

Literacy and Learning Symposium 2019

Sessions: Thursday, September 26



Working Faster, Working Safer – New Workplace Materials for CLB 1 & 2 E1 – H1 (Full-day session) 9:00 – 4:20

Alberta Workforce Essential Skills (AWES) will introduce their latest set of materials, which combines language development, essential skills and workplace culture. These materials were developed for CLB 1 & 2 learners and include a workbook, a facilitator guide and 10 animated videos. This workshop will provide a hands-on look at how to take the materials back to your programs and use them.

Presenter:

Susan Oguchi is a consultant with AWES. She is a sought-after presenter, engaging participants with storytelling and real-life examples from Canada and abroad. Her passion lies in working with individuals who struggle in their communities or at work because of language and essential skill gaps.

Learning Objectives:

- Participants will learn how to apply newly developed resources based on research with employers to low level language learners in either classroom or tutor-based programs
- Participants will engage with the materials to understand how they can apply the materials to their various community needs
- Participants will take away a new ready to use resource, which includes a workbook, a facilitator guide and access to low language level animated videos to use in their communities

Sessions Threads: English Language Learning, Essential Skills, Learning Activities, Newcomer Supports for English Language Learners, Tutoring for English Language Learners (ELL), Workplace Literacy, Tutor Training

Meet the CALP Database

E2 – F2 (Half-day session) 9:00 – 12:00

This half-day session will be a hands-on “Bring Your Own Device” (BYOD) workshop. You will learn about the features and functionality of the CALP Database, and how your CALP can make the best use of this system to manage learner and program information, as well as to collect and compile data required for the CALP Final Report to Advanced Education, including demographics, programming and evaluation outcomes and measures.

Presenter:

Odette Lloyd is the Communications Specialist with Community Learning Network. She began her journey with CALP when she joined the CLN team in 2010. She is passionate the work being done by CALPs and other system partners to help foundational learners meet their goals. Odette believes strongly in the power of outcomes-based measurement and evaluation to tell our system’s story, and is equally dedicated to helping CALP staff find strategies to collect, manage and report on evaluation data in meaningful ways. Odette is the CLN’s lead for the CALP

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Database and the CALP Portal, and is always interested in finding new ways technology can support CALPs in their roles.

Learning Objectives:

- Participants will learn how using the Database can help streamline their registration and learner data management processes, as well as to simplify their reporting on the CALP Grant
- Attendees will have the opportunity to enter data into a "sandbox", to learn more about how to use the Database to manage their program and reporting information
- Participants will leave this session with information about how to access and set up the CALP Database for their organization, along with some tips and tricks for ensuring data accuracy and reporting

Session Threads: Digital Technology, Tools and Resources

Tips & Tools for Successful Conversation Groups

E3 – F3 (Half-day session) 9:00 – 12:00

This half-day session explores the ways conversation groups can benefit learners. It identifies best practices for listening and speaking and offers a wealth of ideas and tips for making your conversation group a success.

Presenter:

Alana Johnson has been active in English language learning for 13 years, as an instructor, workplace essential skills specialist and professional development facilitator. She has been with the Rural Routes program for the last 4 years and enjoys connecting with tutors, instructors, and program coordinators to help build capacity in their communities.

Learning Objectives:

- Identify benefits of conversation groups and best practices for listening and speaking instruction. Learn novel ideas and tools to make conversation groups fun and interesting as well as a powerful learning tool
- Participants will identify ideas, tips and tools that will be useful to their own teaching situation
- Participants will leave with best practices and useful tips and tools to support their own conversation group practice

Session Threads: English Language Learning, Foundational Learners and Learning, Learning Activities, Newcomer Supports for English Language Learners, Tutoring for English Language Learners (ELL), Facilitation Skills and/or Instructional Strategies, Tutor Training

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Teaching Computing Essentials – Tools & Strategies

E4 – F4 (Half-day session) 9:00 – 12:00

Business IQ Training's 4-part Computing Essentials Series is a popular course offering teaching adult learners relevant digital technology skills. Topics in this series include Computer Basics, Using Files & Folders, Internet & Email Basics and working with Pictures and Facebook. The presenters will demonstrate instructional strategies for teaching technology skills and will introduce the learning resources available to CALP organizations through Business IQ Training.

Presenters:

Lisa Rohr is an excellent communicator who has had the opportunity to work with a number of CALP programs. Her experiences owning small businesses and working with larger organizations/nonprofits allow her to provide unique business services.

LynnAnn Swerda has been an instructor with Business IQ Training since 2010. She instructs many of the basic computer skills classes that Business IQ has to offer and assist with much of the courseware development for these subject areas.

Learning Objectives:

- Learn some Instructional Strategies for teaching technology skills to adult learners
- Participants will engage with the instructor in mini-training sessions to simulate a hands-on technology learning session. They will also preview samples of the course material for the new Computing Essential Series, available through Business IQ Training
- Participants will generate Instructional ideas for digital technology classes and options for courseware and resources that facilitators can utilize

Session Threads: Basic Digital Skills, Learner Support Services, Digital Technology, Tools and Resources, Facilitation Skills and/or Instructional Strategies

CALP-funded Family Literacy Program Essentials

E5 – H5 (Full-day session) 9:00 – 4:20

Using a participatory approach, this training will introduce you to the essentials to implement a CALP-funded family literacy program.

Presenters:

Cheryl Lovstrom is the Central Region Support Staff with the CLN. She is a passionate coach who believes in the power of family literacy programs to support adult learning. As a former CALP coordinator, Cheryl is excited for the renewed focus on adult learning and now assists CALPs to reach out through family literacy programs in their communities.

Wendy Peverett is the Professional Development Specialist at ECALA. She has been in the field of family and adult literacy as a program developer, facilitator, mentor and trainer for over 20

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years. Being the recipient of the Ruth Hayden Family Literacy Practitioner Award in 2016 is a highlight in her career.

Learning Objectives:

- Learn how family literacy as a mode of delivery can support adult foundational learners.
- Explore the role of family literacy programs in supporting adults to develop foundational skills and identify the essential components and strategies used in effective family literacy programs.
- Increased confidence in using a family literacy approach within the Community Adult Learning Program.

Session Threads: Family Literacy for CALPs

Understanding and Working with Adult Learners

E7 – H7 (Full-day session) 9:00 – 4:20

Understanding adult learners, their learning preferences, and possible challenges they may face, helps you to deal more effectively with them in a learning environment. This session provides an overview of adult learner characteristics, learner preferences, active learning, and strategies for motivating and engaging adult learners. It will provide you with tools to support and engage adult learners in your capacity as a CALP coordinator.

Presenters:

Amy Saitz has worked with adults for many years as educational support, teacher, and program chair. She has a B.Ed. in Adult Education, a M.Ed. in Distance Education, and believes learning is a shared experience.

Mike Pickles, Chair of Academic Upgrading at Northern Lakes College, is an educator, speaker and published author. Mike hopes participants walk away with strategies for motivating and engaging adult learners.

Learning Objectives:

- Participants will be able to:
 - Identify and explain adult learner characteristics and preferences
 - Describe and/or employ a variety of active learning strategies that help adults learn
 - Explain how motivational and instructional strategies can be used
- Participants will explore provided resources and engage in collaborative, open discussions; small group and individual activities; and, a matching activity of learning activities to purpose and level
- Participants will come away with knowledge of adult learning principles, active learning activities and strategies to support and engage adult learners

Session Threads: Adult Literacy, Foundational Learners and Learning, Learner Support Services, Learning Activities, Facilitation Skills and/or Instructional Strategies, Inclusion, Diversity and Safer Spaces, Learner-centred Assessment

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How to Have a Supportive Conversation: Basic Mental Health Helping Skills for Front-Line Staff

E8 – F8 (Half-day session) 9:00 – 12:00

People who work or volunteer in teaching and learning environments often come across learners who are experiencing emotional distress. Few receive any formal support or training on how to respond. Fortunately, everyone has the capacity to learn some very straightforward conversational skills in order to have helpful and supportive conversations with people in distress!

Based on training and tools used at the University of Alberta, such as the Community Helpers Program and our Identifying and Helping Students in Distress workshop, this session will introduce participants to a simplified six-step "how to have a helping conversation" set of practices, teach some of the markers of mental health distress, and encourage front-line educators to contemplate what reasonable helping boundaries are for them.

Presenter:

Jason Murray is a psychologist, and for the past 12 years has worked at the University of Alberta in Counselling and Clinical Services (CCS). He currently is the Director of CCS. Throughout that time Jason has presented to, or trained, thousands of students and faculty on resilience, positive psychology, identifying mental health issues in students, and how to have helping conversations.

Learning Objectives:

- Participants will learn a six-step "How to have a helping conversation" process. They will also learn some of the most common signs of emotional distress, and begin to identify what healthy boundaries are in helping learners
- Participants will get opportunities to practice some of their helping skills in small group settings. They will be asked to join in a conversation about healthy boundaries in helping relationships in order to begin to identify their own limits, and identify some self-care strategies
- Participants will take away a written copy of the 6 helping practices, and a summary outline of the common indicators of distress. In addition, participants should leave the session with an increased confidence in and sense of the boundaries of their own helping skills and strategies.

Session Threads: Trauma-Informed Practices, Mental Health & Learning

Cognitive Behavioral Learning Strategies and Evidence-Based Teaching Methods

E9 – F9 (Half-day session) 9:00 – 12:00

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This session will focus on practical techniques and teaching methods that can be used in the classroom that will help improve learning outcomes for individuals with mental health barriers. Anxiety, Post-Traumatic Stress Disorder, Schizophrenia, Depression, Bipolar disorder, ADHD, and Fetal Alcohol Spectrum Disorder all present unique challenges to learners and educators. Cognitive behavioral learning strategies will help overcome these challenges and are applicable to all learning environments as approximately 30% of Canadians are diagnosed with a mental illness at some point in their lives. Even those not diagnosed with a mental illness can experience high levels of stress, fatigue, and financial problems that can all lead to well documented neurological changes that have a significant impact on learning processes. This session will describe how these mental health diagnosis and stressors change the structure and function of the brain and will focus on evidence based teaching methods that will help overcome these learning barriers to improve educational outcomes.

Presenters:

Steve Skakum has a Master's in Social work and is currently the Manager of the mobile mental health outreach program in the Maskwacis First Nations territory. Steve has spent the past 30 years working in education, counselling, First Nations health, program planning, and integrating networks between mental health services and educational programs. He has been an active advocate lobbying for policy change for improving health and education outcomes for First Nations and marginalized communities. .

Jackson Heraid is an RN, paramedic and currently the community initiatives manager for the Maskwacis Ambulance Authority. He works as a mental health therapist for regional mental health crisis response teams in central Alberta, as well as a facilitator for the Mental Health Commission of Canada, teaching mental health first aid certificate courses. For the past 15 years Jackson has held numerous roles in emergency services, public health, addictions treatment, curriculum development, and mental health programming.

Learning Objectives:

- Understand the structural and functional changes to the brain that occur during stress, anxiety, PTSD, Depression, Schizophrenia, Bipolar disorder, ADHD, and Fetal Alcohol Spectrum Disorder.
- Explore and understand new evidence-based cognitive behavioral teaching techniques and learning strategies that are based on the newest research in neuroscience
- Apply these learning techniques to many learning environments such as post-secondary institutions, community based learning programs, psychiatric facilities, rehabilitation programs, and correctional environments

Session Threads: Foundational Learners and Learning, Family Literacy for CALPs, Learner Support Services, , Facilitation Skills and/or Instructional Strategies, Indigenous, Metis and/or Inuit Learning and Learners, , Learning Disabilities, Trauma-Informed Practices, Mental Health & Learning

Setting and Maintaining Professional Boundaries for ESL Providers

G2 (90-minute breakout session) 1:00 – 2:30

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Participants will learn about compassion fatigue and how to set and enforce realistic expectations regarding their commitments to help and serve learners. We will also identify mindfulness practices and explore reflection strategies to support healthy boundaries.

Presenters:

Jacky Rivas began her career working in Adult Education roles, later serving as the Executive Director for the Community Adult Learning and Literacy Council in Grande Prairie. Jacky is an advisor with Rural Routes, where she continues to support ESL programs.

Alexandra Marshall has been teaching ESL for over 12 years. She has worked as a CLB assessor, and is now a Rural Routes advisor to northern Alberta.

Learning Objectives:

- Identify risk factors associated with compassion fatigue and identify strategies to implement and communicate reasonable expectations
- Participate in mindfulness and reflection practices and learn to identify compassion fatigue
- Participants will come away with techniques and strategies to set and manage expectations

Session Threads: English Language Learning, Newcomer Supports for English Language Learners, Tutoring for English Language Learners (ELL), Inclusion, Diversity and Safer Spaces, Tutor Training, Volunteer Recruitment and Retention

Read & Write 101 – Everything You Need to Know

G3 (90-minute breakout session) 1:00 – 2:30

This interactive session will introduce practitioners to the Read & Write app - a resource that will help build their skills, knowledge and ability to design learning activities for their learners. Practitioners will have time to explore and experience all this app has to offer. Additional useful apps for adult learners will also be shared. The Read & Write app can be used with both Apple and Android devices. This resource can help build the practitioners skills, knowledge, and capacity to customize and design activities that best suit their learners. Additional useful apps for the adult learner will also be shared.

Note: Participants will be asked to download Read & Write prior to coming and/or bring their own tablet or laptop.

Presenter:

Tracey Earl-Wolfe is currently a Family Literacy Facilitator at the Lloydminster Learning Council, a mother of three, and has taught at the elementary, high school and college level. She has 15 years of experience as a facilitator and trainer in the family literacy field. Tracey shares the knowledge and skills she has gathered as a lifelong learner.

Learning Objectives:



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- Practitioners will be introduced to the Read & Write app and after having the time to explore the app, create new learning opportunities for their learners
- Practitioners will experience firsthand how to operate, navigate and make use of all the tools in this app
- Practitioners will be more confident in knowing how to use this app as a tool to support the wide range of learners in their programs

Session Threads: Adult Literacy, Basic Digital Skills, Essential Skills, Learner Support Services, Digital Technology, Tools and Resources, Facilitation Skills and/or Instructional Strategies, Learning Disabilities, Tutor Training

HR 201 – Human Resources for the Non-HR Professional

G4 – H4 (Half-day session) 1:00 – 4:20

Practitioners who have taken HR 101 will enjoy this next level human resources (HR) management session to deepen their exposure to HR principles and applied management.

Presenter:

Barb Read is a Chartered Professional in Human Resources and a Registered Professional Recruiter with a generalist background that spans all functional areas of HR. She brings expertise in recruitment and selection, employee orientation, policy development, compensation, performance management, investigations and employee relations.

Learning Objectives:

- Paying: Compensation Trends & Information
- Contracts: Employment Agreement Options & Important Clauses
- Onboarding: New Employee Orientation & Employee Handbooks (Policies & Procedures)

Session Threads: Human Resources, Community Capacity Building, Board Development, Coaching & Modeling Strategies

Becoming Trauma Informed

G8 – H8 (Half-day session) 1:00 – 4:20

There are very high rates of trauma among people experiencing learning difficulties and life challenges. Ensuring that agencies provide trauma-informed services is crucial to supporting an effective learning environment. This session will offer a number of resources and tips to help agencies become trauma-informed. The session will touch on areas including evidence-based best practices, understanding who you are serving, empowering clients in their programming, and understanding how communications can be adapted to overcome cultural and linguistic differences.

Presenter:

Susan Brandt brings an extensive variety of experiences serving in private counseling practice with Street Level Consulting in Calgary. Her foundation in psychology, nursing, social work,

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spirituality and creative arts enhances her ability to help individuals and groups of people with a variety of difficulties through counseling, workshops and education in a creative and clinically sound manner.

Learning Objectives:

- Recognize the effects of trauma
- Speak the language of trauma
- Empower survivors of trauma by providing a trauma informed learning environment

Session Threads: Trauma-Informed Practices, Mental Health & Learning, Inclusion, Diversity and Safer Spaces

Engaging Indigenous Learners

G9 – H9 (Half-day session) 1:00 – 4:20

Participants will gain increased knowledge of some of the historical and current contexts of Indigenous education in Alberta and Canada as a whole; and will explore what it means to develop a culturally responsive learning space. In particular, participants will look at the importance of: building trust, acknowledging the traditional, embracing diversity in learning, promoting calmness and understanding, inviting the community in, and using local resources.

Presenters:

Glenn Mitchell has served at Northern Lakes College for 11 years, where he currently works as Dean, Business and Academics, but says his greatest accomplishment will always be his wife and two children.

Eddie Sargent became the principal of a school in Northern Alberta shortly after graduating. In 2014, Eddie joined Northern Lakes College as Chair, Academic Upgrading and during this period Academic Upgrading has been the fastest growing program at Northern Lakes College.

Learning Objectives:

- Participants will be able to:
 - Describe some of the historical and current contexts of Indigenous education in Alberta and Canada
 - Identify the importance of building trust and ways to promote trust with indigenous learners
- Participants will take a brief look at historical and current contexts of Indigenous education. They will explore provided resources and engage in collaborative, open discussions and application of Indigenous culture and ways of learning
- Participants will gain a greater understanding of Indigenous education in Alberta and Canada, learn about the importance of and how to promote trust with Indigenous learners and will explore traditional, indigenous culture and ways of learning





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Session Threads: Foundational Learners and Learning, Learner Support Services, Facilitation Skills and/or Instructional Strategies, Inclusion, Diversity and Safer Spaces, Indigenous, Metis and/or Inuit Learning and Learners, Community Partnerships and Engagement

Money Matters for practitioners: ABC's free financial literacy program explained

H2 (90-minute breakout session) 2:50 – 4:20

In this 90-minute session, ABC's Programs Specialist will guide participants through a sample Money Matters workshop, with a focus on numeracy, building/expanding on the webinar held earlier this year, co-hosted by CLN. Using the Core Money Matters workbooks, specific activities will be highlighted and we'll discuss ways to scaffold and extend the learning beyond the 2-hour workshop format. Facilitation tips and tricks related to specific activities will be highlighted in the context of a sample workshop. The free online practitioner training will be embedded into the interactive workshop and active discussion will be encouraged.

Learning Objectives:

- Participants will discover the Money Matters suite of free financial literacy programs through active participation in a sample workshop where they will learn facilitation techniques directly related to the program
- Participants will learn how to use the Money Matters workbooks to extend numeracy and financial literacy learning to suit their learners and class structure
- Participants will come away from this interactive workshop with hands-on experience of a free, adult literacy program they can then bring into their community. An understanding of the program's flexibility and how it can be adapted to suit their unique situation

Session Threads: Financial Literacy, Numeracy, Coaching & Modeling Strategies, Facilitation Skills and/or Instructional Strategies, Tutor Training

Language for Work

H3 (90-minute breakout session) 2:50 – 4:20

Language for Work is a short course for learners at Canadian Language Benchmarks (CLB) level 3-5, including literacy learners. The course prepares learners to participate in a work placement or job shadow experience to bridge them into employment. All materials will be distributed on a data stick free to participants.

Presenter:

Dorte Weber is the team lead for ESL Rural Routes at NorQuest College. She has taught ESL for 10 years and managed ESL programs and projects for 18 years.

Learning Objectives:

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- Participants will become aware of a valuable resource that can be used with employers in their area
- Participants will find out how the resource works and how it can be implemented with employers
- Participants will receive a data stick with all the Language for Work materials: curriculum, materials, Moodle units, videos, etc.

Session Threads: English Language Learning, Essential Skills, Foundational Learners and Learning, Community Capacity Building, Learning Activities, Workplace Literacy, Community Partnerships and Engagement