# Chapter 4: The Tutor Training Workshop

Overview

Introduction   This chapter provides trainers with information and guidelines for developing a tutor training workshop that meets the needs of the workshop participants, the local program and the trainers.

The Workshop Development Process

The elements presented in this chapter together form the basis for the development of an effective workshop. This workshop development process falls into three main stages as shown in the graphic below.

The Workshop Development Process
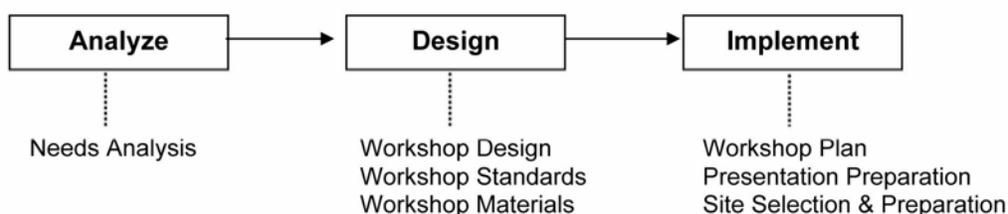
To see a more detailed analysis of how to put all the elements of the workshop development process together see Developing an Effective Workshop in the *Tools and Resources* section at the end of Part A.

In this Chapter This chapter contains the following topics:

Topic	See Page
Needs Analysis for Workshop Design	4-3
Workshop Design	4-5
Workshop Standards	4-13
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Workshop Plan	4-25
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Needs Analysis for Workshop Design

It is important to have a solid understanding of the needs and characteristics of the workshop participants, their students and the local program to design and prepare a workshop that will adequately prepare these new tutors for their upcoming assignments.

Typically, it is the local program office that is responsible for conducting a needs analysis. However, in the absence of a formal needs analysis, the trainer can use the following information as a guideline to obtain a more complete picture of the specific requirements for their workshop.

Information about the local program:
- Tutor Orientation
- Services and programs offered
- Resources and materials provided
- Program effectiveness (successes and challenges)

Implications: By taking this information into consideration in the workshop design the trainer can more effectively ensure that the participants feel secure and confident knowing what support is available. This information can also be used to tailor the specific content to reflect the material used in the local program. Also, if an orientation has been conducted prior to the workshop, the topics covered in the orientation can be excluded from the workshop design.

Information about the tutors:
- Demographics
- Motivation
- Time constraints

Implications: By taking this information into consideration trainers can more effectively adapt the workshop design to the needs of the specific group to be trained.

**Information about the students:**
- Demographics
- Goals
- Learning requirements
- Special needs

Implications: By being aware of the specific student population, the trainer can be sure to provide scenarios appropriate to that group and additional workshop modules to address any particular special needs. For example, if many of the students need math or study skills, this should be included as part of the workshop.

Sample Needs Analysis Form

A sample of a Needs Analysis for Workshop Design form is provided in the *Tools and Resources* section at the end of Part A of this manual.

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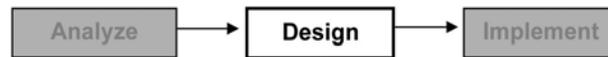
Workshop Design

Workshop design refers to the *process* of identifying and incorporating the content, timing, training techniques and materials that are appropriate to the needs of the local program, workshop participants, and the training team. To design an effective workshop, organizers should consider the various principles, guidelines and standards presented in this chapter.

Purpose of Workshop Design

The workshop design serves three main purposes:

- Maintains organizational standards.
- Ensures that the stated objectives and desired outcomes are achieved.
- Ensures that the individual needs of the local program are met.

Factors and Criteria to Consider

As you begin to design and plan your workshop, there are a number of factors that will influence what your workshop will look like and how it will be delivered. To ensure an effective and productive workshop experience for both the participants and for you as the trainer, it is important to consider your workshop design within the context of the following criteria:

- Analyzing the specific needs for the workshop (see Needs Analysis for Workshop Design in this chapter)
- Understanding how adults learn (see Chapter 2 – Overview to Learning and the Adult)
- Being aware of universal design principles that positively impact accessibility to the learning experience by all participants (see Universal Instructional Design for Learning in the *Tools and Resources* section at the end of Part A)
- Applying the principles of learning design (as outlined on the next two pages).

Principles of Learning Design

The following table presents the basic principles of learning design and the resulting guidelines for the learning design process.

Principle	Guideline
The adult is a partner in the learning process.	Participants should have input into a training session's agenda.
Adults are capable of taking responsibility for their learning.	Incorporate self-directed activities in the workshop design.
Adults learn through two-way communication.	Avoid overuse of lectures. Emphasize discussion.
Adults learn through reflection on their experiences and the experiences of others.	Use interactive methods, such as case studies, role-playing, etc.
Adults' attention span is a function of their interest in the activity.	Allow ample time to process learning activities.
Adults are most receptive to learning that is clearly related to the real problems they encounter.	In the workshop design, include opportunities for participants to apply their learning to real-world situations.
Adults learn best when they are treated with respect.	Promote inquiry into problems and affirm the value of participants' experiences.
Typically, adults do not see themselves as learners.	Give the participants a rationale for becoming involved, and provide opportunities for success.
Adults learn better in a climate that is informal and personal.	Promote getting acquainted and making connections with other learners. (For example, by incorporating Icebreakers in your workshop design.)
Adults learn comfortably when they feel supported in experimenting with new ideas and behaviours.	Use small groups at the start of a session, to develop trust and confidence.
Adults are likely to have some fixed points of view that make them closed to new ways of thinking and behaving.	Include interpersonal feedback exercises and opportunities, to allow participants to experiment.
Adults react to the status of other group members.	Address differences, or perceived differences, by assigning roles and encouraging openness in discussion and exchange.
Adults are self-motivated to develop increased effectiveness.	Encourage participants to evaluate their own learning and to influence learning objectives.
The capacity of adult learners is important in determining what can be learned and how long it will take.	Consider the complexity of the learning and the time required by the participants to be successful in acquiring the new knowledge, skill, or attitude.

Principle	Guideline
Showing both the right way and wrong way of doing something can lead to increased learning.	A demonstration can be more effective by showing how to and how not to use a procedure.
Memory loss tends to be very rapid immediately after learning.	Accordingly, include opportunities for repetition of the new skill.
Knowledge of results leads to increases in learning.	Include opportunities for participants to see how far they have come.
Learning is supported by active practice rather than passive reception.	Incorporate plenty of participatory activities to reinforce key points.
Knowledge/Skills/Attitudes (KSA) are learned easier if they can be related to prior experience or knowledge.	Contexts that draw on prior experiences of the participants will promote learning.
Previous experience or knowledge can interfere with the acquisition of a new KSA. This is most important when the learner is being asked to change personal habits or methods of work.	Encourage and allow sufficient time for the participants to reflect on the past vs. the future regarding a new KSA.

Source Unknown: Adapted by St. F.X. and Laubach Literacy of Canada

Factors Influencing the Workshop Design

A number of factors will influence your workshop design. Many of these factors will be identified in the training needs analysis process discussed in the previous section. It is important to note that some factors may vary from workshop to workshop and may include some or all of the following:

- Organizational standards (must be consistent)
- The needs of the students/target audience (participants)
- Areas of specialization (for example: developmental disabilities, ESL, new Canadians, job readiness, and workplace essential skills training.)
- Location of the workshop
- Availability of the trainers
- The needs, skills and abilities of the training team
- The presentation styles of your training team

Based on the information from the training needs analysis, a number of decisions must be made about the structure and organization of the workshop. These include:

- The length and format of the workshop
- What content to include or exclude
- The timing of each section or module
- The order of the presentations
- Who will do what and their associated responsibilities.

General Guidelines

- ✓ Concentrate your time on presentations which will develop the student-tutor relationship and which explain the purpose and principles of materials and techniques. These can be generalized for use with any student and any other materials. Consider when you want the participants to practice a technique. This participation will require more time but will facilitate effective learning.

- ✓ Determine what content deserves more emphasis in time than others. If a topic is very important, make sure the time spent on it reflects its importance. If very few students and tutors use the *Laubach Way to Reading*, Skill Book 1, do not spend half of your workshop time practicing those charts.

- ✓ Consider the number and timing of refreshment breaks. Ideally, a fifteen-minute break should occur every ninety minutes. If a session is four hours, you might consider two ten-minute breaks seventy or seventy-five minutes apart. Breaks are as important to the participants' learning process as are the presentations themselves. Do not cut out breaks even if you are behind in your schedule.

- ✓ Think about where time could be made up if you do fall behind. For example, you could

- • Assign extra reading or homework
  - • Shorten or eliminate less important presentations. It is preferable to completely eliminate one segment rather than reduce participation by moving quickly through several segments.

- ✓ Your schedule should always be flexible. You may need to make some time alterations once you meet your group. If the workshop participants have relevant previous experience (for example: teaching, group facilitation etc.) you may not need to spend as much time on lesson planning and review and reinforcement ideas.

- ✓ Always review your previous workshop evaluation and feedback sheets to determine if there is any interesting and relevant information that can be incorporated into the workshop that you are currently developing.

- ✓ Pay attention to any comments about the amount of material, information overload, the pace of the workshop and make adjustments as appropriate.

- ✓ If the workshop participants have no previous experience, a longer workshop schedule will allow for more flexibility, a more relaxed pace and more time for participation and/or practice.

- ✓ The schedule may be concentrated in two or three day sessions or spread over several weeks. (See section on *Workshop Plan* later in this chapter for more details.)

- ✓ As the trainer it is your responsibility to balance out the needs of the workshop participants with the local group and/or your training team. To the extent possible, a workshop should not extend beyond 5 weeks. Workshops extending over a long period may lose continuity and participant enthusiasm.

<u>**Tailoring the Content of the Workshop**</u>

It is possible to tailor the content in many topic areas to reflect the typical students the participants will be working with and some common situations they may face. Here are some examples of ways in which you might tailor the workshop:

- Make up a case study or hypothetical situation that reflects common characteristics and goals of the students with whom the tutors will be working.
- Add in a workshop module (possibly with a guest speaker) on the needs of a special student group (e.g. learning disabilities, developmentally challenged, prison population)
- Focus on the causes and effects of low literacy skill for the typical student that the participants will be working with.
- Invite a typical student for the student interview activity.
- Create short problem situations or scenarios that are common with students and tutors (might use as icebreakers).
- Choose reading for living materials that relate to common student goals.
- Use actual student samples of work (with permission) for practice with assessment, and provide actual samples of lesson plans.
- Use the lesson planning forms and assessment reports that tutors will see in use for practice sessions
- Add in segments on self-management or incorporate these issues into case studies
- Introduce materials commonly used by the students for reading, writing, spelling, math or ESL—use authentic materials where appropriate.
- Use the types of materials that would be most often used with students during the sensitivity exercises.
- Point participants to other available resources for specific student group(s).
- Provide time for practice teaching (EOTO) with materials and techniques most commonly used.
- Reflect the local situation in any skits or role-plays (e.g. typical student and tutor, where students and tutors meet, common mistakes made, etc.)
- Invite someone from the local program to explain how the local council works and the support available to tutors.

You should include specific workshop modules in order to accomplish the following:

- Set a positive tone and encourage participant interaction (such as welcome, introduction of participants, icebreakers and/or question periods).
- Promote a smooth flow from one topic to another (such as an overview of a series, or overview of the reading process).
- Further your workshop objectives (such as a video or student/tutor panel).

<u>Organizing the Content and Developing the Design</u>

Order the presentations based on the following guidelines: .

Follow the natural skill-building process within a series.

- ✓ Take advantage of the opportunity to apply previous learning. Practice should follow soon after demonstration. For example, the module on language experience incorporates phonics skills, sight words and use of context. To be most productive, this should follow the introduction of these reading strategies. Lesson planning incorporates a wide variety of teaching materials and methods, and is best introduced near the end of the workshop. Homework assignments should be based on work already covered or reading required for the next session.

- ✓ In order to sustain interest, participation activities must be varied and interspersed among more passive activities. For example, having too many *Teacher's Manual* lessons in sequence becomes tedious. Vary the activities so that difficult tasks are followed by easy ones, written tasks followed by oral ones, and slower-paced activities followed by lively ones.

- ✓ Immediately after eating and late in the day, are known as the drowsy times when workshop participants will likely become tired. It is important to schedule active and less demanding activities at these times.

- ✓ Make good use of the breaks. Small group activities placed before or after breaks reduce "moving" time. Open-book questions or group tasks assigned before the break allow individuals to take their break whenever they finish. If guests are invited to speak before a break, participants may continue their discussion with the guest during break time. Participants are more likely to browse displays if materials are discussed prior to the break. You might also consider more informal activities after prolonged breaks so that latecomers do not distract.

- ✓ Take into consideration participant comfort or stress. Activities which may provoke apprehension (such as demonstrations or small group practice) should be scheduled after participants have had some interaction with each other and are beginning to feel less self-conscious. It is also important to introduce available teaching materials and methods early in the workshop to reduce feelings of uncertainty. Introducing too much too fast will overwhelm.

Who will do what?

✓ When assigning presentations to individuals on your training team, consider the following:

- Which segments do apprentices need to do to complete certification?

- Which presentations do trainers do especially well?

- Which presentations would trainers like to do?

✓ It is especially important to consult new apprentices. What may seem easy for one person may be difficult for another. Some trainers prefer non-structured segments involving group discussion; others prefer demonstrating charts or lessons where a set format is followed.

✓ Try not to have the same person serve as leader for more than thirty or forty minutes at a time. A change of voice helps to maintain interest. However, keep in mind that changing leaders too often can be distracting.

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Workshop Standards

As a result of a comprehensive review of the tutor training process, a set of standards was identified in the form of the LETS guidelines. The guidelines are divided into four workshop content sections and are presented in detail at the end of this section.

These standards must be implemented within the workshop design and include the following *minimum* standards:

✓ The minimum workshop length is 10 hours. This timeframe includes reasonable breaks but excludes time for lunch or dinner.

   Note: Although ten hours is the minimum, it is *highly recommended* that the length of the workshop be based on the time needed for trainers to effectively deliver the content required to meet the needs of the local group. This will be determined by the needs analysis and/or other factors that may influence the workshop design.

✓ There must be a minimum of 60 minutes of practice time during which 40 minutes must be devoted to EOTO practice. If time allows and/or if there is a requirement for additional practice sessions, it may include the following:

   - Preparing a lesson.

   - Assessing a student's reading or writing.

   - Goal-setting with a student.

   Note: EOTO practice sessions are developed as role-plays where one participant will assume the role of a "tutor" and another of a "student". EOTO practice is used with specific materials (Laubach Way to Reading, Challenger, etc.) or with particular methods such as language experience.

✓ Do not use sensitivity exercises for a practice session. Sensitivity exercises include for example:

   - Ameruss Demonstration

   - Printing with the left hand

   - Duet reading

✓ A certified trainer must be present at the workshop. Any extenuating circumstances (for example: a council that is located in an isolated or remote area) should be discussed with the local program and a decision/plan of action taken as to whether this requirement can be waived and/or what steps should be taken.

LETS Standards and Guidelines for Workshop Content

The workshop design and the topics provided in the four basic content sections of the Laubach Enhanced Training System (LETS) were developed to provide maximum flexibility for the trainer and the local program.

The system is divided into four large sections, which can be presented in any order:

> **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

Quality standards are maintained by following the recommendations listed under the following headings, with the flexibility for the trainer to add relevant topics as required:

- Learning outcomes
- Content
- Suggested learning methods and resources that are available

Learning Outcomes

The goal of tutor training is to enable the workshop participants to achieve specific outcomes. The outcomes provide the trainer with a guideline for the learning process and will ensure that workshop participants are learning the specific required elements in each section.

Content

The content section provides a list of topics that can or must be covered in order to achieve the learning outcomes. It is important that content points be incorporated throughout the workshop.

There are three sub-sections to the content section as described in the following table.

Sub-section	Description
Must Include	Topics included in the must include section are essential components in the workshop design.
Highly Recommended	Topics included in the highly recommended section are very important to the overall learning outcomes of the workshop. Where possible this information should be included in the workshop design.
May Include	Topics included in this section are provided as additional topics that may be included. This information is left to the discretion of the trainer and will incorporate any learning that may be required as a result of specific program needs. It is important to note that the topics listed are not an exhaustive list. If you are aware of other material you should feel free to incorporate it into your workshop.

Suggested Methods and Resources

The resources listed in this section are a combination of resource materials that have been used over the years by Laubach trainers as well as those that were recommended throughout the consultation process for the new LETS training system.

It is recognized that the resources are provided as a guideline and that there may be any number of additional resources available for use in the workshop. If the resource is not available through New Readers Bookstore, the publisher is listed.

Timing

No minimum time has been included in the LETS guidelines for any of the components, mandatory or otherwise. This will allow trainers greater delivery flexibility.

The timing listed in the workshop modules in Part B of this manual were taken from previous versions of this manual and are meant to be used as general guidelines. Actual timing will vary depending on the results of the tutor training needs analysis and the workshop design process.

Section #1: Introduction to Laubach		
Content[1]	Suggested Methods and Resources[2]	Outcomes
Must include: ♦ Laubach literacy organization (including international, provincial and local perspectives) ♦ Orientation to Tutoring (including role of the tutor) ♦ Laubach (or EOTO) philosophy	Literacy Trainer Handbook, Canadian Edition • Orientation • Laubach Literacy Organization Laubach Literacy Canada, (1992, attachments added June 2000). Tutor Workshop Handbook Laubach Literacy Ontario, (revised 2010) Entry to Exit • Chapter 4 Training (Match and Support) Laubach Literacy Ontario (1999). Frontier College Tutor's Handbook Frontier College Press (1997) Literacy Volunteer Resources- Trainer's Manual Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (2002). Handbook for Literacy Tutors • Learners and Tutors Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (1999). Teaching Adults A Literacy Resource Book Laubach Literacy Action, Published by New Readers Press (1994) Training By Design Literacy Workshop Presentations 1 • Literacy Workshop Presentation A – Opening the Workshop • Literacy Workshop Presentation B – The Organizations Laubach Literacy Action, Published by New Readers Press (1994). Training Post (LLO's online classroom) • Laubach Organization (TTW 1A)	At the end of this section the trainees will: ❑ Be aware of the work of Frank Laubach and understand the "each one teach one" philosophy ❑ Understand the various ways that LLO supports its members ❑ Understand their role as a tutor ❑ Be aware of all the support services provided by the local council

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[1] Some of the mandatory information in this section can be covered in pre-workshop orientation sessions. It is up to the lead trainer to ensure that the material is covered. If it is done pre-workshop, this should be indicated on the schedule.

[2] This is not an exhaustive list.

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Section #2: The Adult Student		
Content	Suggested Methods and Resources[3]	Outcomes
Must include: ♦ Sensitivity to the Student ♦ Problems of Low Literacy ♦ Adult Learning ♦ Learning styles Highly recommended: ♦ Ameruss ♦ Learning Outcomes Approach May include: ♦ Information on specific cultural group ♦ An introduction to learning disabilities ♦ Information on working with youth or families, or other specific populations	Simulation Activities (e.g. Ameruss, printing) Videos: o FAT City o Bluffing it o TBD – The Literacy Challenge o TBD – Adults as Learners Statistics: Statistics Canada website, International Adult Literacy Survey; National Adult Literacy Database (NALD) Learning Styles Inventories Small group activities Literacy Trainer Handbook, Canadian Edition • Problems of Low Literacy • Sensitivity • Ameruss Laubach Literacy Canada, (1992, attachments added June 2000). Tutor Workshop Handbook Laubach Literacy Ontario, (revised 2010). Building Bridges Laubach Small Group Model • Part 2: Running a Small Group (Learning Styles, Learning Disabilities- Teaching Suggestions) Laubach Literacy Ontario (February 2002). Entry to Exit • Chapter 2: Intake and Initial Assessment (Learning Styles, Learning Strengths and Learning Challenges) Laubach Literacy Ontario (1999). Frontier College Tutor's Handbook Frontier College Press (1997). Literacy Volunteer Resources Trainer's Manual Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (2002). Handbook for Literacy Tutors • Overview of Literacy • Accessibility Issues • Appendix B: Learning Styles Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (1999). Native Learning Styles: An Assessment Tool Published by Ningwakwe Learning Press, (2002)	At the end of this section the trainees will: ❑ Develop increased sensitivity to a literacy student ❑ Understand some of the causes and effects of low literacy on the individual, the family and society ❑ Create a positive, student-centered tutoring environment using the principles of adult learning ❑ Help students to identify their learning styles ❑ Be aware of needs of specific client group/s served by the literacy program

Teaching Adults A Literacy Resource Book Laubach Literacy Action, Published by New Readers Press (1994)	
Training By Design Literacy Workshop Presentations 1 • Literacy Workshop Presentation C -The Adult Learners Laubach Literacy Action, Published by New Readers Press (1994).	
A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties Concerted Literacy Councils of Quebec, 2002.	
Training Post (LLO's online classroom) • Adult Learning (TTW 2A) • Learning Styles (TTW 2B) • Introduction to Learning Difficulties (TTW 2C) • Introduction to ESL Tutoring (TTW 2D)	

Laubach Enhanced Training System (LETS) Guidelines

Section #3: Tutoring Strategies, Techniques and Resources		
Content	Suggested Methods and Resources[4]	Outcomes
Must include: ♦ Reading and Comprehension Strategies ♦ Student Writing ♦ Language Experience ♦ Reading for Living ♦ EOTO practice ♦ Overview of at least one Series: 　▪ Laubach Way to Reading, 　▪ Challenger, 　▪ Voyager 　▪ Etc. Highly Recommended: ♦ LWR Overview (with Ameruss) ♦ Helping with Spelling ♦ Introduction to Math May include: ♦ Patterns in Spelling ♦ Breakthrough to Math ♦ Math Sense (formerly Smart Solutions ♦ Review and	Literacy Trainer Handbook, Canadian Edition • Ladder of literacy • LWR series • Review and Reinforcement • Cloze • Duet Reading • Sight Words • Student Writing • Word Families • Writing for your student • Reading for Living • Language Experience • Challenger Overview • Process of Reading • Improving Comprehension • Helping with Spelling • Introduction to Math Laubach Literacy Canada, (1992, attachments added June 2000).	At the end of this section the trainees will: ❑ Help students to recognize words and read for meaning, using a variety of strategies ❑ Use a variety of methods to encourage students to write ❑ Use chosen materials comfortably and effectively with a student ❑ Promote the transfer of skills to daily living activities
	Tutor Workshop Handbook Laubach Literacy Ontario, (revised 2010).	
	Frontier College Tutor's Handbook Frontier College Press (1997).	
	Literacy Volunteer Resources Trainer's Manual Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (2002).	
	Handbook for Literacy Tutors • Introduction to Literacy and Numeracy • General Instructional Strategies • Teaching Reading • Teaching Writing • Teaching Numeracy Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (1999).	

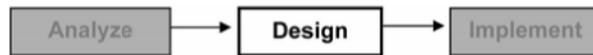|		
Reinforcement ♦ Cloze ♦ Duet Reading ♦ Sight words ♦ Word Families ♦ Improving Comprehension ♦ Introduction to Phonics (incl. Speech Sounds) ♦ Writing for your student	Suzy Harris Manual - Laubach Literacy Ontario Trainer Supplement (LLOTS) • Assisted Free Writing (Complete seminar/supplementary workshop) • Math Seminar (Complete seminar/supplementary workshop) • Spelling Seminar (Complete seminar/supplementary workshop) • Voyager Seminar (Complete seminar/supplementary workshop) Laubach Literacy Ontario (updated 2002).	
	Teaching Adults : A Literacy Resource Book Laubach Literacy Action, Published by New Readers Press (1994).	
	Training By Design Literacy Workshop Presentations 1 &2 • Literacy Workshop Presentation D Teaching Reading • Literacy Workshop Presentation E Teaching Writing • Literacy Workshop Presentation F Materials • Literacy Workshop Presentation G Planning • Literacy Workshop Presentation H (Using the LWR Series) Laubach Literacy Action, Published by New Readers Press (1994).	
	Training By Design Videos • Reading for Meaning • Word Recognition • The Writing Process • Speech Sounds/Language Experience • Introduction to the Laubach Way to Reading Series 1 &2 • Introduction to Challenger 1 & 2 Laubach Literacy Action, Published by New Readers Press (1994).	

Laubach Enhanced Training System (LETS) Guidelines

Section #4: Lesson Planning and Ongoing Student Assessment

Content	Suggested Methods and Resources[5]	Outcomes
Must include: ♦ Lesson Planning ♦ Ongoing Student Assessment May include: ♦ Essential Skills ♦ Goal Setting ♦ Training or Learning Plan Development ♦ Demonstrations ♦ Portfolio Development	Sample Lesson Plans	At the end of this section the trainees will: ❑ Create a lesson plan tailored to individual student needs and goals ❑ Assess, record and acknowledge the progress of students and achievement of their goals
	Creation of a Tutoring Portfolio	
	Literacy Trainer Handbook, Canadian Edition • Goal Setting • Lesson Planning • Ongoing Assessment Laubach Literacy Canada, (1992, attachments added June 2000).	
	Tutor Workshop Handbook Laubach Literacy Ontario, (revised 2010).	
	Building Bridges Laubach Small Group Model • Part 2: Running a Small Group (Lesson Planning, Training Plans, Portfolio Development) Laubach Literacy Ontario (February 2002).	
	Entry to Exit • Chapter 5: Ongoing Assessment Laubach Literacy Ontario (1999).	
	Linking Demonstrations with Laubach Laubach Literacy Ontario (March 2000).	
	Frontier College Tutor's Handbook Frontier College Press (1997).	
	Suzy Harris Manual- Laubach Literacy Ontario Trainer Supplement (LLOTS) • Assessment of Progress Seminar (Complete seminar/supplementary workshop) • Learning Outcomes Seminar (Complete seminar/supplementary workshop) Laubach Literacy Ontario (updated 2002).	
	Teaching Adults A Literacy Resource Book Laubach Literacy Action, Published by New Readers Press (1994).	
	Training By Design Literacy Workshop Presentations 1 &2 • Literacy Workshop Presentation G Planning (G-2 Learner Assessment) Laubach Literacy Action, Published by New Readers Press (1994).	
	Literacy Volunteer Resources Trainer's Manual Developed by Ottawa-Carleton Coalition for Literacy, Published by Grass Roots Press, (2002).	
	Training Post (LLO's online classroom) • Integrating Essential Skills (TTW 4A)	

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[5] This is not an exhaustive list.

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Workshop Materials

Having the right workshop materials on-hand and at the ready is important to a smooth-flowing workshop. The right materials can also help to ensure that the participants come away from the workshop experience with important resources and reference information that will give them more confidence as they begin tutoring.

Books

All components of Levels 1 and 2 of the *Laubach Way to Reading* will be required by the workshop participants. Some councils include all of Level 1 (tutor and student books) as part of the workshop fee; some include the teaching materials only (i.e., no Skill Books) for Levels 1 and 2. Other councils do not include books in the fee at all, and either sell or loan the required books to the workshop participants.

Levels 3 and 4 Teacher's Manuals and Skill Books are loaned to participants during the workshop and may be shared between two people. Only samples of the Levels 3 and 4 Readers, Checkups and Diplomas are needed at the workshop.

✓ It is important to coordinate this aspect of the workshop with the workshop coordinator from the council.

✓ A note attached to all loaned books reminds participants to return these books and prevents losses during the workshop.

Workshop Folders and Handouts

It is important for the trainer to select the handouts that will be relevant in the workshop and beneficial to the participants. These can include materials from this manual or other material that the trainer has access to.

✓ Regardless of the source, selected material should include:
- Current and informative background reading
- Resource and reference information for tutoring at a later date
- Summaries of information presented during the workshop
- Forms/worksheets to be completed during the workshop.

- Fastening the handouts together in one booklet helps the participant to locate appropriate items quickly, allows the participant to read ahead, and lessens the chance that handouts will be misplaced.

- Some trainers prefer to distribute handout materials throughout the workshop. This ensures that the participants are aware of what they are given and does not overwhelm them with too much information.

- Some handouts and exercises should be distributed during the actual presentation and should not be included in the folder.

Folder Contents

A two-pocket workshop folder, given to participants at registration, provides all reference material and supplies needed for the workshop.

Suggested workshop folder contents include the following:

Placement	Items
Clipped to front of folder.	Name tag
Placed inside front pocket.	Tutor Data Sheet Workshop Evaluation One or two sheets of lined paper Pencil/Pen
Placed inside back pocket.	Order Form for books, if desired Local council brochure, newsletter, list of officers Local council reporting forms
Stapled together inside folder.	Handout Booklet

Note: Many local programs prefer to create their own tutor handbook from the handout materials. This handbook is provided to each workshop participant at registration and serves as a handy reference tool going forward.

Workshop Plan

The workshop plan is the means by which organizers can document the decisions made during the workshop design process. It serves as the primary implementation tool for the training team, coordinators and other volunteers involved in the workshop. With a well-documented workshop plan everyone is "on the same page" and understands what the plan is and what their responsibilities are.

Length and Format of the Workshop

The recommended length for a workshop is ten to twelve hours, although it may be longer if needed. A longer workshop allows more flexibility, a more relaxed pace and more time for practice. This is particularly important if your participants have had no previous teaching experience and little personal contact with a non-reader. They may be anxious about their ability to teach a non-reader and may need lots of reinforcement. If participants have been out of school for a while, a slower pace and more repetition may be needed. Participants will indicate on their workshop evaluations if the pace was too fast or too slow. Use this feedback when planning future workshop schedules.

It is also important to consider what information is given to participants at orientation or information sessions, or in post-workshop follow-up sessions. This content may be omitted from the tutor workshop if covered adequately at other times.

The schedule may be concentrated in two or three days or spread over several weeks. The format of the workshop will depend partly on the availability of facilities and on travel required by the trainers. Experience has shown that a workshop spread over several weeks is the most productive and satisfying for participants. They have time to do homework and reading and digest the information between sessions. However, workshops extending over a long period may lose continuity and participant enthusiasm for tutoring.

There are many options for dividing the total time: 2 sessions of 6 hours
3 sessions of 4 hours
3 sessions of 3, 6 and 3 hours
4 sessions of 3 hours
5 sessions of 2 1/2 hours

Remember it is possible to use weekends, weeknights and even weekdays for training sessions. (Daytimes have proven very successful—they yield tutors who are available during the daytime: often retired persons or stay-at-home moms who may have more time to devote to volunteer activities than working people.)

Six hours is the maximum recommended time for any one day.

Listing of Workshop Modules

A listing of all of the Workshop Modules included in Part B of this manual, and the estimated presentation times is provided in the Tools and Resources section at the end of Part A. (See Workshop Modules Listing).

Sample Plans

Sample workshop plans are included for you to use as a resource when developing the plan for your workshop. They include one ten-hour, two twelve-hour and one fifteen-hour schedule. They demonstrate how the required content can be included within the timeframe but also meet the needs of the participants and the students they are expected to tutor. A thoughtfully completed needs assessment will give you this information. You will probably need to incorporate modules from different plans in order to adequately tailor the workshop to your specific group. It is also important for you to consider your own training needs and style when you adapt these plans.

The following sample workshop plans are provided in the Tools and Resources section at the end of Part A:

Workshop Plan 1: Traditional 10-hour schedule that meet needs of local group and volunteers.

Workshop Plan 2: 12-hour schedule designed primarily for youth tutors and students—where many students have learning disabilities and problems with comprehension, spelling and math. *Challenger* and *Voyager* series are frequently used.

Workshop Plan 3: 12-hour schedule designed for a program with a high number of individuals with learning challenges. *Laubach Way to Reading* and *Voyager*, Foundation level, are the most frequently used materials.

Workshop Plan 4: 15-hour schedule designed for a large urban council with a diverse range of students and tutors, and a wide variety of materials. Program uses a learning outcomes approach to conform to provincial standards.

Other specialized plans may be available from your local or provincial office.

Note: When viewing this information on the computer, you may simply click on the plan you would like to view. A separate window will open with the selected workshop plan.
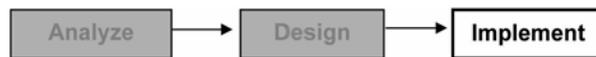
Workshop Presentation Preparation

The workshop preparation process is where your skill as a trainer, your knowledge of the subject matter, your commitment to the learning process and your workshop design will all come together.

Whether this is your first experience presenting a workshop module or your twenty-first, taking the time to review your notes, rehearse your presentation and/or practice your demonstrations will ensure that your workshop goes smoothly.

Using the Workshop Plan

✓ Read the workshop plan.

✓ Determine your goals in presenting the specific workshop module.

✓ Follow the "How to Prepare" directions for the appropriate workshop module in the presentation guidelines contained in Part B of this manual.

✓ Decide what deserves the most emphasis.

✓ Consider teaching techniques that will be most effective for this learning experience.

Workshop Design

✓ Estimate the approximate timing for each part of your workshop.

✓ Ensure that the emphasis is where it should be in terms of the amount of time allocated.

✓ Consider what workshop modules can be designated as time-flexible "accordion pieces" and how they can be expanded or reduced if time runs short.

Trainer Tips

✓ Make point-form notes that can be easily referred to.

✓ Highlight headings or key questions that you want to ask the participants.

✓ Notes should be specific enough to keep your presentation on track but not so detailed they encourage word-by-word reading from them.

✓ You may wish to highlight one or two words to act as "memory joggers".

Rehearsing

Rehearsing allows you to practice specific techniques that will be used in your presentation. It also assists you to organize the content to stay within the scheduled time and to improve on your techniques. Pre-workshop rehearsals may be carried out with one or more members of your training team and should involve the use of any props or visual aids. Team members should role-play the part of the participant and portray positive and negative group dynamics.

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Analyze → Design → **Implement**
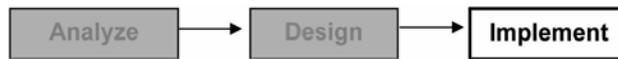
Site Selection and Preparation

This section presents the guidelines and things to consider in terms of the site selection and site preparation. Oftentimes, however, the site is a given and trainers will need to work with the site that has been provided.

<u>Site selection</u>

When selecting a workshop site, the following should be considered:

Size of room

✓ A general meeting room (25' by 40') will usually provide sufficient space for tables and chairs for twenty participants, a display area, and a refreshment table.

✓ More space will be needed if more workshop participants are expected or for small-group practice of charts.

Equipment

✓ The workshop facility should have:

- Enough movable tables.
- Comfortable chairs.
- Extra tables for registration, displays, refreshments, and trainers' materials.
- Black/White board and/or flipchart and easel.
- Lectern, if desired.
- Audio-visual (overhead projector, screen, computer with projector, remote, television with VCR/DVD capability, other as may be required)
- Extension cords and sufficient electrical outlets.

Environmental conditions

✓ Is there adequate lighting and ventilation?

✓ How are the acoustics? Is there any extraneous noise? Can the doors be closed?

✓ Does the room feel warm and inviting?
✓ Are there blinds on the windows?

✓ Is the room too hot or too cold? Is the temperature adjustable?

Wall space

✓ Generally, eight feet of wall space is required at the front for mounting charts and/or teaching posters.

✓ It is also useful to have other wall space or bulletin boards available for displaying posters.

Parking availability and accessibility to the facility

✓ It is important to take into consideration issues that may be related to mobility and accessibility. Easy access from cars to the workshop room (with a minimum number of stairs) is helpful for participants as well as trainers carrying books and equipment.

Storage area

✓ If a storage area is available for equipment and supplies between sessions, much of the carrying of books and materials can be avoided.

Signs

✓ Neat, highly visible signs should be used to:

- Direct participants to the workshop room from all points of access.
- Identify the registration area.
- Welcome the workshop participants.

Room arrangement

✓ The lead trainer should direct other helpers to set up the room in a way that:
- creates a warm, friendly workshop environment
- promotes discussion, and
- maximizes learning.

✓ Everything should be set up before the first participant arrives so that trainers are relaxed and not rushing about. Set-up usually takes about an hour. Care should be taken to protect floors and furniture during moving.

✓ To ensure that furniture is re-arranged properly after the workshop, it is a good idea to make notes or diagrams of the furniture locations and anything you move before you move it.

Front of the room

When deciding where the front of the room should be, consider the following:

✓ *The traffic flow:* Try to arrange the seating so that the main doors and washroom exits are at the rear or side of the classroom.

✓ *Window placement:* Avoid having participants face windows because of bright light and outside distractions.

✓ *Placement of black/white boards* (or wall space): If permanent black/white boards will be used, they should be easily viewed by all participants. Wall space is needed at the front for charts and teaching posters.

✓ *The shape of the room:* Generally, the atmosphere is warmer and friendlier if the distance from the back to the front is less than the distance from side to side.

✓ *Obstacles:* Wherever possible, avoid any obstacles, such as pillars in a church basement.

Seating arrangements

A good seating arrangement enables all participants to see and hear clearly and also promotes discussion.

✓ Remember to leave walking room as you circulate among the tables.
✓ Consider also how the participants can be paired up quickly for EOTO practice and grouped together for small-group work.

Seating options include horseshoe, staggered rows and chevron.

Horseshoe:
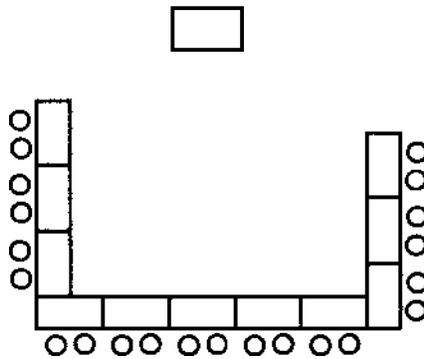
The advantages to this seating option include the following:

- Nonverbally encourages participation by allowing eye contact between the participants and all the learners.
- The trainer is able to move closer to each participant.
- Works well when all must be able to see a demonstration.
- Works well when participants will be involved in large group discussion

Note: If there are more than twenty-two participants, the back of the horseshoe moves too far from the front, or the sides become too wide to see the charts easily.
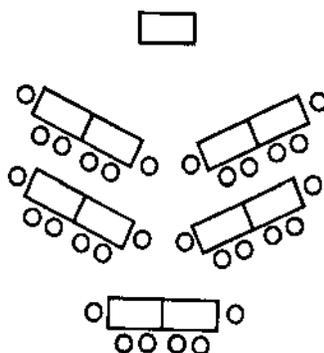
Staggered Rows:
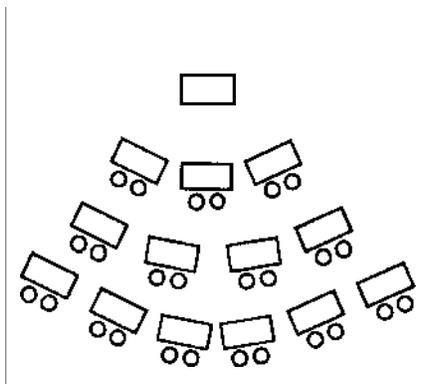
The advantages to this seating option include the following:

- Allows the trainer to face/see all the participants.
- Reduces space between trainer and participants.
- Best used for short lectures to large groups.

Note: Slanting the outer tables toward the centre will increase eye contact and promote participation and interaction.

Chevron:

Staggering the tables ensures that the participants view will not be blocked by others.

Note: Because the trainer stands to the right of the chart during demonstrations and partially blocks the view from the right, the tables on the right side of the room should be moved farther back.

Registration table

✓ The table should be placed either outside the workshop room or just inside the door.

Refreshment area

✓ This is usually best at the back of the room if space permits. If placed in another room, it may take longer to get the tutors back in after a break.

Display tables

✓ These are best set up in an area where the participants will congregate at breaks, possibly close to the refreshment area. This will encourage browsing of the materials.

✓ The display of the Laubach Way to Reading series is best placed at the front, where it will be visible and readily accessible to trainers during presentations.

Small group areas

✓ If charts are to be practiced in small groups, if possible, circles of chairs should be set up in advance. If you have several groups, consider using nearby rooms as break-out rooms.

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