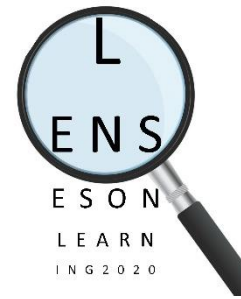


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Know Your Learner's Brain

A1 – D1 (Full-day session) 9:00 – 4:20

A brief description about Educational Kinesiology and how these exercises are important for the brain and how they can build a learner's confidence to be a life long learner. A key set of 5 exercises are taught, learned and experienced throughout the session. This session is hands on, engaging and allows the participants to experience the Train Your Brain program using the suggested movements. It adds the FUN back into learning and gives tutors/educators the tools to understand why people learn the way they do.

Presenter:

Liana Bohn has studied and taught Educational Kinesiology to all ages for the past 18 years. She is currently studying how the brain learns how to read and incorporating this information into a program she has developed called Train Your Brain. Train Your Brain is a combination of physical and mental exercises, which allows the learner to reprogram the brain to suit his/her learning style.

Purpose: To help tutors and adult educators understand how their brain and body work together to learn and retain information.

Learning Objectives:

- Participants will learn how to assess their students and share the key exercises with them to create a positive learning experience
- Participants will assess their own learning profile, how to assess their students, and then teach the simple 5 exercises used for successful learning
- Participants will be able to answer the questions: Why is my student struggling? What can I do to help them learn differently that best suits their needs?

Session Threads: Learner-Centred Assessment, Tutor Training, Adult Literacy, Foundational Learners and Learning, Foundational Life Skills

Intended Audience:

- CALP Program Facilitators / Instructors, CALP Volunteer Tutors
- Any level of experience

"It's not you, it's me." Knowledge Transfer / Succession Planning

A2 – B2 (Half-day session) 9:00 – 12:00

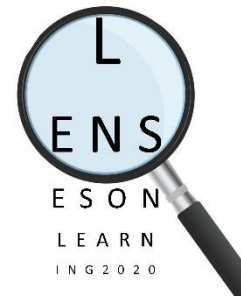
To emphasize the importance of and practical guide to Knowledge Transfer / Succession Planning for Managers, Directors, Operational Staff, Board Members.

Presenter:

Mona Crocker is currently the Executive Director of Rocky Learning Centre. She is an Adult Education Instructor/Facilitator and has taught the following:
NAIT, RDC, RCLC, Bridges to Employment; Rocky Mountain House (2000-2007), Keyano College,

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Fort McMurray (1984-1987), Adult Upgrading (INAC), Fort Providence, NWT (1981-1982). And she's had a lot of fun along the way!

Purpose: To define differences between Knowledge Transfer and Succession. To discuss planning strategies. To share practical planning tools.

Learning Objectives:

- To start planning now - it's never too early to start planning for the future. "Learn from the mistakes of others. You can't live long enough to make them all yourself." (Eleanor Roosevelt). That Canada Revenue Agency (CRA) is your friend - a practical guide
- Discuss and share good practices and ideas for Knowledge Transfer. Start thinking about and/or planning using the Knowledge Transfer Template
- Practical Knowledge Transfer Template (digital and/or paper). Listed requirements from CRA, Service Canada, Societies Act, Banking regulations for signatory changes. Webliography of reference & research sites - with descriptions

Session Threads: Succession Planning

Intended Audience:

- CALP Operational Staff, CALP Program Staff, CALP Executive Directors / Senior Staff / Managers
- Experienced staff

Budgeting & Finances 101 for CALPs

A3 – D3 (Full-day session) 9:00 – 4:20

This session will provide insight and tips regarding financial responsibilities for CALP Directors and Administrators. Topics will include financial tasks specific to CALP organizations including revenue and expense transaction entries, source document requirements, reconciliations, budgets/reports to the board including actuals vs budget as well as grant reporting requirements.

Presenter:

Lisa Rohr works with Business IQ Training. She has over 10 years of experience instructing accounting and financial skills as well as skills for computer literacy and competency. Lisa is an excellent communicator who has had the opportunity to work with a number of CALP programs offering unique educational services.

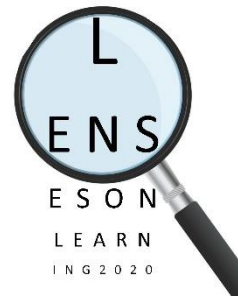
Purpose: Increase understanding of financial responsibilities and CALP grant financial reporting responsibilities.

Learning Objectives:

- This session will be focused towards Program Directors or Administrators who are currently tasked with the role of their organizations financial records and responsibilities. Information will also be useful to board members (specifically in the Treasurer)

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- As the session will be delivered through interactive learning, participants will complete paper exercises that will assist them in learning to understand the basic accounting cycle requirements.
- A detailed handbook outlining all financial topic areas covered within the session will be provided to each participant. In addition, participants will receive tools and resources for managing their bookkeeping responsibilities such as sample Chart of Accounts

Session Threads: Operations/Management, Budgeting & Finances, Board Development, Tools and Resources

Intended Audience:

- CALP Board Members, CALP Executive Directors / Senior Staff / Managers
- New staff

CALP Essentials for Family Literacy Programs

A4 – D4 (Full-day session) 9:00 – 4:20

Are you a new family literacy practitioner in a CALP-funded program? Are you curious about how family literacy programming can reach adult foundational learners while supporting learning for the whole family?

Presenters:

Rebecca Still is the West-Central Regional Support Staff with the CLN and has over 20 years experience in adult learning. Rebecca has first-hand experience as a tutor and coordinator for adult and family literacy programs. She is passionate about supporting adults on their learning journey, whether they are a practitioner or a foundational learner.

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

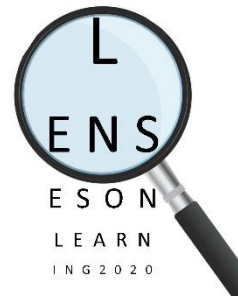
Purpose: In this participatory training, CALP-funded staff will learn what family literacy programming is, how well suited it is to the needs of adult foundational learners and their families, and which practices support effective CALP-funded family literacy programs.

Learning Objectives:

- To support your program in aligning to the CALP Guidelines, you will also gain an understanding of the programming requirements for family literacy programs as outlined in the CALP Guidelines
- Participants will explore how family literacy programs can build on the everyday ways that families use literacy in their home and community
- Participants will take away a copy of the CALP Essentials for Family Literacy participant guide CALP Guidelines, as well as suggested resources and links for further learning

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Session Threads: CALP-funded Family Literacy Programs

Intended Audience:

- CALP Operational Staff, CALP Program Staff, CALP Program Facilitators / Instructors, CALP Board Members, CALP Volunteer Tutors, CALP Executive Directors / Senior Staff / Managers
- Any level of experience

CALP Guidelines 101

A5 – B5 (Half-day session) 9:00 – 12:00

CALP-funded organizations all work towards the same vision: Changing lives through adult foundational learning in connected communities. This introductory workshop demystifies the CALP Guidelines to give you clear information about CALP programming, operational and financial requirements. With a strong understanding of the CALP Guidelines and requirements, your CALP will be well positioned to make the greatest impact in the lives of adult learners in your community. CALP Guidelines 101 is an introductory workshop for new CALP staff, board members and staff looking for a refresher in the CALP Guidelines.

Presenters:

Emily Robinson Leclair is fond of saying that she carries a copy of the CALP Guidelines with her wherever she goes. This guiding document provides CALP staff with both the direction and flexibility to support adult literacy and foundational learners in their communities. Her vision for 2020 includes a pocket sized version of the Guidelines!

Lori St. Cyr is the Métis & Indigenous Liaison with the CLN. She started her learning path in the CALP world, as a CALP coordinator/facilitator in her home community of Peavine Métis Settlement. Lori feels she is lucky to have found her special place in the CALP world. She is well versed in the CALP Guidelines and enjoys coaching and mentoring CALP staff across Alberta.

Purpose: Participants will gain an understanding of the purpose and role of the CALP Guidelines in CALP operations and program delivery.

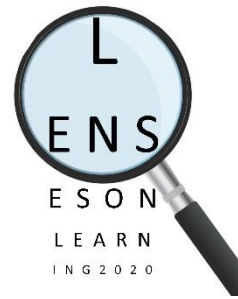
Learning Objectives:

- We will examine CALP's programming priorities, financial practices, and key operational elements in relation to the requirements set out in the CALP Guidelines
- Participants will gain clarity on the alignment between your CALP programming and the CALP Guidelines and will take home an assessment tool to identify areas of strength and areas for further attention
- Participants will take away a copy of the CALP Guidelines

Session Threads: Operations/Management, Literacy & Foundational Learning (LFL)

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Intended Audience:

- CALP Operational Staff, CALP Program Staff, CALP Program Facilitators / Instructors, CALP Board Members, CALP Volunteer Tutors, CALP Executive Directors / Senior Staff / Managers
- Any level of experience

Introduction to Adult Foundational Learning

A6 – H6 (Two-day Certificate Training) 9:00 – 4:20

This 2-day training workshop aligns with the Government of Alberta Community Adult Learning Program (CALP) Guidelines, and is intended to give CALP practitioners knowledge, skills and strategies that will help them be successful in their roles. Introduction to Adult Foundational Learning (IAFL) takes a hands-on approach for exploring how to engage and support adult foundational learners in our communities. This training will also provide the opportunity for new and seasoned CALP practitioners alike to participate in a collaborative learning environment, which fosters building and strengthening CALP communities of practice.

Note: Attendance for both full days is required to receive a certificate.

Presenters:

Cheryl Lovstrom is the Central Region Support Staff with CLN. She draws from her prior experience in the CALP system and her enthusiasm for adult foundational learning to help staff and facilitators understand CALP-funded family literacy programming. Cheryl is passionate about family literacy as a mode of delivery and believes in the power of CALP-funded programs to build foundational skills in adult learners.

Val Rathjen has been engaged in the community adult learning world since 2005. Her journey began as a Coordinator at Flagstaff Adult Learning for 10 years, and has continued as a member of the CLN's Regional Support team. She has both operational and program experience along with years of working with learners in small town Alberta. Helping CALP staff acquire the skills and tools they need for success is her passion.

Purpose:

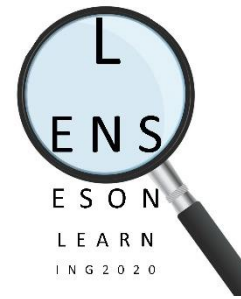
The purpose of this required training is for CALP staff to learn approaches and strategies for creating learner-centred programming for adult foundational learners that aligns to the CALP guidelines.

Learning Objectives:

- Participants will gain an understanding of adult foundational learning, the priorities for CALP programming, and be introduced to strategies for creating relevant and effective adult learning experience
- We will examine theory and practice-based approaches to enhancing adult learner engagement and success in CALP Literacy and Foundational Learning programs
- Participants will take away a copy of the IAFL manual and CALP Guidelines, as well as suggested resources and links for further learning

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Session Threads: Literacy & Foundational Learning (LFL), Foundational Learners and Learning

Intended Audience:

- CALP Operational Staff, CALP Program Staff, CALP Program Facilitators / Instructors, CALP Board Members, CALP Volunteer Tutors, CALP Executive Directors / Senior Staff / Managers
- Any level of experience

Learning Disabilities 101 – Serving the LD Learner in CALP Setting

A7 – B7 (Half-day session) 9:00 – 12:00

Most of the adult learners CALPs serve are LD. Your CALP can stop the cycle of failure for this under served and misunderstood population! Learn how to identify and serve adults with learning disabilities confidently with a CALP specific approach and effective strategies.

Presenter:

Karen Plourde started her career with a B.Ed. and an endorsement in Deaf Education. She has worked as a CALP coordinator for 7 years in Slave Lake. Karen has over 30 years' experience teaching adults in Alberta with emphasis on effective learning strategies and advocacy for adults who struggle with academic learning often due to undiagnosed Learning Disabilities.

Purpose: Learn how to identify and serve adults with learning disabilities.

Learning Objectives:

- In this session, you will learn about:
 - LD Identification - how to identify a CALP learner with a disability - what to look for
 - Assessments - formal and informal
 - LD Types - dyslexia, dysgraphia, auditory processing, phobias, spatial deficits
- Participants will role-play some scenarios with simulated exercises
- Participants will leave with a broader understanding of:
 - The types of learning disabilities and the impact on academic learning
 - The components of a successful approach to success
 - Your role as a CALP practitioner uniquely situated to positively impact learners

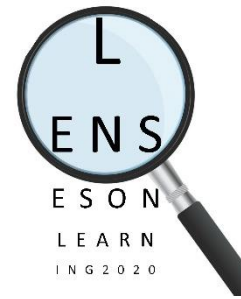
Session Threads: Adult Literacy, Foundational Learners and Learning, Learner Support Services, Tutoring in Literacy and Foundational Learning (LFL), Facilitation Skills and/or Instructional Strategies, Learning Disabilities

Intended Audience:

- CALP Program Staff, CALP Program Facilitators / Instructors, CALP Board Members, CALP Volunteer Tutors
- Any level of experience

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Using the New Foundational Numeracy Materials

A8 (80-minute breakout session) 9:00 – 10:20

NorQuest College has developed more numeracy materials for the use by CALPs. These materials include Whole Numbers, Basic Decimals and Basic Fractions. Participants will learn how to use the materials and how learners can progress to the existing modules.

Presenters:

Glen McCalpin has worked for NorQuest College for 20 years and has been teaching and developing materials for the foundational math courses up to grade 10 math. He teaches online asynchronous courses and understands the challenges of self-paced learning. He is also the main contact person responsible to support CALPs with these foundational materials and the Foundations for Learning Programs.

Purpose: To become familiar with the new numeracy modules and how to use them with adult learners.

Learning Objectives:

- How to locate and use the materials and how they will lead into the existing numeracy modules
- Participants will get practice using the modules and develop skills on how to use them with their learners
- Participants will take away the ability to locate and use the materials effectively with learners

Session Threads: Adult Literacy, Foundational Learners and Learning, Numeracy, Tutoring in Literacy and Foundational Learning (LFL), Tutor Training, Instructional Strategies, Regional Stewardship and Post-Secondary Connections

Intended Audience:

- CALP Program Facilitators / Instructors, CALP Volunteer Tutors
- Any level of experience

LES as a Poverty Reduction Strategy

A9 (80-minute breakout session) 9:00 – 10:20

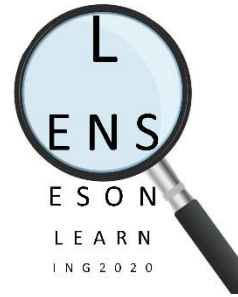
Frontier College is proud to present the 2019 National Research Report on Literacy and Essential Skills as a Poverty Reduction Strategy. The report is the culmination of a national consultation with policy makers, national and regional literacy associations, services providers, researchers, poverty reduction organizations, and learners involved in literacy programming and poverty reduction programs across Canada.

Presenter:

Richard Harvey is the Frontier College Regional Director for Western Canada.

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Purpose: To inform participants of the Report's key findings & recommendations.

Learning Objectives:

- Resources, best practices, report outcomes
- Listen to presentation
- Knowledge of key resource to support grant writing & collaborative program delivery

Session Threads: Adult Literacy, Essential Skills, Foundational Life Skills, Community Capacity Building, Community Partnerships and Engagement, Programming Needs Assessment and/or Evaluation

Intended Audience:

- CALP Operational Staff, CALP Program Staff, CALP Program Facilitators / Instructors. CALP Volunteer Tutors
- Any level of experience

Using the New Foundational Life Skills Materials

B8 (80-minute breakout session) 10:40 – 12:00

NorQuest College has developed modules in Foundational Life Skills. There are 10 modules that are all available to Community Adult Learning Programs to use. Each module includes a Facilitator guide and a learner workbook. Life skills may be an area that foundational learners need to develop prior to entering into courses to prepare them for the work place or further education. Find out what the modules are, how to locate them and strategies for using them with learners.

Presenter:

Glen McCalpin has worked for NorQuest College for 20 years and has been teaching and developing materials for the foundational math courses up to grade 10 math. He teaches online asynchronous courses and understands the challenges of self-paced learning. He is also the main contact person responsible to support CALPs with these foundational materials and the Foundations for Learning Programs.

Purpose: To become familiar with the new foundational Life Skills modules and how to use them with learners.

Learning Objectives:

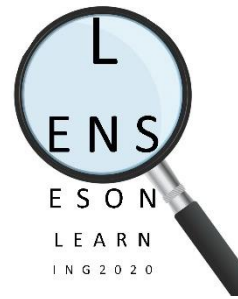
- How to locate and use the materials with learners and facilitators
- Participants will practice using the modules and develop skills on how to use them with their learners. They will also be able to share their experience with tutors and instructors at their site
- The ability to locate and use the materials effectively with learners



COMMUNITY ADULT
LEARNING PROGRAM

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Session Threads: Adult Literacy, Foundational Learners and Learning, Foundational Life Skills, Learning Activities, Tutoring in Literacy and Foundational Learning (LFL), Tutor Training, Instructional Strategies, Regional Stewardship and Post-Secondary Connections

Intended Audience:

- CALP Program Staff, CALP Program Facilitators / Instructors, CALP Volunteer Tutors
- Any level of experience

Teaching ESL Learners with Learning Differences

B9 (80-minute breakout session) 10:40 – 12:00

Learners take in, process, participate and interact with the learning environment in many different ways. For ESL learners, these differences are often attributed to language ability and/or the settlement process. ESL students with Learning Differences may struggle in programs or may experience frustration with language progress. In this interactive session, you will be introduced to a variety of strategies and good practices to support ESL students with Learning Differences. You will also learn about and share the resources and supports available to both learners and instructors to support this community of learners.

Presenters:

Wanda Chell is a LINC instructor at NorQuest College. She has 20 years of inter(national) experience teaching a wide variety of learners. She strives towards creating inclusive and dynamic learning environments.

Heidi Schlack is a LINC instructor at NorQuest College. She has been involved with the ESL/EFL field for over 20 years as an instructor and curriculum developer in Japan and Canada. Her current interest is in advocating for learner needs and supports.

Purpose: To empower tutors and teachers with strategies, tools and resources to better address the needs of ESL learners with Learning Differences.

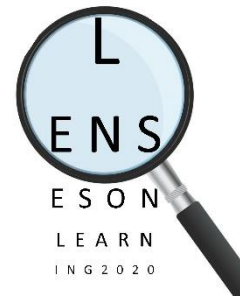
Learning Objectives:

- Participants will learn teaching strategies to support ESL learners with Learning Differences
- During the session, participants will practice using the strategies shared and will be asked to contribute successful practices gleaned from their own experience and study
- Participants will take away ideas and strategies that can be tried with ESL learners. We will also share a list of the known resources available in Alberta to support ESL learners with Learning Differences

Session Threads: Adult Literacy, English Language Learning, Learning Activities, Newcomer Supports for English Language Learners, Tutoring for English Language Learners (ELL), Learner-Centred Assessment, Learning Disabilities, Instructional Strategies

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Intended Audience:

- CALP Program Facilitators / Instructors, CALP Volunteer Tutors
- Any level of experience

Teaching Reading Through Language Experience

C2 (90-minute breakout session) 1:00 – 2:30

Language Experience Approach is a method that teaches reading through the learner's own stories. It is a wonderful tool for tutors to use with non-readers. It is scalable, and easily grows along with the learner's reading ability. This teaching method will be reviewed and modelled, and all participants will be invited to take part in developing language experience stories and building learning activities to go along with each story.

Presenter:

Marci Bulloch's background includes facilitation, program coordination, community development and curriculum development. Her early years in the field were spent teaching in a correctional facility in the north, which deepened her understanding of the impact of limited literacy and essential skills. Marci is currently a Program Manager with Decoda Literacy Solutions in BC.

Purpose: To explore and review how easy and effective the Language Experience Approach is.

Learning Objectives:

- Participants will learn how to use the Language Experience Approach
- Everyone will take part in creating a language experience story along with extension activities
- Participants will develop the knowledge and skill to use language experience with their learners, or to teach this approach to tutors in their programs

Session Threads: Adult Literacy, Foundational Learners and Learning, Learning Activities, Tutoring in Literacy and Foundational Learning (LFL), Tutor Training, Instructional Strategies

Intended Audience:

- CALP Program Facilitators / Instructors, CALP Volunteer Tutors
- Any level of experience

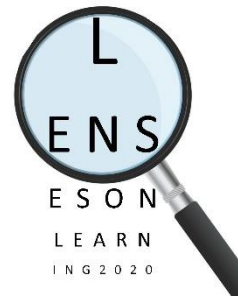
Gathering To Learn

C5 – D5 (Half-day session) 1:00 – 4:20

The Gathering to Learn session is a way for CALP staff to explore, share, and learn from each other the many ways that Adult Foundational Learners find their way to a learning opportunity, what gets them in the door and what keeps them there. We will unpack the barriers to learning, discovering what helps and what adjustments make a difference. Participants in this interactive session can expect storytelling, sharing, group dialogue, and our greatest hope - Inspiration from each other!

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Presenters:

Corinne Zimmerman, Shauna Pivarnyik, Bo Masterson & Tanya Nichol

The Gathering to Learn team is a multi-disciplinary group of women who have facilitated groups and workshops in communities in a variety of settings in Calgary and abroad. We work together on a Community Development team at Carya, a non-profit organization in Calgary, inviting, creating, and developing opportunities for people to build stronger lives and stronger communities.

Purpose: The purpose of this session is to share, reflect and equip CALP staff with helpful ways to enhance the learning experience for Adult Foundational Learners, from that first initial contact to being an involved witness to a learner's successful completion.

Learning Objectives:

- CALP Staff will gain understanding of what it takes for a participant to find a learning opportunity, walk in the door, stay, and continue on their learning pathway. This understanding will come from the rich stories and data that our CALP communities share
- This will be an interactive learning session with the intention to appeal to all learning styles and model ways that we can 'gather to learn'. Participants can expect group dialogue at tables including stories, scenarios and brainstorming
- Participants will take away a paper copy of the Gathering to Learn Field Guide that outlines strategies, stories and helpful resources of the many ways we gather to learn. Participants will explore common barriers and triumphs learners face at each stage

Session Threads: Foundational Learners and Learning, Coaching & Modeling Strategies, Inclusion, Diversity and Safer Spaces

Intended Audience:

- CALP Operational Staff, CALP Program Staff, CALP Program Facilitators / Instructors, CALP Volunteer Tutors
- Any level of experience

NO ONE WAY: Teaching Methods, Adult Learner Motivation and "Why We Teach"

C7 – D7 (Half-day session) 1:00 -4:20

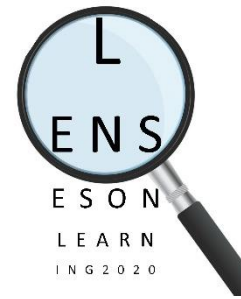
This session will be an orientation for some, a chance to reflect on practice for others, and an opportunity to discuss experiences and acquire new skills. Part one will focus on three proven teaching methods, part two on recent research on engaging and motivating literacy learners, and part three will explore our teaching own philosophies--"why we teach." Group discussion and discussion on social media following the Symposium will be highly encouraged.

Presenter:

Allan Quigley was inducted into the Adult Education Hall of Fame in 2012 and he has received multiple awards for his work in adult literacy. He began teaching in Northern Saskatchewan in

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1972 and in Fort McMurray in 1973-75. He helped found the Saskatchewan College system, later administered ABE/ESL with the Saskatchewan government and, now retired, published extensively with Penn State then St. Francis Xavier University.

Purpose: To build teaching skills and encourage ongoing reflective practice.

Learning Objectives:

- Participants will learn the pros and cons of several proven teaching approaches as well as explore their own goals and purposes and "philosophies" in their own practice
- Participants will be invited to discuss the presentation and complete a learning contract for future reference in their practice
- Participants will take away learning contracts and handout summaries of the three areas of the session, hopefully contacts with other participants

Session Threads: Adult Literacy, Essential Skills, Foundational Learners and Learning, Foundational Life Skills, Community Capacity Building, CALP-funded Family Literacy Programs, Learner Support Services, Learning Activities, Tutoring in Literacy and Foundational Learning (LFL), Workplace Literacy, Coaching & Modeling Strategies, Facilitation Skills, Inclusion, Diversity and Safer Spaces, Indigenous, Metis and/or Inuit Learning and Learners, Learner-Centred Assessment, Tutor Training, Instructional Strategies, Human Resources, Volunteer Recruitment and Retention, Programming Needs Assessment and/or Evaluation

Intended Audience:

- CALP Program Staff, CALP Program Facilitators / Instructors, CALP Volunteer Tutors, CALP Executive Directors / Senior Staff / Managers
- Any level of experience

The Spectacular Race - Offering Amazing Programs

C8 – D8 (Half-day session) 1:00 – 4:20

Loosely based on the popular reality show, our race begins with participants exploring the logistics of setting up a literacy and learning program. The journey continues by examining facilitation strategies that create safe, learner-centred and responsive programs.

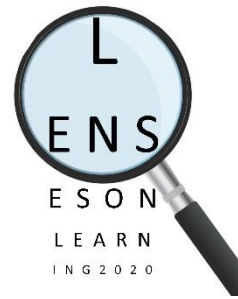
Presenter:

Kim Chung is Co-Executive Director at the Centre for Family Literacy. She has been with the Centre for over 16 years in different front line and leadership roles and is passionate about the work being done. She is responsible for the overall strategic direction of the Centre's family and adult literacy programming, workshops and training.

Purpose: This session will help CALP staff understand the processes involved in setting up programs, as well as facilitation strategies to make their programs effective for the learner.

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Learning Objectives:

- Participants will learn what to consider when setting up a program. For example, logistics such as choosing location, transportation, safety, partnerships and recruitment. Effective facilitation strategies to assist with things such as creating a welcoming space
- During the session, fun challenge activities about the learning topics will be presented for participants to work through in small groups and come up with ideas to address each one. Once everyone has worked through all the activities, we will debrief
- Participants will take away strategies and tools to: 1. help them understand and address the logistics of setting up a program. 2. facilitate learner-centred and responsive literacy and learning programs in their own community

Session Threads: Facilitation Skills, Instructional Strategies

Intended Audience:

- CALP Program Staff, CALP Program Facilitators / Instructors
- New staff

Classroom Management

C9 (90-minute breakout session) 1:00 – 2:30

During this session, participants will have an opportunity to explore five factors that influence a well-managed classroom as well as apply techniques into their own practice.

Presenter:

Alana Johnson resides in Southern Alberta. Alana worked as an ESL literacy instructor for Taber and District CALP before joining NorQuest College as a Rural Routes advisor. Alana also has expertise in essential skills.

Purpose: To add new tools to the inventory of classroom management skills.

Learning Objectives:

- Identify the goals of classroom management, describe the characteristics of great classroom management, apply strategies learned for developing great classroom management
- Participants will listen, discuss, and participate in activities
- Participants will gain a wider understanding and practical tools

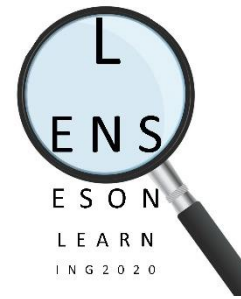
Session Threads: Adult Literacy, English Language Learning, Foundational Learners and Learning, Learning Activities, Newcomer Supports for English Language Learners, Tutoring for English Language Learners (ELL), Facilitation Skills, Instructional Strategies

Intended Audience:

- CALP Program Facilitators / Instructors, CALP Volunteer Tutors
- Any level of experience

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What are skills, tasks and complexity levels?

D2 (90-minute breakout session) 2:50 – 4:20

This hands-on workshop will have participants analyzing workplace and program tasks to better understand the essential skills and the essential skills levels. Participants in this workshop need to come with a solid understanding of what essential skills are.

Presenter:

Susan Oguchi is a consultant with Alberta Workforce Essential Skills Society. She is a sought-after presenter, engaging participants with storytelling and real-life examples in Canada and abroad. Her passion lies in working with individuals who struggle because of essential skill gaps, and with employers to close the gaps through training.

Purpose: To develop higher level understanding of essential skills.

Learning Objectives:

- Participants will learn how to analyze tasks to determine the essential skills required and assign complexity levels to workplace and program-based tasks
- Participants will work individually and in groups to analyze tasks
- Participants will take away an understanding of workplace and program based tasks and how to analyze their complexity level

Session Threads: Essential Skills, Learning Activities, Workplace Literacy

Intended Audience:

- CALP Program Staff, CALP Program Facilitators / Instructors
- Any level of experience

Engaging Indigenous Learners

D9 (90-minute breakout session) 2:50 – 4:20

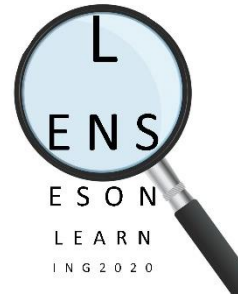
Smudging Notification: *Smudging is an Indigenous tradition, involving the burning of sweetgrass, sage and/or cedar. Sage and cedar smudges produce a very strong and distinct aroma but the smoke is minimal and lasts a short time. A smudge is burned primarily for purification and to help create a positive mindset.*

CLN is notifying all individuals who have sensitivities to scents or smoke, that smudging may cause reactions.

This session will provide insights to residential schools from a survivor who used her experience to teach others about the balance of life. Learn how to facilitate a circle process in the classroom finding unique gifts to utilize personal strengths in future activities.

Literacy and Learning Symposium 2020

Sessions: Wednesday, September 30



Presenters:

Mary Moonias is a resident elder at Maskwacis Cultural College. Mary has a B.Ed and has been in the education field for many years.

Becky Cardinal Rattlesnake is the Literacy Coordinator at Maskwacis Cultural College.

Purpose: To share indigenous knowledge about historical impacts and how they affect learners from a personal perspective, in addition how indigenous peoples are experts in their own regions and why it's important to honor the territories in the provincial boundaries.

Learning Objectives:

- Participants will learn about historical traumas, experts in their own regions, and circle process to create safe and supportive environments where everyone is valued and appreciated
- Participants will engage in indigenous education
- Participants will learn about the Circle process and information about residential schools

Session Threads: Indigenous, Metis and/or Inuit Learning and Learners, Trauma-Informed Practices, Mental Health & Learning

Intended Audience:

- CALP Operational Staff, CALP Program Staff, CALP Program Facilitators / Instructors, CALP Board Members, CALP Volunteer Tutors, CALP Executive Directors / Senior Staff / Managers
- Any level of experience

