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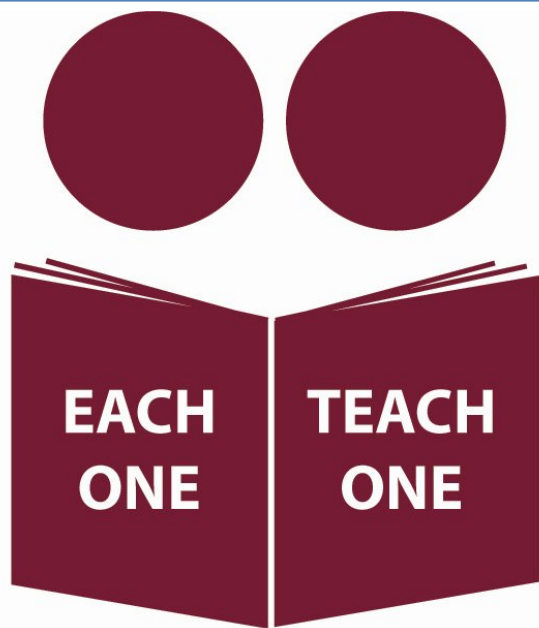
LLO Literacy Trainer Guide

Introduction to the Tutor Training Experience

Laubach Literacy Ontario Literacy Trainer Guide:

Introduction to the Tutor Training Experience
ACKNOWLEDGEMENTS

LLO's two Literacy Trainer Guides (LTG) are updated versions of past Laubach Literacy of Canada's Training Handbooks and Manuals. LLO wishes to acknowledge with gratitude the contributions of the following persons and organizations:

A complete overhaul of the Literacy Trainer Handbook, to the Literacy Trainers Manual (LTM) involved many people and organizations. The LTM was provided in DVD format to Laubach Provincial Training Officers and volunteer trainers across the country that provided input into the presentation content and the Laubach Enhanced Training System (LETS) Guidelines. The following is a partial list of supporters and contributors at that time.

Version 4:   Laubach Literacy Ontario Literacy Trainer Guides (LTG)- 2015

With the demise of Laubach Literacy of Canada in 2008, each provincial Laubach organization had to maintain its own training system. In addition, with the shift to Essential Skills and the Ontario Adult Literacy Curriculum Framework (OALFC), LLO began changing its literacy training guidelines and content to support our member agencies in meeting these new provincial guidelines. The LLO Tutor Workshop Handbook (TWH) was updated in 2014 and again in 2015 with financial support from the Ministry of Training, Colleges and Universities.

The Literacy Trainer Guide—Workshop Presentation Guidelines, has been updated to coincide with the TWH, and like the tutor handbook, is being made available to all LBS agencies through website download or in hard-copy. The Literacy Trainer Guide— Introduction to the Tutor Training Experience has additions to the original and is now available both in hard-copy and on our website.

The following is a partial list of supporters and contributors:

Welcome to the LLO Literacy Trainer Guide:
Introduction to the Tutor Training Experience

You have joined a community of trainers who all have one key element in common; a commitment to furthering literacy awareness and education throughout Ontario.

Whatever your reasons for becoming engaged with the literacy community, your commitment to improving the lives of others through your efforts as a volunteer or staff continues to make a significant contribution.

Your skills and professionalism as a trainer will inspire the tutor trainees that you will be working with and as Dr. Laubach believed, and as we have observed over the years, volunteer tutors and literacy instructors will likely pattern themselves after you.

Although Laubach's Literacy Training Guides have been geared to training volunteers as tutors, and refer to Laubach's Enhanced Training System (LETS), LBS agencies and unfunded community-based literacy programs that do not use our training system can pick from an array of adult learning principles and training guidelines to meet the needs of their agency and community.

The Laubach Enhanced Training System (LETS) includes guidelines for Laubach Certified workshops, for those agencies that support the standards set out in the guidelines, and wish to provide an LLO tutor training certificate to trainees who successfully complete a Laubach Certified workshop.

LLO has updated LLC's Literacy Training Manual, which was only available on DVD. We have divided it into two separate Trainer Guides:

1. Literacy Trainer Guide – Introduction to the Tutor Training Experience (Part A)
2. Literacy Trainer Guide – Workshop Presentation Guidelines (Part B)

The Literacy Trainer Guide—Introduction to the Tutor Training Experience provides the trainer with an introduction to the training process and includes specific content, delivery and structure recommendations for an effective tutor training workshop.

The purpose of the guides is three-fold:
· To provide a concrete model for trainers to follow
· To maintain effective and consistent training standards, and
· To ensure that the training techniques reflect current trends and best practices from both the literacy and adult education communities.

Lastly, LLO is constantly updating Training Post, our online classroom--and our website, when we have the resources to do so.   For more information on LLO's training system and online resources, please visit http://www.laubach-on.ca/teach

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How to use the Trainer Guides

The *Literacy Trainer Guides* are provided as a guide to designing and delivering effective literacy training workshops. It focuses on training tutors and staff to teach English-speaking adult emerging learners and is designed to meet the general needs of a community literacy program.

The purpose of the guides is three-fold:

- To provide a concrete model for trainers to follow
- To maintain effective and consistent training standards, and
    - To ensure that the training techniques reflect current trends and best practices from both the literacy and adult education communities.

The material in the guides has evolved from the experiences of many trainers in hundreds of workshops and includes the following:

- LLO Organizational and teaching standards
- Helpful resources
- Presentation guidelines to make your job easier, and
- Tips on how to facilitate learning by applying adult education principles to your workshops.

Definitions and Acronyms

The following standardized terms and acronyms are used throughout this manual. Terms that are used only within a specific chapter or section are defined in that chapter or section.

Student	The individual who will be tutored
Participant	Participants at the tutor training workshop
Trainer	Trainer or trainers involved in presenting the tutor training workshop
Small group	A subset of the participants tasked with a particular activity in the workshop
Full group	All of the tutor training workshop participants
EOTO	The Each One Teach One philosophy
LETS	Laubach Enhanced Training System (workshop content guidelines)
LTG	Literacy Trainer Guides
LWR	Laubach Way to Reading (series)
TM	Teacher's Manual
TWH	Tutor Workshop Handbook
QRC	Quick Reference Guide
WM	Workshop Module (presentation guidelines)

Table of Contents

Part A: Introduction to the Tutor Training Experience Overview

Introduction   Part A of the Literacy Trainers Manual provides the trainer with an introduction to the training process and includes specific content, delivery and structure recommendations for an effective tutor training workshop.

Part A also presents a set of standards and guidelines that are based on the Laubach Enhanced Training System (LETS).

An effort has been made to include information that specifically addresses the needs of the new trainer. This includes topics ranging from adult learning principles and the learning process, to specific training skills and techniques and additional trainer tools and resources.

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LETS   LETS is the result of a multi-year training strategy project undertaken in partnership by Laubach Literacy Ontario and Laubach Literacy of Canada. The new system has been devised to give each trainer and council the ability to add relevant topics while still maintaining a national quality standard.

The system is divided into the following four large sections each of which contains a list of content that must be included or is highly recommended, suggested methods and resources, and learning outcomes.

Section 1: Introduction to Literacy Tutoring Using the Laubach Method

Section 2: The Student

Section 3: Tutoring Strategies, Techniques and Resources

Section 4: Lesson Planning and Ongoing Student Assessment

More information on these recommendations is presented in Chapter 4: The Tutor Training Workshop

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Graphic symbols   Graphic symbols are used to identify certain types of information presented in Part A. The following table provides an explanation of each of the symbols used.

Graphic symbol	What It Indicates
	Guidelines that can help trainers to enhance the learning process and provide a dynamic and successful workshop.
	Related information is included on the Literacy Trainers Quick Reference Card.
	Organizational requirements or core technical competencies that tutors and trainers are required to understand.

Overview, Continued

In this Part   This part contains the following chapters and topics:

Chapter / Topic	See Chapter
Roles and Responsibilities _ Overview of Volunteer Participation _ Roles of the Trainer _ Roles of the Training Team _ Roles of the Coordinating Team	1
The Learning Process _ Overview to Learning and the Adult _ Adult Education Principles and the Learning Environment _ Learning Group Process _ Facilitating the Learning Process _ Gaining Interest and Participation _ Participation Styles and Strategies _ Questioning and the Learning Process	2
Skills and Techniques _ Key Training Techniques _ Platform Skills	3
The Tutor Training Workshop _ Needs Analysis for Workshop Design _ Workshop Design _Workshop Standards _ Workshop Materials _ Workshop Plan _ Workshop Presentation Preparation _ Site Selection and Preparation	4
Assessing the Workshop _ Workshop Evaluation _ Providing Constructive Feedback	5
Tools and Resources _ Needs Analysis for Tutor Training Workshop Design _ LETS Guidelines _ Workshop Modules Listing _ Handouts and Aids Listing _ Universal Instructional Design for Learning _ - Tutor Workshop Plan 1 – 10 hours _ Tutor Workshop Plan 2 – 12 hours in 2 days _ Tutor Workshop Plan 3 – 12 hours in 4 evenings _ Tutor Workshop Plan 4 – 15 hours in 6 evenings _ Developing an Effective Workshop _ Tutor Workshop Evaluation Form _ Workshop Self-Assessment _ Observation Competency Assessment – Platform Skills _ Personal Information: Collection, Sharing and Retention _ Helpful Resources	6