

Topic: Personal and Career Development Portfolio

Evidence collected in an up-to-date portfolio provides a focus for parents and the Teacher, when reviewing the student's progress and when discussing, with students, the preparation and revision of their annual education plans.

To develop a portfolio, the Teacher needs to consider following factors:

- What are the categories of learning into which the portfolio will be divided?
- For what learning will evidence be collected?
- What are the key features of an effective portfolio?

1. **Types of Portfolios:**

There are two types of portfolios –growth portfolios and best work portfolios

A growth portfolio tells the story of a student's growth as a learner. Because the Annual Education Plan involves the student in a process of setting goals, making plans to achieve them and revising goals and plans based on progress, the portfolio reflecting this process is a growth portfolio. This type of portfolio allows the student to collect evidence demonstrating development and growth over time. This portfolio can be used when students explain their progress to their parents and show the degree to which goals have been achieved. As part of an AEP review, students host a conference with their parents and Teacher twice per year.

As students progress through school, they may also select items from this portfolio to represent their best work and accomplishments. This evidence can be housed electronically, in a 'best work' portfolio that is useful in a variety of situations (e.g., interviews, application processes).

2. **Categories and Content:**

The categories in the Portfolio represent learning in subjects and learning in the areas outlined. Based on this, some possible configurations follow:

Sample Organization-Portfolio #1:

- Categories based on learning in school subjects and *Personal and Career Development Skills* Areas of Learning
 - Category 1: Evidence of academic achievement
 - Category 2: Evidence of interpersonal development
 - Category 3: Evidence of student development
 - Category 4: Evidence of career development – including the annual education plan process

Sample Organization Portfolio #2:

- Categories based on Annual Education Plan goals
 - Category 1: Evidence of academic achievement
 - Category 2: Evidence of learning as a result of career and education exploration
 - Category 3: Evidence of learning through co-curricular and extracurricular activities
 - Category 4: Evidence of learning through community involvement
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In this resource, sample activities are explicitly linked to the *Personal and Career Development Skills* competencies described in the three areas of learning.

3. **Key Features of an Effective Portfolio:**

a) Use of the portfolio process:

The students collect evidence according to the categories in the portfolio. The students reflect on key pieces of evidence by:

- identifying the learning associated with the evidence
- assessing how well they apply their learning
- determining next steps

b) Completion:

Evidence is included for education plan goals.

c) Multiple Samples:

The students collect several samples of evidence to show growth over time.

Academic and Career Portfolio

SAMPLE ACTIVITIES - Overview

Academic and Career Portfolio				
	Year 3/4	Year 5	Year 6	Year 7
1. Students ...	<p>Collecting for My Portfolio</p> <ul style="list-style-type: none"> Review the existing Primary School portfolio collection process in your school. discuss any possible additional portfolio contents 	<p>Collecting for My Portfolio</p> <ul style="list-style-type: none"> review the portfolio collection process discuss portfolio contents 	<p>Collecting for My Portfolio</p> <ul style="list-style-type: none"> check portfolio contents determine additional contents for Year 6 	<p>Collecting for My Portfolio</p> <ul style="list-style-type: none"> check portfolio contents determine additional contents for Year 7
2. Students ...	<p>Selecting from My Portfolio</p> <ul style="list-style-type: none"> review purpose for selecting portfolio items select portfolio items for the review/revision process of the student's Annual Education Plan (AEP) 	<p>Selecting from My Portfolio</p> <ul style="list-style-type: none"> review purpose for selecting portfolio items select portfolio items for the review/revision process of the AEP 	<p>Selecting from My Portfolio</p> <ul style="list-style-type: none"> select portfolio items for the review/revision process of the AEP 	<p>Selecting from My Portfolio</p> <ul style="list-style-type: none"> select portfolio items for a specific 'transition to high school' purpose (e.g., completing a personal information form for secondary admission)

Activity 16

Title	Collecting for My Portfolio
Focus:	Academic and Career Portfolio
Guiding Questions:	How do I know what to collect? How do I reflect?
Connections:	Competencies: Student Development – lifelong learning Report Card Learning Skill: Teamwork
Time:	50+ minutes– may require two meetings, depending on students’ prior knowledge February
Background:	<p>As explained in the introduction to this topic , the Teacher/Mentor is well suited to assisting students in their Teacher/ Mentor groups in the development of their Academic and Career Portfolios. This lesson helps students, whether they have portfolios or not, to apply the concept of collecting and reflecting on evidence of their learning in school.</p> <p>Throughout the year, the Teacher/Mentor structures Teacher/ Mentor meetings so that students have opportunities to gather evidence of their learning in school, place this evidence in the categories of their electronic portfolio on SCHOOL Online or their hard-copy Journal, and reflect on their learning as represented by some of the key pieces of evidence.</p> <p>All students are seeking evidence of their learning in subjects and in the learning areas outlined in Teacher / Mentor Program (TMP). When students collect evidence, the focus of this collection is determined by the organization of their portfolios (i.e., according to the College’s graduation expectations OR according to AEP goals OR according to learning in subjects, interpersonal development, student development and career development/AEP process)</p> <p>Students keep their evidence of learning in an electronic portfolio format on SCHOOL Online.</p>

The Learning Experience

Setting The Stage

Initiate a discussion about summer holidays, seeing new places and doing new things. Ask students to share something they learned to do over the summer (babysitting, swimming, surfing, sailing, skills involved in a summer job, helping around the house).

Ask students to select a partner and discuss:

What knowledge and skills did I use?

(how to body-surf and board-surf, turn and stop on the wave, how to stay calm and concentrate)

How well did I use these knowledge and skills?

(e.g., did not do as well board surfing, turning)

What are my next steps?

(e.g., continue surfing next summer, practice turning and stopping on a wave)

In what other situation might I use these skills/this knowledge?

(e.g., some skills apply to surfing, the thinking skills (concentration in a pressure situation) can apply to interviews, exam writing, school sports, emergency situations)

The Teacher Mentor uses the term “transferable skills” when applying skills in different situations. Ask students to share some examples transferable skills with the group.

Ask how they might provide evidence of proof of skills or knowledge they applied in these situations (e.g., a photograph, a video, a best player award).

The Activity

Portfolio Development Process

Although some students, particularly Year 7 School members, may have learned the portfolio development process, this is new information for most others. The Year 7 students could act as mentors with the younger children.

Remind students that, in the Teacher Mentor program, they practice skills they can use in other classes and in other life situations now and in the future. Distribute **Activity Sheet 4A Portfolio Contents – Skills Reflection** and review the desirability, application and importance of the areas of expertise and the abilities outlined in the skills inventory.

Use this list to describe your own abilities when considering evidence for your portfolio.

Refer to the example “teamwork” on the Activity sheet, discuss the steps in the portfolio process related to learning to function as an effective team member and clarify what “evidence” of teamwork might look like.

Distribute **Activity Sheet 4B Portfolio Development Process**.

Refer to the example “teamwork” on the Activity sheet and discuss how the process works.

- Identify learning
- Apply learning
- Collect evidence of learning
- Reflect on learning
- Decide on next steps

This process helps students think of the types of evidence of knowledge and skills they can gather. It is also an opportunity for goal setting in areas that need improvement.

What else do I collect?

Let students know that the portfolio icon on some of their Activity sheets means they should keep those sheets in their portfolios/folders.

There are other items students may suggest as important collection items. For example: they should think about their subjects and what they do well in; projects; artwork; journals; volunteer experiences; work experiences; hobbies; co-curricular and extracurricular involvement; awards or any form of recognition; etc.

Hand out **Activity Sheets 4C** (Years 8 - 10 *Portfolio Contents*), **Activity Sheets 4D** (Year 11 *Portfolio Contents*) and **Activity Sheets 4E** (Year 12 *Portfolio Contents*) as a checklist. Encourage students to add to the list.

Evidence of applying Multiple Intelligences

If students are aware of their dominant intelligences, ask them to use them during the next week as they take notes in class or as they study and do their homework. (e.g., a student with a dominant visual-spatial intelligence draws diagrams and charts to remember ideas or to record key ideas heard in class).

If students are not aware of the dominant intelligences they may complete the questionnaire in Appendix 4 or refer to this website

www.edu.gov.on.ca/eng/gen/elemsec/job/prospect/eng/3b.html

Students collect at least 2 pieces of evidence of their use of one of their dominant intelligences during the week. They bring them to the next Teacher Mentor meeting.

At the next Teacher Mentor meeting, students select the best example of applying one of their dominant intelligences, reflect on this evidence using the questions below, attach these reflections to the evidence and store the evidence in their portfolios.

- *What skills or knowledge did I use?*
- *How well did I use these skills or this knowledge?*
- *What are my next steps?*

Wrap Up	<p>Summarize the portfolio collection process.</p> <p>In future Teacher Mentor meetings, students use their AEP goals as a focus for portfolio development and other focus areas as determined by the school's Teacher Mentor Planning Team.</p> <p>Students:</p> <ul style="list-style-type: none"> • collect samples of work as evidence of strategies, skills or knowledge they apply to achieve the goals • reflect on their progress • plan next steps
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Extension	<p>1.1.2 Students who are unfamiliar with the portfolio development process may need to explore additional information on the purpose and benefits of a portfolio.</p> <p>4.1.2 Career Awareness Days – Presenters reflect on own Life long learning roles, within their work and in the rest of their lives e.g Leader and Collaborator role was colourfully explained by a mother of five, also a lawyer, who gave examples of being a Leader and Collaborator in both her personal life and her professional life.</p> <p>8.1.13 Students given many opportunities to make decisions, both individually and as groups.</p> <p>11.1.10 Middle school students can be given the opportunity to select special interests that they want to pursue: Year 6 students can choose the group they want to work with to organise the Career Awareness Day (e.g creating or performing in the opening ceremony), and Year 7 can choose their Leadership Group</p>
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Teacher Program Review – Reflective Question

What lifelong learning skills are students acquiring?

Activity Materials

Materials:	<p>Activity Sheet 4A <i>Portfolio Contents – Skills Reflection</i></p> <p>Activity Sheet 4B <i>Portfolio Development Process</i></p> <p>Students' portfolios/journals/folders</p>
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Blueprint Career Management Competencies & Indicators

1.1.2 Discover how positive characteristics are the basis of a positive self concept.

4.1.2 Discover how different kinds of work require different combinations of skill and knowledge

8.1.13 Engage in responsible decision-making..

11.1.10 Plan and take part in an activity of interest and describe what has been learned during the activity

Teacher's Notes:	
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Portfolio Contents – Skills Reflection

The following skills inventory lists areas of expertise and abilities.

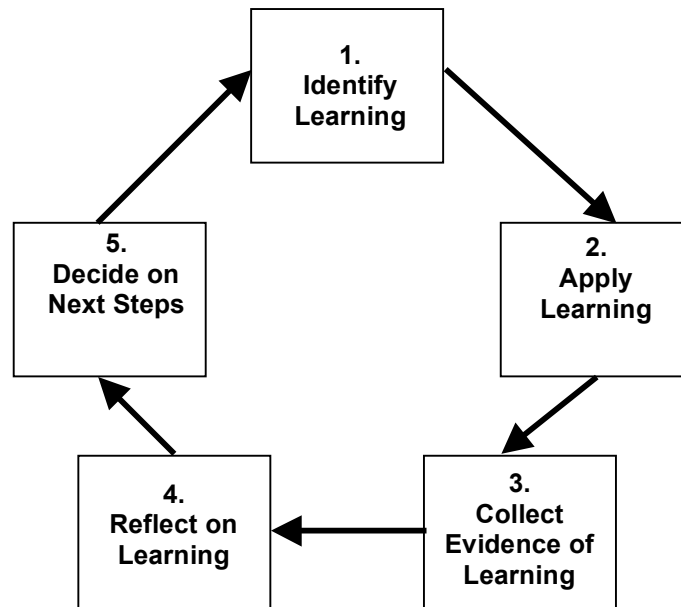
Use this list to describe your own abilities when considering evidence for your portfolio.

Communication:	<ul style="list-style-type: none"> • speaking clearly and concisely • writing effectively • reading quickly with understanding • listening objectively • talking confidently in public
Leadership:	<ul style="list-style-type: none"> • making decisions • supervising • initiating • planning • organizing • coaching • compromising and following instructions • working independently
Organization Skills:	<ul style="list-style-type: none"> • managing information • scheduling • coordinating • classifying • taking responsibility for task, group or self
Being Creative and Imaginative:	<ul style="list-style-type: none"> • inventing • improvising • experimenting/adapting • performing • drawing and writing • accepting change as a challenge • taking risks
Problem Solving:	<ul style="list-style-type: none"> • defining the problem • showing imagination and creativity • distinguishing between fact and fiction • summarizing and evaluating solutions
Team Work Skills:	<ul style="list-style-type: none"> • discussing • working with people • facilitating • cooperating • maintaining a positive outlook
Technical Skills:	<ul style="list-style-type: none"> • using computers • operating/maintaining equipment • measuring/enumerating • accessing information from many sources
Interpersonal Skills	<ul style="list-style-type: none"> • maintaining a positive attitude • understanding the failings of others • encouraging and motivating others • resolving conflict • appreciating others' efforts

Portfolio Development Process

Student's Name: _____ Date: _____

THE PORTFOLIO DEVELOPMENT PROCESS



1. **Identify Learning**
 What knowledge and skills did I learn?
 (e.g., teamwork)
 What would it look like if I applied it well?
 (e.g., participating, listening, asking questions, doing my share of the work)
 2. **Apply Learning**
 In what other situation might I use these skills/this knowledge?
 (e.g., in my science lab group work)
 3. **Collect Evidence of Learning**
 What evidence of proof of the skills or knowledge do I have?
 (e.g., copy of my self-assessment, feedback from my teacher)
 4. **Reflect on Learning**
 How well did I use this knowledge/skill?
 (e.g., I did well in other areas but I need to pay more attention to my listening skills in a group situation)
 What evidence do I have to show?
 (e.g., peer evaluation sheet)
 5. **Decide on Next Steps**
 What are my next steps?
 (e.g., I will set a goal to practice my listening skills in all of my classes)
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