with each stage of portfolio development: planning, documenting and compiling/polishing.

Portfolio creation is an excellent opportunity to gain greater control over your own future, no matter what is it that you want, even if your goals are unclear or you are unsure of the next steps. In designing one's portfolio, the poignant questions and activities involved in the process enable participants to view their past learning and future endeavors through a new and more positive lens.



THE PLAR PRACTITIONER TRAINING PROGRAM: THE KEY ROLES OF THE PLAR ADVISOR AND ASSESSOR

Presenters: Mark Gallupe and Rose Marie Reid, Loyalist College

This workshop will focus on the attitudes, knowledge, skills and processes needed to perform the duties of a PLAR Practitioner (PLAR advisor/assessor). The two days of training will be Phase One of the PLAR Practitioner Training Program. This program is a two **part** training program leading to PLAR Practitioner certification from Loyalist College.

PHASE ONE

The training in Phase One will include:

- a. Review of the Adult Learning Principles
- b. The Basics of PLAR-Background, Definition, Assumptions, Methods
- c. The Portfolio: Definition, Components, Types and Benefits
- d. Role of the PLAR Advisor and Assessor
- e. Creating Your Own Portfolio: Getting Started

PHASE TWO

Participants who are seeking to complete the PLAR Practitioner certificate can begin Phase Two of the training after the conference. Phase Two involves applying the knowledge and skill covered in Phase One. Participants, with ongoing guidance and support from one of the workshop facilitators, complete their own portfolio and submit it for review. In addition they are required to assist three other individuals in developing their portfolios.

Phase Two of the training includes:

- a. Completing an Advisor's Portfolio (optional: Master Portfolio)
- b. Guided Practicum: Assisting Three People in Developing Portfolios

Timeline for completion: December 2013

**** Please note that it is not a requirement to complete both phases or work towards attaining the certificate in order to attend this workshop.***



AN INDIGENOUS APPROACH TO PLAR AND PORTFOLIO DEVELOPMENT

Presenters: Jennifer Archer, Nunavut Arctic College; Heather Green, Anishinabek Educational Institute; and Maria Hueichaqueo, Tain Adkimn, Santiago, Chile

This workshop will introduce participants to an Indigenous approach to PLAR and portfolio development; a model grounded in the collaboration of Indigenous knowledge, language and ways of knowing. The flexibility of this approach and the way in which it values diversity is an awesome force for much needed change in adult learning practices and has also been a source of innovation and creativity for other Indigenous communities across Canada and internationally. In Nunavut and in Chile, this approach was successfully adapted to embrace Inuit and Mapuche cultures, values and philosophy.

In this session, participants will have the opportunity to explore the concept of holistic learning as embodied in Indigenous knowledge and principles, and reflect on the experience and practice of engaging the whole learner. Through a combination of discussion, individual and group work, participants will be invited to explore how holistic learning is embodied in Indigenous knowledge and teachings, reflect on prior learning experiences that engage their whole being, and reframe their own practice to embed holistic learning principles.

Holistic PLAR and portfolio development, facilitated through a process that integrates traditional knowledge and adult learning principles, promotes both individual and institutional vitality, health and well-being. It gives learners much-needed time and space to critically reflect on life experiences, reframe key learning experiences, reclaim personal and cultural identity, and engage in transformational learning. It also provides a blueprint for institutional change towards the creation of more holistic, responsive, learner-centered spaces.

The benefits impact learners personally and professionally often strengthening self-confidence and clarifying values, beliefs and attitudes.

A diverse team of facilitators from Nunavut Arctic College, Anishinabek Educational Institute and Tain Adkimn in Chile will facilitate this interactive workshop using a "learning circle" to create an open atmosphere for sharing and dialogue, engaging participants in reflection, personal exploration and perspective transformation.



ROOTS TO SUCCESS PORTFOLIO FOR YOUTH – FACILITATOR TRAINING

Presenters: Shawn Doyle, Loyalist College; Wendy Mather, PLAR Practitioner; Leah Morgan Loyalist College; Justin Walsh, Dual Credit Teacher, Algonquin Lakeshore Catholic District School Board (ALCDSB)

Youth engaged in the Roots to Success program discover the hidden gifts they hold deep within. Gifts of intelligence, creativity, gentleness, courage, resilience, strength and skills are uncovered in an adult learner friendly environment that encourages self-awareness and self-directed learning.

Facilitators engaged in the Roots to Success program also embark on an interesting journey of self-discovery confirming our passion and commitment to enhancing the lives of youth who have had difficult life experiences and have been disconnected from formal education. We are also drawn to become aware of our often deeply ingrained biases and misconceptions of youth who challenge traditional pedagogical systems and thinking; and what we need to do to gain their trust.

This workshop should be of interest to college faculty, high school teachers, counselors, members of school boards and all persons dedicated to removing barriers and smoothing the pathway, thereby enabling youth to successfully complete high school and gain access to post-secondary education.

The Loyalist College Roots to Success Dual Credit portfolio development course evolved through Loyalist College Aboriginal Resource Centre Coordinator Paul Latchford and Loyalist College Social Service Worker Program Coordinator Mark Gallupe who share a vision of reaching out to youth who traditionally have difficulty completing high school and have limited pathways for accessing post-secondary education. As a result two well established college level credit courses are facilitated under the Loyalist College Roots to Success umbrella. These include Portfolio Development and Principles of Adult Learning. Roots to Success courses are unique among Loyalist College Dual Credit Programs. Prior Learning Assessment & Recognition (PLAR) and Adult Learner Friendly Institution (ALFI) principles and practices are at the heart of the program. Upon successful completion of course requirements, learners are granted one college credit and one high school credit. Application of the PLAR process and all eight ALFI principles are integral to program success and the 95% graduation rate.

In this interactive two day workshop facilitators will share the history and partnerships associated with the Roots to Success program; as well as the proven PLAR and ALFI principles and practices that draw out the many gifts, attributes and strengths of young adults. Participants will learn of challenges presented by this unique cohort and how the PLAR and ALFI tools and process foster effective participation, growth and opportunities for youth engaged in portfolio development. Tools that have been specifically developed to create an innovative teaching/learning environment will be shared with participants. In addition, stories and statistics which highlight some of the many barriers that inhibit access to and success within, formal education for many youth will be shared. Theory and practice that encourage freedom of thought, that engage, facilitate and support youth to pursue self-directed personal growth, access to post-secondary education and employment will also be highlighted.



BEYOND PLAR: ASSESSING YOUR INSTITUTION'S SERVICES TO ADULT LEARNERS USING THE ALFI SELF-EVALUATION TOOL

Presenters: Glen Brouwer, Sunrise Adult Learning Centres Program, Manitoba and Jan Smith, River East Transcona, Adult Education Program, Winnipeg, Manitoba

Background/Context

The Adult Learner Friendly Institution (ALFI) project originated in the USA in 1999 as a benchmarking study conducted by the Council for Adult and Experiential Learning in co-operation with the American Productivity and Quality Council. Phase one of the project resulted in a publication highlighting eight benchmarks of best practice for serving adult learners in post secondary education. Phase two involved the creation of a self evaluation workbook for colleges and universities in which the eight

principles supported by performance criteria, were integrated into an evidence-based framework enabling post secondary institutions to assess their services to adults. The principles include; Outreach, Life and Career Planning, Learning Outcomes, Student Support, Teaching-Learning, Financing and Technology and Strategic Partnerships.

In 2005, Human Resources and Skills Development Canada funded a two year project to test the transferability of the ALFI tool in Canada. ALFICan consisted of 15 partners from across Canada. The ALFI tool transferred well to the Canadian context. Outcomes of the study and updates can be found at www.alfican.ca.

The ALFI principles are key elements of a holistic approach to the provision of services to an increasingly diverse, experienced population whose life circumstances and learning needs differ significantly from those of the younger adult population. Unfortunately the needs of a declining youth population are still given funding priority over the needs of a burgeoning adult population.

The ALFI benchmarks of best practice represent a more inclusive framework that recognizes the urgency and legitimacy of the learning needs of adults. PLAR has helped to open the door for change but has fallen short of setting in motion and sustaining the comprehensive changes that are required. The ALFI framework assesses the quality of services provided to adult learners, strategically integrating PLAR into several performance indicators.

This workshop can be an important next step for PLAR practitioners who are regularly confronted with the gaps that exist for adult learners after their prior learning has been assessed. PLAR has been added to systems that are increasingly characterized as fragmented, inefficient and ill prepared to respond to the many challenges faced daily by adult learners.

The ALFI process is a useful blue print for implementing significant change in adult learning policy and practice.

Workshop Goals

This workshop is intended to be interactive and participatory in nature. Participants are asked to reflect on their current services to adult learners and come to the session prepared to engage with each other and the ALFI principles.

Objectives

1. Identify issues of interest to participants.
2. Discuss the context from which the ALFI principles have emerged.
3. Explore the relationship between the ALFI principles and PLAR.
4. Discuss recent applications of the ALFI tool.
5. Apply the self-evaluation to your institution/service, projects, programs or design of programs.
6. Identify strategies for wider use and acceptance of the ALFI process and integrating the principles into the culture of educational institutions and community-based organizations in planning of projects, programs.



MOVING FORWARD ON THE DEVELOPMENT OF AN INTERNATIONAL INDIGENOUS RPL COLLECTIVE – YEAR V

Presenters: Paul Zakos, Loyalist College; Carlos Sebastian, Toronto; Pedro Valenzuela, Chile; Carolyn Mann, USA; and Malcolm Day, UK

Background/Context

In 2009 at the 20th annual PLA conference a steering committee comprised of representatives from Chile, Ecuador, South Africa and Nunavut was formed to explore the development of an International Indigenous RPL Collective. The foundation for this work was the United Nations Declaration on the Rights of Indigenous Peoples, Articles 13 and 14 and the Mission and Vision of the World Indigenous Nations Higher Education Consortium (WINHEC). A draft mission, vision and statement of objectives for the Collective were shared with conference delegates who strongly supported and encouraged the development of the Collective with suggestions for strengthening the basic documents. In 2011, at the 22nd annual conference, further refinements were made and a report, "The Eagle and the Condor, Moving Forward on the Development of an International Indigenous RPL Network", was prepared by Malcolm Day of the University of Nottingham. In 2012 at the 23rd conference further refinements were made to the Report and there was agreement on the aims, objectives and vision for the Collective. In November of 2012 a symposium was hosted by Tain Adkinn in Santiago Chile aimed at promoting RPL within the context of strengthening Indigenous knowledge, language and ways of knowing. Approximately 190 people participated in the symposium, many from Indigenous nations in South America.

This workshop will use a collaborative, problem-solving approach to: address the current challenges facing the Collective and in particular securing sufficient funds to implement a Strategic Plan. The workshop will also review the newly developed RPL policy from UNESCO to determine its compatibility with the aims, objectives, mission and vision of the International Indigenous Collective.