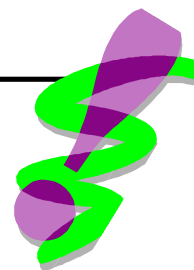




EXPRESSIONS

The Provincial Newsletter of Laubach Literacy Ontario



MESSAGE FROM THE PRESIDENT

I want to thank the staff of LLO, the presenters and all of the volunteers who helped to make our Pathways to Progress Conference such a success. I also want to thank each and every one of you who attended, or made it possible for others in your organization to attend the conference. The enthusiasm and energy you brought to the conference were more than enough to charge me up for another year of work on your behalf.

Joining me in serving you will be **Sue Bannon** as Vice President, **Connie Morgan** as Treasurer and **Carol Risidore** as Secretary. With an executive committee of that calibre I feel confident as I head into my second term of office.

I am also fortunate that **Val Sadler**, **Gary Porter** and **Julie Stuart** are on board for another term. Adding to the ranks of this already awesome team are **Jane Jackson** of North Bay Literacy Council, and **Keith Allen**, as Provincial Student Representative.

This promises to be a very good year for LLO and anything good that happens for LLO will trickle down to you.

Stay in touch, as one thing we don't have on the LLO Board is a psychic.

Helen McLeod

President



Cheers to the new board!

Above: Helen McLeod

Below: Jane Jackson and Keith Allen



TRAINERS ROUNDTABLE & FOCUS GROUP

At a roundtable focus group at the LLO conference in Waterloo, trainers enthusiastically embraced the idea of certification using a competency model. We discussed a number of issues around certification and shared a variety of opinions. These issues included:

- time limits to complete certification (minimum and maximum)
- fees for certification
- use of examinations as a possible demonstration of knowledge
- written papers and possible topics
- different routes to achieve certification
- need for increased training for supervising trainers
- local vs. regional vs. national approval

Further consultation with all trainers will take place before final changes are made. See page 10 for more details, and how to provide feedback to these issues.

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

Expressions:
The Newsletter of
Laubach Literacy Ontario

Vol. 2, No. 2: SUMMER 2007

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Laubach Literacy Ontario
8A-65 Noecker Street
Waterloo, ON N2J 2R6
literacy@laubach-on.ca
www.laubach-on.ca
Tel: (519) 743-3309
Tel: 1-866- 608-2574
Fax: (519) 743-7520

Editors: Carolyn Psutka,
Lana Faessler

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Laubach Literacy Ontario is a volunteer-driven, non-profit, charitable, provincial organization dedicated to increasing literacy in Ontario, guided by the following mission statement:

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

"Pathways to Progress" a big success!

This year's LLO Conference brought 135 participants to Wilfrid Laurier University from June 22 to 24, including 21 students and nine non-members.

Centred on a "Pathways to Progress" theme, the conference offered participants 12 workshop options, several displays, focus group and draws, as well as an intense LLO Idol competition complete with an entertaining panel of judges.

Thanks to **President Helen McLeod** the 2007 Annual General Meeting, held at the Saturday evening banquet, was hailed as "the least boring AGM yet." Attendees were touched as the awards component of the AGM took place. **Val Sadler**, Executive Director of the Hamilton Literacy Council received the second annual **Lana Faessler Outstanding Service Award** for her 15 years of commitment to literacy in Ontario.

Rubert Payea of Literacy Council of Niagara West, last year's runner up, was announced as the recipient of the annual **Arnie Stewart Individual Achievement Award**. From only knowing two and three-letter words in 2004, Rubert is now tackling level three skillbooks, has mastered e-mail and the Internet, and is currently developing his own website.

Valentino Piccolo of the Literacy Council of York South was honoured as the runner-up. At age 44, Val obtained his Certificate of High School Equivalency (GED) in April 2007 and is ready to embark on his dream career of Heavy Equipment Crane Operator.

Huong Nguyen Thi, who is currently studying Canadian history to obtain her Canadian citizenship, was also nominated for the award.

Tears were shed as both Rubert and Valentino shared their inspirational stories with the audience.

The 2007 Annual Conference Evaluation showed 96% of respondents rated the organization of the conference and the on-site registration as "good" or "excellent," while 98% were equally impressed with the conference brochure. Overall, 91% said their conference experience was at the same high level, and 64% plan on coming out to next year's conference, with an additional 25% definitely considering attending again.

In response to what was liked best about the conference, participants mentioned workshops, the organization, the entertainment and the opportunity to network with workers and learners in the literacy field.

"I've been to three conferences this month," said one respondent. "This is the only one where I could talk to learners; I really enjoyed that. It's nice to see who you are working for."

"Each workshop was interconnected and had sound, simple information," said another.

"Getting to meet people from other areas," "Sharing ideas," "The care of participants by organizers," and "Variety of presentations," were among other positive comments.

In addition to sharing their favourite aspects of the conference, attendees provided LLO will helpful suggestions to make next year's event an even bigger success.

For more pictures and comments about the Conference, and for more background on the two awards, check out our website at www.laubach-on.ca



Pictured left to right : Valentino Piccolo, Arnie Stewart, Rubert Payea and Margaret Maynard



President Helen McLeod makes AGMs fun!



Val Sadler happily accepts the Lana Faessler Outstanding Service Award



Randy, Paula and Simon show no mercy.

Literacy stars make it big in LLO Idol!

Following the AGM and banquet on Saturday, June 23, participants of the LLO "Pathways to Progress" Conference had the chance to stretch their vocal chords at the LLO Idol competition. Contestants were at the mercy of the menacing panel of judges: Randy Jackson (**Robyn Cook-Ritchie**), Paula Abdul (**Linda Martin**) and the notorious Simon Cowell (**Mary Anne Baker**).

After a weekend of literacy workshops and networking, attendees certainly let their hair down. While some displayed impressive talent, others attempted to ride their way to the win on entertainment and humorous antics.

In one performance **Gary Porter**, Chair of LLO's Student Initiative Committee, repeatedly feigned a dramatic death as the crowd laughed and cheered. In another amusing routine, the LLO Board presented a unique rendition of "Under the Boardwalk," with **Lana Faessler** and **Connie Morgan** crawling on the floor and sporting Michael Jackson-inspired accessories. Unfortunately, these valiant efforts fell short of earning the top prize.



Above: John and Margaret Maynard

Below: Janice Neve

Though approval of the judges could not be won by comical behaviour alone, a few talented contestants were able to prove their singing skills. **Margaret and John Maynard**, a husband and wife duo calling themselves "The Togetherness," won the hearts of the audience and judges with their performance of "Can't Help Falling In Love." They won the group LLO Idol award, taking home a hand-made trophy for Niagara West Employment & Learning Resource Centres.

Yvonne Henderson of North Bay Literacy

Council and **Eunice Whitehead** of Midland Area Reading Council were runners-up for the singles category of the competition. Their performances of "Dust in the Wind" and "Sweet Sixteen" respectively were both entertaining and impressive.

Janice Neve secured another win for Niagara West Employment & Learning Resource Centres by earning top-honours in the singles competition with "These Boots Are Made for Walking."

*Carolyn Psutka,
Roving Reporter*

Raising Awareness for Native Literacy

At this year's "Pathways to Progress" Conference, Laubach Literacy Ontario took a new perspective on adult literacy by hosting a workshop focusing on the needs of Native literacy learners.

Theresa Sims, Vice President of the **Ontario Native Literacy Coalition** began her **"Needs of Native Literacy Learners"**

workshop with thanks to all creation, especially for the opportunity for all attending the workshop to be learning, with "hearts and minds" together.

Indeed, there was much to learn as Theresa covered all aspects of the Native experience. She presented her audience with an introduction to Native culture, singing a song and explaining the significance of making and caring for a drum. Theresa, courageously bringing up painful memories of her mother's time in residential school, opened the audience's eyes to the stark contrast between

Native and "mainstream" North American culture, and the fear some Native literacy learners have of their own heritage due to the past and present discrimination against Native peoples.

She explained the loss of faith in culture many Natives experience due to their being punished and chastised for being members of a "less than" tradition. Theresa pointed out the effect this has on Native literacy and how to combat these issues with compassion, understanding and programs that encourage – but never force – the discovery of Native history, culture and language.

Theresa introduced concepts such as the "10 Classroom Don'ts," including assuming that Native North American children are familiar with their heritage, letting students believe Native traditions are out-of-date and expecting Native Canadians to conform to Hollywood stereotypes.

Many of Theresa's tactics could be applied to all types and levels of learning, such as her non-linear approach to problem solving, "The Problem Analysis Wheel." Though Theresa explained that Native learners tend to work better with non-linear models, audience members agreed that the Wheel could also be effective with all literacy learners.

After Theresa's emotional and insightful presentation, the audience expressed a deeper awareness and concern for the obstacles facing Native literacy learners.

"I will be researching my heritage and Native ancestry more," one participant said after the workshop.

"I really appreciated Theresa's stories, music and the sharing of her culture," said another attendee.

Closing with a drum-and-song rendition of Sarah McLauchlin's "I Will Remember You" – a performance truly uniting both the Native and mainstream North



Theresa shares her cultural traditions with workshop participants.

American cultures – the session ended in the same fashion it began. However, this time it was the participants giving thanks to Theresa for a unique and educational experience.

For more information on Native literacy, visit the Ontario Native Literacy Coalition website at: **www.onlc.ca**

Additional information on Aboriginal Teachings can be found on the Government of Canada website:

www.fourdirectionsteachings.com.



CONFERENCE FEEDBACK

What we liked most...

- Chance to meet a lot of people in the "industry"
- LLO Staff! Mary Anne did a super job.
- The workshop presenters were extremely knowledgeable and passionate about their subjects
- Relaxed atmosphere - very nice. Excellent speakers!

Suggestions for next time...

- Possibly a few more workshops
- Have it in the North
- Practical suggestions on how to implement Essential Skills into our classrooms
- Let me help too!
- Displays of "new" resources available at New Readers Press



2007 STUDENT CAUCUS

On June 23 an LLO student caucus was held at the 2007 "Pathways to Progress" conference in Waterloo. Only one nomination for student representative was received. Therefore, Keith Allen from North Bay was acclaimed and introduced to students.

Issues brought up at last year's student caucus were discussed further, and students developed action plans to address their concerns.

Among these was sending councils suggestions for inexpensive aids to assist Learning Disabled students such as voice messenger and e-books, Dragon speaking (a program that reads what is written) and coloured overlays.

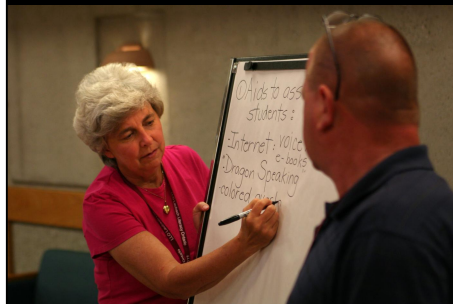
Students plan to alert their local councils about un-kept promises such as student group meetings and family picnics.

Students also came up with ways to save on the cost of books, such as photocopying, paying in small installments and establishing a book fund.

They drew attention to a lack of students on local boards due to students' disinterest or discouragement. They plan to send a letter to councils encouraging student participation and developed a list of reasons to include students on the Board of Directors.

Reasons to include students on Board:

- so students know what is going on
- so student concerns reach Board directly
- to constantly remind Board that the main focus is students
- gives students a voice about their programs
- offers a different perspective to Board members
- assists the student; increases their vocabulary, general knowledge, math and reading skills
- boosts student's self-confidence
- helps students to speak out
- stepping stone to higher or other levels of governance
- students are seen as equals to other Board members—sends a strong message to students and to the public at large



Connie Morgan and Gary Porter

Students also raised issues to be discussed by the Student Initiative Committee, (SIC) such as transportation to learning centres and a lack of communication (i.e. material that is sent to the councils often does not reach the students).

As the meeting closed, a new SIC Committee was formed, as Arnie Stewart stepped down to let others participate.

New Student Initiative Committee:

Chair: Keith Allen
Lindsay Belajac
Wayne Daudelin
Don Huskinson
Rubert Payea
Gary Porter

Secretary: Connie Morgan

"I'm a volunteer and quite new to literacy too—and also from Waterloo. It's wonderful to have this learning opportunity so close to home. Great workshops!"

-Sue Damon

Had a great time—nice to renew friendships and see new faces. Eight of us came from our Council. Thank you.

-Margaret Maynard

My first conference and I thoroughly enjoy both meeting new people and learning new information.

-Deanna Bettie

Thank you for a lot of laughs and information too. The workshops were informative; My mind's now black and blue!

-Claudette Markus

Great conference! Always so nice to learn and live with everyone in the literacy field for a weekend!

-Sherry Black-Shrubb

Love you all!
-Wayne Daudelin

Thank you all! A stellar event as always!

-Di Searle

A truly learning experience. I learned a lot, and have much more to learn.

-Ruth Rykse

2007 CONFERENCE—WORKSHOP EVALUATIONS

At LLO's 2007 "Pathways to Progress" conference, workshop participants were asked to rate their level of agreement with the following statements:

1. I feel I have an increased understanding of the subject area
2. I will use this information in my program delivery

RATING SCALE

- 1: Disagree
- 2: Somewhat Disagree
- 3: Somewhat Agree
- 4: Agree

Please note that some questions were left blank.

| WORKSHOP TITLE | QUESTION 1 | | | | QUESTION TWO | | | |
|---|------------|----|-----|-----|--------------|----|-----|-----|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Maximizing Your Marketing Potential | 0% | 0% | 38% | 50% | 12% | 0% | 0% | 88% |
| ABCs of the CIPMS - Friday | 0% | 0% | 28% | 72% | 0% | 0% | 17% | 56% |
| Using Ontario Skills Passport | 0% | 0% | 48% | 52% | 0% | 4% | 28% | 6% |
| Job Maintenance: The Changing World of Work | 0% | 0% | 41% | 55% | 0% | 0% | 18% | 46% |
| Bringing Online Courses to Laubach Ontario | 0% | 0% | 13% | 87% | 0% | 0% | 17% | 70% |
| Essential Skills –Make them useful to literacy! | 0% | 0% | 7% | 93% | 0% | 0% | 3% | 76% |
| ABCs of the CIPMS - Saturday | 0% | 0% | 14% | 86% | 0% | 0% | 7% | 86% |
| Take an On-Line course and have "Fun" | 4% | 5% | 25% | 54% | 0% | 0% | 21% | 46% |
| Needs of Native Literacy Learners | 0% | 0% | 11% | 89% | 0% | 0% | 11% | 56% |
| Logic Model for Strategic Planning | 0% | 0% | 20% | 80% | 8% | 0% | 12% | 64% |
| Clear Writing Workshop | 0% | 0% | 21% | 76% | 0% | 0% | 17% | 76% |

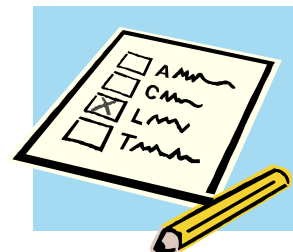
Thank you to all participants who are helping to improve LLO by returning their evaluations!

Member Satisfaction Survey

The spring 2007 LLO member satisfaction survey showed that 87% of members have a high interest in *Expressions* and read it regularly from cover to cover. The same percentage agrees that the newsletter effectively provides information important to the overall needs of the members. All members rated their satisfaction with the layout and overall content of the newsletter as "satisfied" or "very satisfied," while 93% ranked their satisfaction with the practicality and helpfulness of the information presented in the newsletter at the same high level.

As well as sharing useful suggestions to help improve *Expressions*, members had many positive comments about the newsletter:

- I do receive newsletters from other sources and some of the information is repeated, but is still interesting. I still find the newsletter has a "community based" touch – very friendly/user friendly
- Keep up the good work. It's newsy and informative and represents a lot of hard work. Keep us informed.
- I really like hearing about the projects and their status
- Great newsletter – don't remove anything



Congratulations to the **Literacy Council of Burlington** for winning the survey draw. They received **A Place All My Own: A collection of creative work by Aboriginal youth from Inuvik, Northwest Territories.**

"I scanned it as I opened the envelope and ended up reading the whole thing plus student profiles right away—what an insight into their lives! I'll encourage its reading with our groups." *-Janet Campbell, Executive Director*



In January, LLO asked for input on how to meet your needs with a five minute survey (knowing how busy you are, and how many surveys you receive).

The survey results show that your **top training needs include:**

- the recruitment and retention of learners,
- workplace and workforce literacy,
- maintaining tutor interest,
- computer assisted tutoring,
- Essential Skills and CIPMS.

Preferred training methods :

- 62.5% rated face-to-face at **conference** their most preferred method of receiving training.
- **Centra** was ranked in second place by 50% of respondents.

Among the **most needed resources** were:

- money,
- employment resources for students,
- good ongoing IT services,
- updated Laubach software for learners,
- pleasure readers that meet learner needs and interests and,
- resources to prepare for CIPMS.

To help members get the resources and training they need, LLO asked **how we can give you support.**

Suggestions for assistance from LLO included:

- new software to upgrade computer skills,
- show ways in which CIPMS is already used,
- keeping you informed and in touch,
- provide training in accessing resources,
- advertising, and
- continuing to promote literacy as an integral part of the employment and training system.

LLO took these suggestions to heart and included them in our business plan and in project proposals in an effort to provide the best possible service to our members.

In the spirit of continuous improvement, LLO will be surveying members again in early Fall. Please take the time to fill in and return these surveys—so we can improve our performance in the areas of member service & support.

TRAINER FOCUS GROUP – FEEDBACK & UPDATES (CONT'D ON PAGE 10)

Led by Connie Morgan (PTO), Notes taken by Helen McLeod, Chair of Training & Development Committee
Participants = 13 + Facilitators (2)

1. Should there be a time limit on how long the certification process should take? (62% said “NO”)
If so, How long? All agreed there should be a minimum—no agreement on maximum.

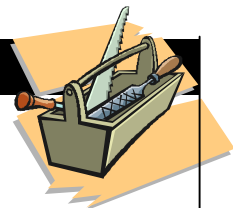
Suggestions were made regarding individualized training plans, and regionalizing training.

2. Should there be a fee for trainer certification? (92% said “NO”)

3. Should there be a Certification Exam? (92% said “NO”)

Comments:

- Performance evaluation possibly, but not a written exam
- Possibly a screening (literacy) exam
- Trainers are being assessed during training and being watched by other trainers and getting feedback



HOW TO...Conduct Focus Groups

PURPOSE OF A FOCUS GROUP

A focus group will improve the impact of the program and help you identify what did and did not work and—more importantly—why. Focus groups explore attitudes and feelings and allow for individuals to use the ideas of others as cues to more fully elicit their own ideas. A focus group is not used to infer, but to understand; not to generalize but to determine the range; not to make statements about population but to provide insights about how people perceive a situation.

Appropriate question: “What do you think of the program?”

Inappropriate question: “Did you like the program?”

STRUCTURE OF A FOCUS GROUP

A focus group should include typically around seven to 10 participants and should last about an hour to an hour and a half. It should include five or six open-ended questions, avoiding ‘yes’ or ‘no’ questions and ‘why.’

Purpose of questions: to stimulate discussion

GROUP FACILITATOR

The facilitator is the key to the group discussion and must be an individual with excellent communication skills and have the ability to create and maintain a relaxed, informal atmosphere where people feel free to express their opinions.

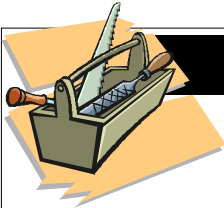
The Facilitator Must...

- keep the discussion flowing and on track
- guide discussions back from irrelevant topics
- be sensitive to mood of the group
- allow for unanticipated questions
- never express his or her own opinions or make judgments on the opinions of the participants
- be mentally alert, should listen well, and think quickly on their feet
- memorize the questions being used
- ‘pause and probe’ – pause five seconds after a participant talks before beginning to talk giving other participants a chance to jump in
- avoid responding to participants comments using head nodding, and short verbal responses such as “ok”, “yes”, “uh huh”, etc.

STEPS IN THE FOCUS GROUP PROCESS

1. **Clearly define purpose:** define what issues you would like to understand better, then formulate some specific objectives relating to the issues
2. **Prepare interview questions:** develop a set of questions to provide an overall direction for the discussion. The questions should flow one question at a time, from *general* to *specific*. Questions should be *open-ended*, simple, unbiased, and focused to the issue at hand.
3. **Participants:** identify the types of people who may be able to provide you with the answers you need. Avoid getting people who know each other in the same group. Get people who will participate in the discussion and freely share their opinions. It often helps to give participants an incentive if possible, such as Tim Horton’s gift certificates, etc.

Recruiting: Participants should be invited through a personalized letter or phone call 10-14 days prior to the group. The letter or call should state the purpose of the focus group, who is conducting the session, and what the results will be used for. It should be made clear that individual comments made during the focus group are strictly confidential. A reminder note or call closer to the time of the meeting is helpful.



HOW TO...Conduct Focus Groups

4. Pre-meeting preparation:

the meeting room should be quiet, comfortable and free from outside distractions. Participants should all sit around a table so they can see each other.

5. Recommended patterns of discussion for conducting Focus Group Interview:

- A. **Welcome;** *pre-session*; the moderator should greet the participants and begin small talk while avoiding issues to be discussed during the session. Observe interaction of the group.
- B. **Overview & Topic;** discuss the purpose of the group discussion
- C. **Group rules;** establish to help guide discussion. i.e. one person speaks at a time, no criticizing someone else's comments, etc.
- D. **First question;** should be the 'ice-breaker' question that sparks everyone to talk

The facilitator should ask the planned series of open-ended questions from general to specific.

All members of the group should be encouraged to participate – the moderator should not let strong personalities dominate the discussion, encouraging quiet people to speak out.

6. Concluding the focus group:

once discussion has come to an end and all intended topics have been covered (or the time is over 1.5 hours), the moderator should bring some closure to the meeting by giving a brief summary of the major items that were raised. Close the meeting by offering your sincere thanks to the participants for providing such valuable input in the evaluation of your program.

7. **Analyzing the data:** the group will generate a lot of information—the task is to code and summarize the data for analysis and discovery.

NOTES ARE ESSENTIAL – get an assistant to take thorough notes or record the group meeting (make sure participants are aware that they are being recorded). The moderator can also take notes on a flipchart or board to help with discussion, but these should not be the only notes taken.



Gary Porter and Keith Allen facilitating the Student Caucus focus group at the LLO Conference.

This article, the first in a series of CIPMS tools and tips, was researched and written by Val Sadler, Executive Director of Hamilton Literacy Council.

In our next issue, Val will provide suggestions for soliciting responses in focus groups, and will compare focus groups with individual interviews.

INFORMATION FROM
Iowa State University, <http://www.extension.iastate.edu/communitites/tools/assess/focus.html>

University of Arizona,
<http://ag.arizona.edu/fcs/cyfernet/cyfar/focus.htm>

University of Florida,
<http://edis.ifas.ufl.edu/PD036>

Trainer Focus group continued

Question #4: **Should the trainer be required to write some kind of a paper?**

Initial Responses:

Yes = 6/13 No = 7/13

Qualified Response - if it could be Oral Presentation (before a panel or Video Tape or Web Cam)

Yes = 10/13 No = 3/13

Comments:

- Gives a sense of the person
- Gives a little insight to those certifying
- written or oral communication to go with a submitted package would be good & feel good.
- Regional Panel may be good
- Panel of peers possibly

Question #5: **Do you think our supervising trainers have sufficient skills to assess the apprentices' readiness to be certified?**

Yes = 3/13 No = 10/13

Comments:

- Many do, but a single supervising trainer is not enough
- Generally a good idea to have more than one opinion
- Only if they get the course and that skill is covered

- Supervisor should not have final say
- More value if assessed by more than one person
- Should not be left to one person, other supervisors and training team members should assess as well
- Difficult to answer, each supervising trainer brings different skills
- Panel would be better

Question #6: **(a) Would you prefer certification on a local, provincial, national, or international level?**

Responses:

| | |
|----------------------|-------------|
| Provincial | 8/13 |
| National | 2/13 |
| International | 2/13 |
| Local | 1/13 |

Comments:

- Possibly move up the ladder – local certification first

(b) Would it be less valuable for you to be certified by LLO than by LLC?

Responses:

Yes = 4 No = 8

Comments:

- Want provincial standard as a minimum

- Would like a national certification body
- Would want the higher standards
- If national is not possible, then would be happy to have provincial
- Possibly less valuable if were to move out of area



Question #7:

Do you feel that you are recognized & appreciated as trainers for all the hard work?

Responses:

Yes:= 8/13 No = 4/13

Abstained 1/13 (non trainer)

Comments:

- Provincial years of service and # of workshops should be recognized
- Recognition should be retroactive to apprenticeship period
- By local council and trainees
- By LLO but not by LLC
- Some people really have no clue as to what we do to get certified
- At the local level by the tutors and fellow trainers

Your feedback is welcome! There are many ways for you to provide feedback, individually or in a training team or regional focus group. If you do a group response, please provide us with the number of participants. Your feedback will be reported anonymously, and confidentiality will be maintained.

You can mail your individual or group responses to any or all of the above questions to: Connie Morgan, 12 Green Pine Avenue, Midhurst, ON, L0L 1X1, email it to literacy@laubach-on.ca, or fax it to the LLO Office at 519-743-7520. Additional comments regarding any training issue are also welcomed, and encouraged.

Training & Development Committee



Trainer Resources

By Trainers for Trainers

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

As trainers, we have developed countless presentations, many of which have been highly successful in our tutor training sessions. This new page on our website is the start of what we hope will become a tremendous shared training resource. While a number of the presentations have animation effects and lend themselves specifically for use with computer projectors, they can easily be adapted for use with overhead projectors. They can also be adapted to your own specific needs as trainers.

Watch for more to follow - **and please [send us yours](#)** for inclusion on this page by emailing Sheila Roberts @ mcdonald.roberts@sympatico.ca or literacy@laubach-on.ca

Sheila Roberts
Communications/Website

Trainer Competencies

At the Trainer Focus Group, Connie updated participants on Laubach Literacy of Canada's work on certification. Mary Alderwood of LLC, with input from the Provincial Training Officers, created a list of Trainer Competencies. The major competencies are in the areas of:

- Pre-workshop Prep/Planning
- Creation of an Adult Learning Environment
- Workshop Design
- Presentation Skills
- Facilitating Learning
- Assessment & Feedback of Trainees

Participants asked how all of this would improve on what we already have in place. Connie advised that this provides a different way of recognizing and assessing trainer competencies. More consultation and work needs to be done before this is ready to roll out. Participants were receptive to the concept and the major competencies identified.

LETS—Guidelines & Forms

Trainers wanted easy access to the Laubach Enhanced Training System (LETS) Guidelines, and the registration and application forms related to these guidelines. The following are now available on our website at <http://www.laubach-on.ca/Trainingpost/trainform.html>

[LETS Guidelines](#)

[LETS checklist](#)

[Trainer registration form](#)

[Trainer qualification application form](#)

[Supervising trainer registration form](#)

[Supervising trainer qualification application form](#)

[Master trainer qualification application form](#)

[Tutor application forms](#) for moving through the various levels (in many Councils, the tracking of tutor hours is done by staff and tutors recognized at the appropriate time, making completion of this form by the tutor unnecessary).

Linking Laubach to Essential Skills



On June 22, 2007 this project kicked off with an intensive focus group at the annual conference. After a brief presentation, practitioners and trainers from all over the province had an invigorating discussion about how Essential Skills are being used in LBS programming right now and how this project can support this work.

Over the next few months LLO will be reviewing existing curriculum that supports the Laubach method to establish baseline comparisons to the Essential Skills/IALLS scales, focusing four of the nine Essential Skills: numeracy, document use, reading and writing.

If your program is interested in participating as a pilot site please let us know right away!

Email to: Robyn Cook-Ritchie
Project Coordinator
ritchieg@execulink.com

Deadline: September 14, 2007

WWW.E-LEARN



This e-learning project, through the use of the Internet technology, will provide a comprehensive **compendium** for trainers, tutors, students and Council staff to use the hundreds of quality sites that offer learning opportunities, tips, supporting games and puzzles – many of them interactive.

Six editions of an **E-Magazine**, incorporating current events, updates on initiatives such as Essential Skills and high interest materials with interactive learning activities for students will also be developed.

At the June focus group, students were asked to come prepared to tell us what their interests were, and what they wanted to learn and read about. Not only was the room bursting with participants, we were able to fill 10 flip chart pages with ideas that will provide the framework for the E-Magazine!

LLO is excited to announce that we have forged a partnership with **AlphaPlus** to cross promote an online training opportunity for students on AlphaRoute. Look for more information in the first edition of E-Magazine – September 2007!

Ontario Skills Passport website

<http://skills.edu.gov.on.ca>



The Ontario Skills Passport (OSP) is a web-based resource that provides clear descriptions of “essential skills” and “work habits”. The skills listed in the OSP are transferable skills that all learners (including high school students and adult learners), job seekers and workers can take from job to job, sector to sector and school to work.

The “Using Ontario Skills Passport with Literacy Learners” workshop at our “Pathways to Progress” conference was a huge success with 26 participants learning how their students can use the OSP to build their Essential Skills and work habits and transfer them to a job. Chantal Locatelli provided an update of some of the assessment tools under development. Handouts included check-up tools of skills and job tasks, as well as work plans. Carol Risidore discussed the piloting and development of the Transfer of Skills Initiative at the Literacy Group of Waterloo Region by adding a transition plan to learning plans. She discussed using the OSP website to work with learners to develop short-term goals through work habit icons, with an emphasis on learner self-assessment and portfolios.

EMPLOYMENT ONTARIO

The Employment Ontario Partners Gateway —www.eopg.ca— provides support to partners and agencies delivering Employment Ontario projects or services as part of the Employment Ontario Network. It provides tools and materials to support the Employment Ontario Brand, and employment and training information and services within the Employment Ontario network of service providers.