

COMMUNITY LITERACY OF ONTARIO & CURRICULUM DEVELOPMENT

BY : JOANNE KAATTARI

In the 2018-2019 fiscal year, **Community Literacy of Ontario (CLO)** received funding from the Ministry of Training, Colleges and Universities to support curriculum enhancements for Literacy and Basic Skills agencies.

We researched curriculum gaps and areas of high demand from learners and practitioners. As a result, CLO worked with four community-based LBS agencies, who have extensive experience in curriculum development, to write, revise and adapt curricula for LBS agencies.

CLO and the curriculum development team are very proud to share the following curricula with our LBS colleagues:

- **Clerical and Office Administration** (with Kingston Literacy & Skills)
- **Food Counter Attendants & Kitchen Helpers** (with Connections Adult Learning)
- **Health Care Preparation** (with Brant Skills Centre)
- **Retail** (with Sudbury Vocational Resource Centre, Educational and Workplace Training Program)

These curricula are freely available on CLO's website at: www.communityliteracyofontario.ca/resources/publications/#Curriculum

We are most grateful to Literacy Link Eastern Ontario and the Simcoe-Muskoka Literacy Network for sharing their curricula with us as part of this initiative.

This year, CLO is delighted to be working with the Tri County Literacy Council to write, revise and adapt a "**Landscape and Grounds Maintenance Worker Curriculum**". This new curriculum will be available on our website in March 2020.

Community Literacy of Ontario and our curriculum development team members are very excited to share these resources with you, and to have this opportunity to support adult learners and LBS programs! We sincerely hope that these curricula are helpful to you in the important work you do.



COLLEGE SECTOR COMMITTEE FOR ADULT UPGRADING **Employment Path/Short-term Programs Project, 2019–2020**

BY: BARB GLASS

This CSC project focused on the development of a compilation of employment goal path resources in use across college LBS programs. The compilation includes descriptions of targeted, short-term training programs, curricula and resources to support these short-term programs, and information about Career Readiness competencies. A bibliography with a selection of open (free) educational resources is also included. Regional professional development (P.D.) sessions for college LBS representatives provided opportunities for information sharing and collaboration around the delivery of short-term, employment path programs. The information gathered and compiled will be distributed

as a resource manual, available electronically from the CSC's website.

The project began in May 2019, and in June 2019 the CSC held a "kick-off" workshop for the project at the annual CSC conference. Twenty-three of twenty-four colleges participated in this initial consultation to learn about the project, provide advice on the data collection process, and consult on the project plan.

The major activities and timelines of the project included the following:

June 2019:

- Conducted initial consultation with college LBS program staff, faculty, and managers
- Introduced the project at annual CSC Conference and invited feedback about the components and methodology of the project.

July – September 2019:

- Invited college LBS program representatives to provide information about employment path/short-term programs and resources.
- Invited colleges to send LBS representatives to a regional P.D. meeting.

October – November 2019:

- Hosted four regional P.D. meetings with college LBS representatives to review draft documentation and to elicit best practices and suggestions for improvement in the delivery of employment path/short-term programs.

December – March 2020:

- Prepared the completed Employment Path/Short-term Program resource manual for distribution at the end of March.

Between June and November 2019, the CSC received 48 submissions from college LBS programs describing their current (or recent) short-term, employment path programs. The submissions were comprehensive and included many key pieces of information identified as important in the initial project consultations. General categories of the information collected include target audience, purpose, learning outcomes, program delivery methods, resources, costs, staffing, and marketing.

The regional P.D. meetings were well-attended and provided excellent opportunities for college LBS representatives to share information, challenges, and best practices in their development and delivery of employment-related, short-term programs. A combination of faculty, staff and managers attended the meetings. The meeting evaluations from participants emphasized the value of the project, the opportunity for face-to-face consultation, and the ongoing collaboration across colleges.

The CSC is looking forward to the completion of this project in March 2020 and supporting colleges to further develop their short-term, employment-related programming.



COLLEGE SECTOR COMMITTEE
FOR ADULT UPGRADING + ACE

RENEWING ONESELF IN THE EDUCATION FIELD: A KEY ELEMENT FOR LEARNER SUCCESS

A key element for learner success

BY: RACHEL ANNE NORMAND



A career in education entails dedicating oneself to the betterment of both others and self. Without question, practitioners need to continuously renew themselves in order to keep up with the trends in teaching methods, educational materials, learning styles, and more.

Trainers integrate various tools into their daily practice; they vary and adapt their teaching techniques in order to meet the constantly changing needs of their clientele. They ensure the material being presented is pertinent and current. Curriculum planners, for their part, revise these documents periodically. Managers ensure their establishment remains relevant and they implement effective support measures, such as homework assistance programmes or language upgrading programs, among others.

The ever-present need to adapt or to renew oneself in the so-called field of traditional teaching—such as classroom teaching—is especially true in the field of online teaching. Indeed, in the case of distance learning, the training needs to be updated to ensure that out-of-date content is not being presented. The learning platforms on which they are hosted need to be pertinent and they need to function with new technological devices.

Any adaptation work undertaken, which might be instinctive, fast and inexpensive when related to classroom teaching, is not as straightforward in the online world. It takes a good number of physical, material and financial resources to update online educational material.

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The Ministry of Labour, Training and Skills Development (MLTSD), formerly known as the Ministry of Training, Colleges and Universities, understands these issues and the need to renew both programs and training tools. That is why it has invested several hundred thousand dollars since 2018 in the development and updating of online training. The Coalition ontarienne de formation des adultes (COFA) was pleased to receive some of this funding and used this money to enrich, improve and implement its *Du français en quelques clics* program.

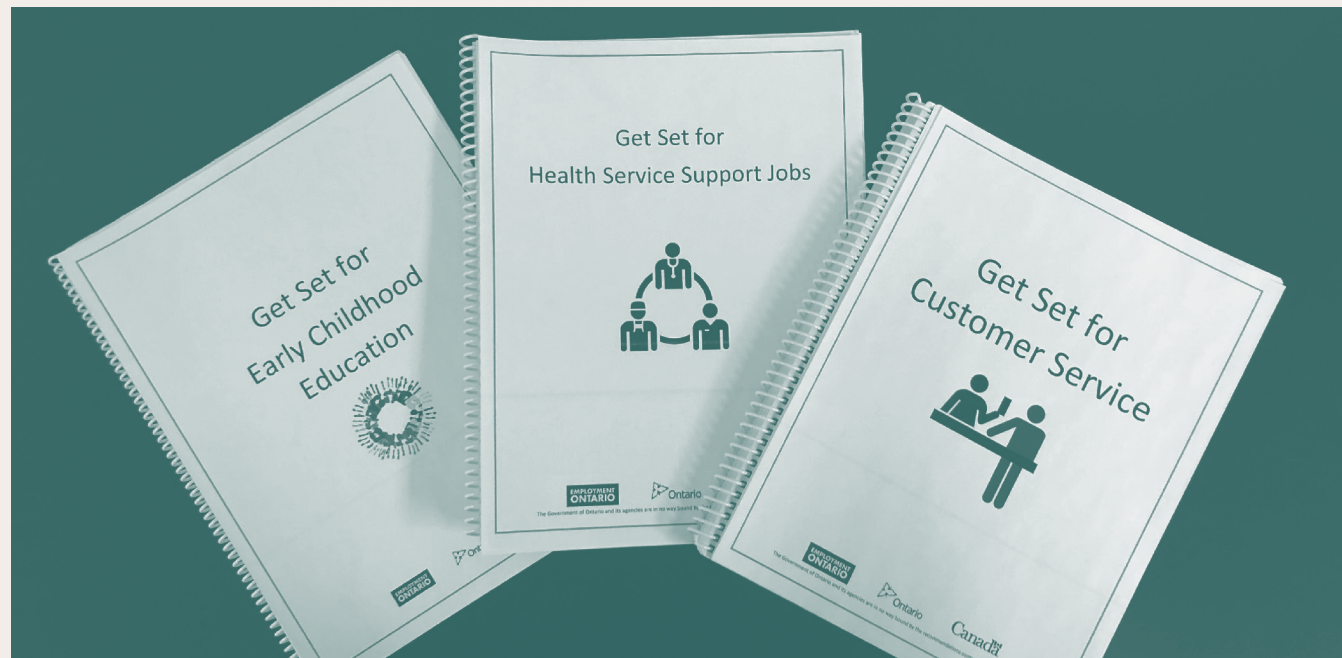
The original 14-course program, with its communicative, grammar-centred approach, is now a 22-course program that covers more grammatical, syntactic and phraseological notions. The teaching approach has been redesigned and reengineered at the request of certain COFA members, and according to comments from learners and observations from trainers. The notions have been unbundled and are now presented one by one, in a progressive fashion. This segment-based format really resonates with the learners.

This renewal activity has led to faster rates of progress amongst the learners, as well as better retention, achievement and success rates.

This work of adapting the program was carried out over a three-year period and would not have been possible without the support of the MLTSD. Electronic service providers, such as COFA, have joined forces to acknowledge this ministry for recognizing the need to renew distance learning practices and for investing in this field.

THE **GET SET** SERIES FROM LAUBACH LITERACY ONTARIO (LLO)

BY: ROBYN COOK-RITCHIE



One of LLO's roles is to support quality delivery by providing resource development responsive to emerging needs in the field. Our commitment to Literacy and Basic Skills agencies has included the development of high quality learning materials that support learners as they transition to employment.

In 2018-2019 LLO distributed a needs survey to determine key topics for curriculum development and preference for curriculum format. That research narrowed the topic list to customer service training and early childhood educator preparatory training.

In 2019-2020 LLO consulted a variety of partners including literacy and basics skills programs, employment service agencies and adult language training providers. Curriculum for learners interested in health service support jobs was identified as a need through this consultation process.

The three curricula developed comprise our "GET SET" series. The "SET" is an acronym for the **"soft"** skills, **"essential"** skills and **"technical"** skills required for a learner to transition to their next step.

GET SET for Early Childhood Education (ECE)

This curriculum includes all the materials needed to run a training program for learners who are interested in pursuing an Early Childhood Educator diploma. Topics include roles and expectations, education requirements, and employment opportunities. Participants work on communication, team work and problem solving skills. Literacy and numeracy skills are integrated to ensure learners have the competency to engage with college level programming. Participants also complete task-based activities they would expect to experience in a workplace. An assessment, learner workbook, Power Points, and a sample OALCF learner plan template are available.

The entire package can be downloaded here:

<http://www.laubach-on.ca/bookstore/book/get-set-for-early-childhood-education-ece>.

GET SET for Customer Service

This curriculum was designed for learners interested in pursuing employment across a variety of customer service positions. The instructional material covers oral and written communication, customer relations, accessibility, conflict resolution, and technology used in the field. Experiential learning is integrated into the sessions through role play and equipment use. A self-assessment, Power Points, activities, handouts, and a sample OALCF learner plan template are available.

The entire package can be downloaded here:

<http://www.laubach-on.ca/bookstore/book/get-set-for-customer-service>.

GET SET for Health Service Support Jobs

This curriculum focuses on entry level health service support jobs that do not require post-secondary education. Learners explore Essential Skills profiles, educational requirements and related job postings. Confidentiality, team work and work ethics are emphasized. Numeracy tasks and document use common to occupations in this field are integrated. An assessment, Power Points, Learner Workbook, and Facilitator's guide are available.

The entire package can be downloaded here:

<http://www.laubach-on.ca/bookstore/book/get-set-for-health-service-support-jobs>.

DEAF LITERACY INITIATIVE

EMERGING LEVEL

CURRICULUM GUIDELINE

BY: ROSE ETHERIDGE

Deaf Literacy Initiative Emerging Level Curriculum Guideline was developed in response to an identified area of need in the Deaf stream; a curriculum guideline to support practitioners in providing standardized quality instruction to Deaf adults who are at emerging level in one or all areas of literacy development including understanding and using American Sign Language (ASL) within OALCF context. This curriculum guideline follows the structure of Ontario Adult Literacy Curriculum Framework (OALCF) with goal of learners progressing from emerging level (in this curriculum guideline) to level 1 and beyond in the OALCF.

Some of key features in this new curriculum include; emerging ASL skills required to understand and use skills listed in the OALCF, goal setting for learners at emerging level, short-range and long-range lesson planning for practitioners who have learners at emerging level, and a learner progress tracking sheet to track progress of learners at emerging level (who are not ready to take milestone tests).

It is important to note that this is not an ASL curriculum because it does not focus on the actual development of ASL as a foundational language nor does it include all features of ASL. So, it is essential to use existing ASL resources in tandem with Deaf Literacy Initiative Emerging Level Curriculum Guideline in order to provide learners with opportunities to learn and use ASL while developing other literacy skills as listed in the OALCF.

Deaf learners often come to Deaf literacy programs without a fully developed first language (American Sign Language or otherwise) and therefore, it is challenging for them to begin developing any skills at level one listed in the OALCF. Without a foundational language, Deaf learners find it challenging to understand practitioners as they try to teach new concepts or skills required for independence, employment or post-secondary education. This new curriculum guideline can begin to address some of these challenges by supporting practitioners and learners in creating goals and plans to strengthen some of

emerging level skills that are necessary before they can begin to work on level one goals listed in the OALCF.

I would like to thank Ministry of Labour, Training and Skills Development for making the development of this important and necessary resource possible. You can find the new curriculum guideline on Deaf Literacy Initiative website (www.deafliteracy.ca) under the resources tab. If you have any further questions about this resource, please do feel free to contact me at rose@deafliteracy.ca.