

**Each One
Teach One**

Expressions

E-Magazine

An interactive monthly magazine for literacy students and practitioners published by
Laubach Literacy Ontario

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Laubach Literacy Ontario supports its member agencies in the achievement of higher levels of literacy throughout the province.

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Editor's Spot

Welcome to the first edition of Volume 2 of *Expressions E-Magazine*. LLO will be using the e-magazine format as our quarterly newsletter for the 2008-2009 fiscal year. This edition is in celebration of the summer season.

We
hope
you
enjoy!



If you have any
comments or questions
please feel free to email
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If you do see anything suspicious on any of the websites please email LLO immediately. The offending webpage will be removed.

Please note: Each article indicates the audience focus in brackets. GF refers to the Gunning Fog Index for that article. The Gunning Fog Index value does NOT equate to Ontario curriculum grade levels or LBS levels. This information is meant as a guideline only. Texts designed for a wide audience generally require a fog index of less than 12. Some typical Gunning Fog Indices are:

- Newsweek: 10
- Readers Digest: 9
- Comic Books: 6

Please see LLO's website for more information about the gunning fog index.

LAUBACH LITERACY ONTARIO'S 2008 CONFERENCE:

LEARNING FOR ALL REASONS, LEARNING FOR ALL SEASONS

The weekend of **June 20 to June 22**, Laubach Literacy Ontario will be holding its 2008 Conference, *Learning for All Reasons, Learning for all Seasons* in North Bay.

Over 180 people have already registered for the Conference. With over 27 workshops and roundtable discussions on topics ranging from having a healthy lifestyle to learning with technology, this conference promises to be one of the best ever! The North Bay Literacy Council is hosting the conference, being held at Nipissing University/Canadore College, as part of their **30th anniversary** celebrations. Celebrations include dinner and entertainment on Friday night, followed by a fun networking exercise called "Open Space Technology" (see page 4).

Not only will the conference be useful, it will also be fun! There will be tasty meals such as Friday's casual Chuck Wagon dinner buffet and Saturday's banquet. LLO Idol will return for another season to crown the next King or Queen of Karaoke. Anyone can compete in the bid to win the LLO Idol trophy.

There will also be a chance to honour the hard work of literacy students. Two students are nominated for the Arnie Stewart Individual Achievement Award this year. Both nominees' stories are moving and inspiring. The choice will be tough, and the winner will be announced at Saturday's banquet.

LLO's 2008 Conference will not only help to improve your literacy learning or teaching, but will also provide a fun chance to network and meet new people. We hope to see you there!

The deadline for registration is **Friday, June 13, 2008 at 1:00 p.m.** For more information, check out the conference brochure:

<http://www.laubach-on.ca/conf2008.html>

Open Space Technology

Open Space Technology combines the relaxed feel of a coffee break chat with the organization of a structured meeting. This mix often yields great results from group meetings, as participants are relaxed, yet on task. Open Space Technology works by having many “breakout spaces,” a number of groups talking about different things. The group members guide discussion and make sure the issues that most concern them take top priority. This way, while being informal and interesting, the meeting is also useful in solving key problems without getting side-tracked. Rather than working by adding task after task to a long to-do list, Open Space Technology tries to let go of the things that are not needed so that time, energy and resources are focused on only the most important tasks.

Though often said to have little structure, Open Space Technology does follow firm guidelines geared to increasing productivity. Here are some “rules” of Open Space Technology:

Theme: There must be a theme. Though it should be interesting, it should not be dry or too precise. This way, the group can take over and point discussion in the right direction. The theme acts as the only guide to the meeting and detailed agendas are discouraged.

The four principles: There are four simple principles that guide Open Space Technology:

1. *Whoever comes are the right people:* It is important to focus on who is there, not who was supposed to come. If the people present are passionate about the subject, they will be able to get things done.
2. *Whatever happens is the only thing that could have happened:* Going into something with a negative attitude is more likely to yield negative results. Be positive and be open-minded about what outcomes are expected.
3. *Whenever it starts is the right time:* Strict timing does not enhance the creative and organic process of Open Space Technology. Things will happen when they are ready to happen.
4. *Whenever it is over, it is over:* Just as it starts in its own time, an Open Space Event will end in its own time. Sometimes this may take longer than expected, but often it will take shorter. Meetings or topics should not be stretched beyond their natural end.

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The law of two feet: This law gives participants the freedom to use their own two feet. They may come and go from meeting to meeting. This allows group members to make the most difference. If they feel they have nothing more to add to a certain topic, they can move to a place where they will be more helpful.

Bumblebees: Bumblebees are the participants that move from group to group. They “cross-pollinate” ideas and learning.

Butterflies: Butterflies are those who may not want to be in any one group, but instead observe from a distance looking pretty. This is not a bad thing in Open Space Technology, as when two butterflies meet a new and interesting conversation may begin.





In memory of **ALMYRA NAMARO**

Almyra Namaro, a long-time literacy volunteer, died on September 23, 2007. Many literacy workers who have been around since the 80s and 90s will remember Almyra. She was a former President and Provincial Training Officer for LLO, but before LLO existed, she was one of the literacy pioneers in Ontario. As one of the founders of Laubach Literacy in Ontario, Almyra helped build Laubach Literacy of Canada by organizing Central Canada. It covered the area of Northern Quebec, Ontario, Manitoba, Saskatchewan and Alberta. Almyra served on the first Laubach Literacy of Canada Board of Directors, as Chair of the Central Canada Region.

Almyra learned about Laubach from her local council, the Hamilton & District Literacy Council—the first Laubach council in Ontario. She began her literacy work as many of us did—as a tutor. And as many of us did, she became a trainer, and then a Supervising Trainer for many of the long-standing trainers like Connie Morgan and Suzy Harris. Almyra, Suzy Harris and Connie Morgan were responsible for developing numerous trainers throughout Ontario—Each One Teach One— in action.

Almyra has always had a special spot in my heart. She was my Supervising Trainer back in the '80s, and through positive and gentle mentoring, she changed my life. The relationship between a Supervising Trainer and an apprentice trainer is similar to that between a tutor and literacy student. Almyra was teaching me something she knew and believed in. She had the tools—a well-written Literacy Trainer Handbook, and the training, because of her vast years of experience. She also had compassion, and understanding because of her own

apprenticeship as a trainer years ago. Because she believed in me, I began to believe in myself. She showed me the tools and techniques, but anyone can do that. What she also gave me was the self-confidence to not only conduct tutor-training workshops but actually enjoy it!

LLO received \$1,000 from Almyra's estate, and because of her years as a mentor to so many trainers in Ontario, this donation will be earmarked for training, as we did with the Suzy Harris Fund. LLO's Training, Certification and Development Committee will recommend the best way to honour Almyra's memory. Below are the thoughts of two other trainers whose lives Almyra touched.

Lana Faessler

Farewell to Almyra

Almyra was our first trainer at the Hamilton Literacy Council and a great believer in the Laubach system. As a new trainer, she took me under her wing and spent many hours helping me learn and practice the numerous training segments. She welcomed me into her home and was patient, kind, thoughtful, and warm. If it hadn't been for Almyra, I wouldn't have become a certified Laubach trainer - a position I still hold and treasure today.

- Andrea Pitts

When I took my tutor training workshop in 1986 Almyra was one of the trainers. You could tell how passionate she was about literacy and the Laubach training system. When I became a trainer several years later Almyra was again involved, this time teaching volunteers how to be effective trainers. She devoted a lot of time to literacy; she was an expert in this field and will be truly missed.

- Val Sadler

Academic and Career Entrance (ACE)

Academic and Career Entrance (ACE) is curriculum that is delivered exclusively by colleges. ACE is a provincially developed and recognized credential.

ACE is for students who want to attend a postsecondary college program or an apprenticeship who either did not receive their OSSD or have an OSSD but are missing the courses (usually math and science) or grades required for postsecondary admission. It is also for individuals who want to improve their employment opportunities.

Key Features of ACE:

- College certificate recognized as equivalent to an OSSD by colleges
- Appropriate preparation to succeed in the full range of college post secondary programs
- Accepted by Apprenticeship as OSSD equivalent for purposes of registering as an apprentice
- Accepted by increasing number of employers as OSSD equivalent for hiring and advancement purposes

ACE Distance Delivery

All ACE courses (French and English) have now been developed for delivery in a distance format. Distance delivery through colleges will begin in June 2008.

- Students register through a college
- No charge for books and tuition
- Delivery is coordinated through Ontario Learn

<http://www.collegeupgradingon.ca/upgrade.htm>



Do you want to know more about **logic models**? Innovation Network has a great online tool for developing your own logic model.

www.innonet.org

HIKING IN ONTARIO

A relaxing holiday isn't out of reach even if you can't afford much time or money. Ontario is home to many great forests and hiking trails to keep you fit and having fun this summer. While road-tripping to Ontario's most beautiful parks is one option, hiking opportunities can often be found in your own backyard.

South-western Ontario boasts many scenic hiking routes within an hour of Toronto. Ganaraska Forest is said to be the largest in Ontario. It is located just north of Kendal, spanning the counties of Northumberland, Peterborough, Victoria and Durham Region. It not only boasts stunning pine plantations, but costs only \$5 per hike or \$25 for a season's pass.

The Elora Gorge is a popular site for hiking, and the Elora Quarry nearby is worth a look too. The area includes hiking trails and swimming, ideal for cooling off after hiking.

Kitchener-Waterloo also has the quaint Kauffman Flats and Walter Bean trails which are both home to wildlife and are often frequented by the local Mennonite communities.

Further north on the Bruce Peninsula is Tobermory, famous for its lovely trails and unique Flowerpot Island. Hiking trails lead to Georgian Bay and cling to the cliffs of the Niagara Escarpment. If you're really ambitious, you can walk the Bruce Trail all the way to Cyprus Lake. Though it takes several hours, the scenic journey is reward enough.

In Nipissing County is the famous Algonquin Park. The Track and Tower Hiking Trail is a three to four hour hike, but is enjoyable as long as you remember water and trail mix! It runs through a variety of landscapes, from forests with wild red trilliums, to lakes and rapids, to fantastic look-out spots.

There are many more hiking spots to be discovered in Ontario.

Check out http://www.canadatrails.ca/hiking/hike_on.html to find trails near you.

LLO's Compendium is Launched!

Students, tutors, trainers and all who want to read learn and have fun!
The ***Compendium*** project: hundreds of websites based on adult literacy and improving the Essential Skills

Imagine hundreds of websites brought together under one roof for you to pick the best one for your use. Many Laubach Literacy Ontario website users have asked for this – a sort of “literacy best of the best” in a sea of Internet sites out there.

By definition, a **compendium** (com ' pen-di-um) is a concise, comprehensive collection of information important to a group of people. Your Laubach Literacy Ontario ***Compendium*** is a collection of hundreds of websites that provide students, tutors, and all who are interested with a tried and testing listing of websites.

These sites have been found useful to those of you who want to improve your reading, writing, math and essential skills (and have some fun along the way!) and to tutors, trainers and others who work with these motivated learners (and you're allowed to have fun too!)

The ***Compendium*** also provides brief descriptions of each site that is listed so that you don't have to search through them all to find something of interest to you.

Each site categorized under one or more of the nine Essential Skill or Skills.

This site was made possible by funding from the National Office of Literacy and Learning, and by the information provided by many of our member Councils, AlphaPlus and the National Adult Literacy Database (NALD). Their contributions were invaluable.

An Advisory Committee reviewed the content of the LLO ***Compendium*** and we appreciate their input. The members are:

- **Anthony Gomez** Assistive Technologist / Disability Advisor University of Windsor - Student Disability Services
- **Jennifer Ellis** Program Coordinator/Instructor Midland Area Reading Council
- **Karen Morgan-Bowyer** Program Coordinator The Literacy Group of Waterloo Region

We would also like to thank the following organizations for their participation as pilot sites:

- **Midland Area Reading Council** - Midland
- **Learning Disabilities Association** - Windsor
- **Literacy Council York-Simcoe** - Newmarket
- **Sound Data Solutions** - Owen Sound
- **The Literacy Group of Waterloo Region** - Cambridge
- **The Literacy Group of Waterloo Region** - Kitchener

Some of the pilot site input has yet to be built in to the site, but will be as the site continues to grow and change.

The ***Compendium*** concept was developed and written by Sheila Roberts, LLO's Webmaster and Communications Specialist, and managed by Lana Faessler, LLO Executive Director, and Robyn Cook-Ritchie, E-Learn Project Coordinator.

We are pleased to present the Compendium to you for your use and enjoyment -
have fun exploring!

You can go to it at <http://www.laubach-on.ca/Trainingpost/compendium/index.html>.

Deaf Literacy

Though there is a high rate of illiteracy among deaf people, the Canadian Association of the Deaf says that it is not deafness itself that causes literacy problems. Rather, it is the lack of resources and proper education for the deaf that causes illiteracy.

Part of this may be due to the unawareness of what Chris Kenopic calls “deaf bilingual biculturalism.” In his 1998 report prepared for the Deaf Literacy Initiative (then GOLD), Kenopic describes this trend as the major differences between the culture and language of the deaf community and those of the hearing community. Tutors must be aware of these differences to teach deaf learners.

Elaine McNeil’s experience tutoring Lisa, a deaf student, speaks to deaf bilingual biculturalism. Though McNeil did not know American Sign Language (ASL) she managed to teach Lisa how to write with help from the Waterloo Canadian Hearing Society and through written communication. McNeil soon noticed differences between English and ASL allowing her to target areas of concern in Lisa’s tutoring.

“When they sign they don’t sign the way we speak which can become very evident in the writing,” McNeil said. “We did a lot of work on prepositions which is something that causes some difficulty.” McNeil listed other issues with grammar and structure such as verb tense and sentence order. These aspects are easier for hearing adult learners as they use them in spoken English.

Kenopic’s report stresses this issue: “Many...do not realize that ASL is a distinct language and that, by continuing with their English, they are adapting and functioning as true bilinguals.”

As with any language, teaching is easier when the tutor has a working knowledge of the foreign language. McNeil admits lacking ASL presented problems and might not have been the best way for Lisa to learn.

“I don’t know if someone who had been trained [would have done better] and that’s where I was lacking,” McNeil said. “Maybe if [she was tutored by somebody who] had ASL training. [Communication] would become quite tedious, though we developed a good relationship.”

While knowledge of ASL is helpful, there are other options. In a discussion on the ProLiteracy listserve, some tutors knew ASL but had students using foreign sign language. One tutor communicated with her student through written Spanish rather than ASL or English. A speech language pathologist promoted ASL but hailed phonics as the most important factor. She opposed the belief that deaf children cannot learn phonics and praised a system called Visual Phonics. Visual Phonics uses hand and written symbols that look like the mouth movements that produce each sound.

Despite her admitted lack of know-how, overall McNeil feels the experience was positive: “I felt like I had learned a lot and I hope Lisa felt the same way,” she said. “There’s certainly a need. [We should] find out how to help as best as possible.”

Deaf Literacy Initiative

Our next edition will contain a feature article on Deaf Literacy Initiative. Click on the link for more information about this stream.

<http://www.deafliteracy.ca/Public/Home.aspx>