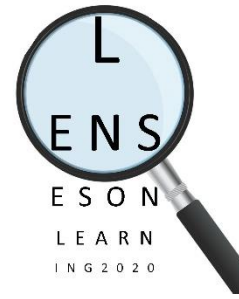


# Literacy and Learning Symposium 2020

## Sessions: Thursday, October 1

### Diversity & Inclusion: LGBTQ2S Allyship

E1 – H1 (Full-day session) 9:00 – 4:20



You've seen the acronym. What does LGBTQ2S mean? What's with all the rainbows? If it doesn't affect me, why should I care?

This casual and entertaining workshop breaks down the confusing terms, provides a safe space for you to ask questions, and gives you the opportunity to really find out what it means to be an ally to the LGBTQ2S community.

Come join us and learn the skills and tools you'll need to fight discrimination and make the world a little friendlier for all Albertans.

#### Presenter:

B Adair has experienced the realities of coming out as a gay, transgender man in rural Alberta and facilitates training to increase knowledge and improve diversity and inclusion practices. He's worked with educators, healthcare practitioners, students, community organizations, and religious groups to bridge the gaps and eliminate stereotypes and stigma.

**Purpose:** Talking about hot issues can be tricky and uncomfortable. This workshop provides a safe, non-judgemental learning environment for participants to feel comfortable and confident learning and asking questions about the queer community.

#### Learning Objectives:

- This engaging and interactive workshop will cover basic LGBTQ2S knowledge, inclusive language and how we can all combat oppression and marginalization. We'll discuss the importance of acknowledging privilege and how intersectionality connects us all
- We will learn how to be better allies to the queer community by taking part in a combination of visual images, group discussions, fun activities, and even an arts and crafts project!
- Participants will leave this session with better awareness of the disparities LGBTQ2S folks face every day. You'll be armed with the tools, skills, and confidence you need to stand up against discrimination and hate, and most importantly, everyone leaves with a smile

**Sessions Threads:** Inclusion, Diversity and Safer Spaces, Coaching & Modeling Strategies, Community Partnerships and Engagement

#### Intended Audience:

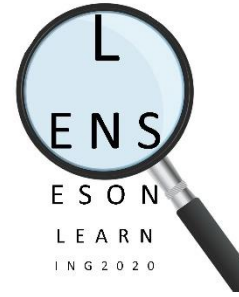
- CALP Operational Staff, CALP Program Staff, CALP Program Facilitators / Instructors, CALP Board Members, CALP Volunteer Tutors, CALP Executive Directors / Senior Staff / Managers
- Any level of experience



COMMUNITY ADULT  
LEARNING PROGRAM

# Literacy and Learning Symposium 2020

## Sessions: Thursday, October 1



### Foundations for Learning to Read

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

This workshop will address foundation reading skills for ESL teachers to use in their classrooms while teaching reading comprehension skills.

#### Presenter:

Eman Ghanem is a second language teacher, teacher trainer and language assessor supporting literacy and CLB programs.

**Purpose:** Raising awareness among literacy teachers about the required skills in the language classrooms.

#### Learning Objectives:

- Participants will learn how to develop reading lessons for their beginning level students
- Participants will be engaged in developing short activities that will lead to a full reading lesson
- Participants will take away a template for developing reading activities on their own moving forward

**Sessions Threads:** Adult Literacy, English Language Learning, Tutoring for English Language Learners (ELL), Tutoring in Literacy and Foundational Learning (LFL)

#### Intended Audience:

- CALP Program Facilitators / Instructors
- Any level of experience

### Goal Setting for ESL Learners

E3 (80-minute breakout session) 9:00 – 10:20

Participants will learn how to support learners in setting achievable learning goals that integrate all four language skills. We will also explore realistic goal setting for tutors and instructors to help them identify learner success and achievement.

#### Presenter:

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.

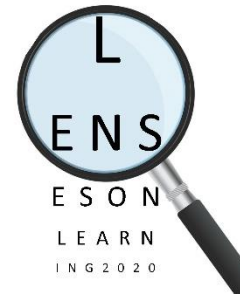
**Purpose:** Goal setting is used as a summary of information about a learner's future goals and provides a way for instructors to get to know their learners, including their real-world needs, and is used to inform planning and teaching throughout the course.

#### Learning Objectives:

- Participants will learn how to support learners in setting achievable learning goals

# Literacy and Learning Symposium 2020

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- Participants will understand the importance of setting goals
- By incorporating learner goal-setting activities into lessons, instructors help learners evaluate their own needs and interests and set achievable educational goals

**Session Threads:** English Language Learning, Foundational Learners and Learning, Newcomer Supports for English Language Learners, Tutoring for English Language Learners (ELL), Facilitation Skills, Learner-Centred Assessment, Tutor Training, Instructional Strategies

### Intended Audience:

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

## Adult Literacy and Learning (A.L.L.) in Family Literacy Programs

E4 – H4 (Full-day session) 9:00 – 4:20

This full-day training has been developed for staff of CALP-funded organizations who offer, or plan to offer, family literacy programs in their community that they would like to align to the CALP Guidelines. This “how-to” course helps practitioners learn planning strategies to teach adult literacy and foundational learning skills with learners. In this participatory training, CALP-funded staff will gain an understanding of adult literacy strategies and learn how to teach adult foundational skills while engaging the whole family. Materials and strategies learned in the training are transferrable to all literacy and foundational learning areas.

### 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.

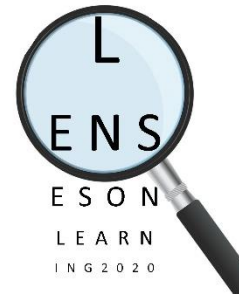
**Purpose:** CALP-funded staff will gain knowledge, skills and confidence to provide family literacy programs that support Literacy and Foundational Learning in adults within a family context.

### Learning Objectives:

- To understand the role of CALP-funded family literacy programs in supporting adult foundational learning
- To understand how to use adult-focused literacy and foundational learning content within a program that is engaging to all family members
- To participate in a research based learning approach – “I do, We do, You do”. Identify training and resources to learn more about planning and delivering effective family literacy programs

# Literacy and Learning Symposium 2020

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- Participants will take with them a participant guide, templates, and links to further learning and resources

**Session Threads:** CALP-funded Family Literacy Programs, Learning Activities, Adult Literacy

**Intended Audience:**

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

### Creating Learning Partners

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

This 1-day training will give CALP staff the understanding, tools and resources they need to begin training contracted instructors, facilitators and volunteers to work with adult literacy learners and support foundational learning in their community. This session will focus on Creating Learning Partners (CLP), which is a comprehensive training manual developed by literacy practitioners for Alberta's literacy and learning programs.

**Presenter:**

Emily Robinson Leclair - The Creating Learning Partners resource was sitting on her desk when Emily began her journey into adult literacy. She built her very first tutor training agenda using its contents and continues to rely on the wealth of knowledge and experience provided within its 13 units. Her vision for 2020 is that the Creating Learning Partners manual experiences a resurgence over the next decade!

**Purpose:** Participants will learn the key steps, activities and strategies for delivering effective, engaging and relevant training for contracted instructors, facilitators and volunteers.

**Learning Objectives:**

- Participants will learn the key steps, activities and strategies for delivering effective, engaging and relevant training within their organizations.
- Participants will draw on their own experiences and work together to explore the content and facilitation strategies outlined in the Creating Learning Partners manual.
- Participants who complete this training will be able to facilitate their own training for new and experienced contracted instructors, facilitators and volunteers.

**Note:** Please note, this training includes the content previously offered by Training Your Tutors (one-day face to face workshop or online Study Group).

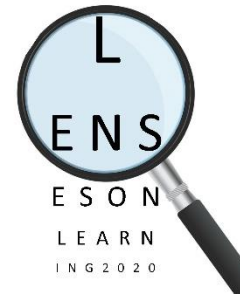
**Session Threads:** Tutoring in Literacy and Foundational Learning (LFL), Tutor Training, Volunteer Recruitment and Retention, Coaching & Modeling Strategies, Facilitation Skills

**Intended Audience:**

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

# Literacy and Learning Symposium 2020

## Sessions: Thursday, October 1



### Increase Tech Efficiency & Reduce Stress!

E7 – F7 (Half-day session) 9:00 – 12:00

Who should attend? Everyone who wants to increase Tech Efficiency & Reduce Stress. AKA everyone who uses email, has a smartphone, works in an office or works alone, interacts with others and uses the internet!

You're probably managing an overflowing inbox, trying to work on-the-go so you don't miss a thing, attending meetings that could deliver greater value, while addressing ever-more demanding clients. No wonder you sometimes go home wondering what you accomplished.

#### Presenter:

Karen Turner - Symposium 2019 participants said: "Please bring Karen back, and give her more time! We covered a few time-saving tips, but we want more, a lot more!" Since 2001 Karen has helped 18,000+ working professionals turn wasted effort into productive time with less stress and greater satisfaction.

**Purpose:** Join us for critical time saving tips to maximize today's technology in our current work environment to Increase Tech Efficiency & Reduce Stress.

#### Learning Objectives:

- This interactive hands-on session will address your work challenges and save you 90 min a day = 9 weeks a year, giving you:
  - Specific smartphone shortcuts to save time on-the-go
  - Clear email strategies to convert re-reading and re-shuffling time
- Set-up your office and technology to do exactly what you want and need:
  - Reduce interruptions and get more done
  - Adjust your office space to avoid ongoing aches
  - Turn low-value back-and-forth emails into high value exchanges
- Participants will leave this session with technology customized to their unique requirements and their work management habits updated so they can Increase Tech Efficiency & Reduce Stress, saving them 90 min a day to live their passion!

**Session Threads:** Basic Digital Skills, Coaching & Modeling Strategies, Digital Technology, Tools and Resources, Facilitation Skills, Instructional Strategies, Marketing and Social Media

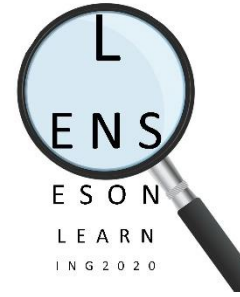
#### Intended Audience:

- 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



# Literacy and Learning Symposium 2020

## Sessions: Thursday, October 1



### Using the New Foundational Numeracy Materials – **REPEAT SESSION**

E8 (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.

#### **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 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

### **Creating Safer Spaces - Indigenous Learning in the CALP Model**

E9 – H9 (Full-day session) 9:00 – 4:20

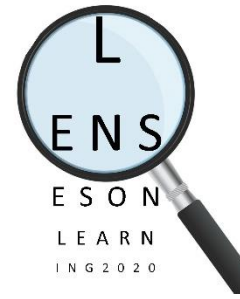
**Smudging Notification:** *Smudging is an Indigenous tradition, involving the burning of sweetgrass, sage and/or cedar. Sage and cedar smudges produce a very strong and distinct aroma but the smoke is minimal and lasts a very short time. A smudge is burned primarily for purification and to help create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

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

# Literacy and Learning Symposium 2020

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This session will explore the issue of culture and its implications on Indigenous Learners in the CALP model. We explore concepts such as cultural bias and history while exploring specific strategies that will help facilitators create learning spaces and opportunities that will more effectively meet the needs of Indigenous learners.



### Presenters:

Kelly Schram has been with the Community Adult Learning Program as a Coordinator, Facilitator and now Executive Director for 20 years. She is committed to strategies and community development initiatives that reduce barriers to clients who are isolated from regular programming.

Georgina Supernault is a devoted Kokum who has worked with CALP initiatives and as a community service provider and educator for over 15 years. She has worked as a community advocate for her community and recently has been an active member of the PDAC committee and the CLN Board.

Dave is an Elder in the Peace River area, educator, artist, native dancer and a residential school survivor. He has worked as an educator, advocate, and Elder for the Peace Regional Outreach Campus, Peace River Corrections as well as serve in an advisory capacity as for initiatives on Missing and Murdered Indigenous Women, K Division, and on provincial Truth and Reconciliation initiatives.

**Purpose:** Exploring Indigenous learning principles.

### Learning Objectives:

- Explore specific strategies providers can use in their classrooms and learning opportunities
- Share interactive activities that incorporate indigenous learning principles such as discussions on bias, medicine wheel teachings, storytelling, sharing circle facilitation
- Learn how to use specific principles to increase indigenous participation in their programs

**Session Threads:** Indigenous, Metis and/or Inuit Learning and Learners, Inclusion, Diversity and Safer Spaces, Instructional Strategies, Community Partnerships and Engagement

### Intended Audience:

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

## What are the essential skills and how are they changing?

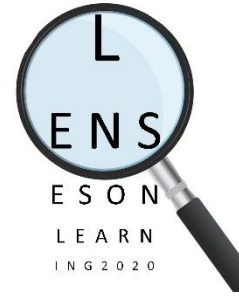
F3 (80-minute breakout session) 10:40 – 12:00

The essential skills are core to the work that we do in the world of adult learning. Since 2019 the essential skills framework has been undergoing a renewal. This session will provide a



# Literacy and Learning Symposium 2020

## Sessions: Thursday, October 1



foundational knowledge of essential skills and describe the changes and adjustments being made.

### **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 understanding of the federal essential skills framework.

### **Learning Objectives:**

- Participants will learn what the 9 essential skills are, where they come from and why they are important to clients and CALP programs. They will also learn of the Essential Skills renewal process and the changes to the framework
- This will be an information session with lots of opportunity for questions and answers
- Participants will take away an understanding of essential skills and how they relate to communities and workplaces

**Session Threads:** Essential Skills, Community Capacity Building, Workplace Literacy

### **Intended Audience:**

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

## **Using the New Foundational Life Skills Materials – REPEAT SESSION**

F8 (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 you learners.

### **Presenter:**

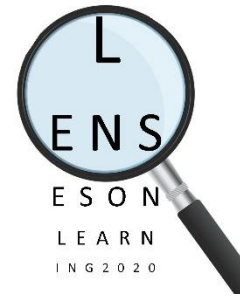
Glen McCalpin has worked for NorQuest College for 20 years and has been teaching and developing materials for the foundational math courses up to grade 10 math. He teaches online asynchronous courses and understands the challenges of self-paced learning. He is also the main contact person responsible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



# Literacy and Learning Symposium 2020

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### Learning Objectives:

- How to locate and use the materials and how they can be used 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
- Participants will take away the ability to locate and use the materials effectively with learners

**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

## Day of Potential - Foundational Learning Program

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

Ever wondered how to truly connect with and empower the Adult Foundational Learner? The Pincher Creek CALP team invites you to experience a day in the life of their Potential Best foundational learning program, through the eyes of a Learner. This is an experiential opportunity that will walk you through our team's best practices based on our learning over the past ten years. Begin with stepping in the front door of our CALP, participate in that first conversation, move on to the Foundational Learning Program, Tutoring Services, Indigenous Specific supports and then onward to further learner-centered goals. You will leave with the "Inspiration for Growth" Potential Best resource book, as well as your own Dream Board for what you see yourself creating in your own CALP environment.

### Presenters:

The Pincher Creek CALP team is made up of Monica Sczyrba Davis-Executive Director, Annie Steward-Learner Services Coordinator, Lucille Provost- Indigenous Learning Liaison and Shannon Jackson- Learner Centered Instruction Specialist. Each team member brings unique history and skills to the field of Adult Learning. What they all have in common is the desire to help themselves, each other and their clients to move forward on their learning journey.

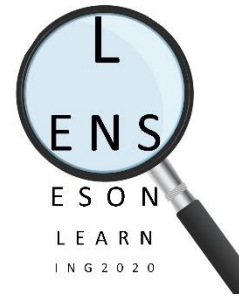
**Purpose:** To provide a plan to create ongoing and relevant Foundational Adult Learning Programming specific to the needs of each unique CALP.

### Learning Objectives:

- Participants will learn how to create their own foundational learning program specific to their clients. More importantly, participants will learn how to create an atmosphere that inspires the learners internal desire to grow

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- Participants will experience a foundational learning program through the eyes of a barriered learner. They will then create a Dream Board to create their own Foundational Learning Program
- Participants will take away tools, a resource book and ultimately the confidence to create their own programs to best serve their foundational adult learners

**Session Threads:** Adult Literacy, Foundational Learners and Learning, Foundational Life Skills, Learner Support Services, Learning Activities, Tutoring in Literacy and Foundational Learning (LFL), Coaching & Modeling Strategies, Indigenous, Metis and/or Inuit Learning and Learners, Community Partnerships and Engagement

### Intended Audience:

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

## HR - Leadership & Conflict Resolution

G3 – H3 (Half-day session) 1:00 – 4:20

According to research conducted, employees spend on average 2.8 hours/week in conflict, which – when unresolved – leads to absenteeism, stress leaves, mistakes, decreased productivity, employee turnover and many more negative effects. This highly interactive workshop will teach you how to resolve and/or manage workplace conflict so you can manage this risk and prevent losing valued employees.

### Presenter:

Julianna Cantwell is the President of JUNA Consulting Inc., a strategic human resources consulting practice that helps organizations improve individual and group performance. Specializing in learning & development for over 20 years and communications for more than 15 years, Julianna logs over 100 days a year speaking and facilitating learning.

**Purpose:** To help leaders successfully manage and resolve conflict in their work environments.

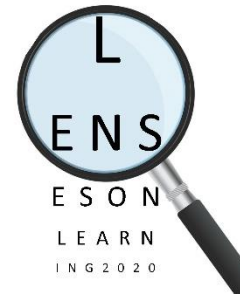
### Learning Objectives:

- Upon completion of this course, participants will be able to:
  - Identify their natural conflict style and understand how others may perceive it
  - Know how to adapt their conflict approach to suit each situation
  - Describe the stages of conflict
- Identify current conflict situation and develop strategies to successfully manage those relationships using the tools learned in this workshop
- Participants will take away a Conflict Styles Assessment; Conflict Resolution Planner

**Session Threads:** Human Resources

# Literacy and Learning Symposium 2020

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### Intended Audience:

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

## Effective Intercultural Communication

G7 – H7 (Half-day session) 1:00 – 4:20

This interactive session intends to examine the concept of culture, the effect culture has on one's personal and professional life, as well as the role that our cultural biases play in our communications with others. It will equip the participants with practical tools to reflect on their practices and achieve effective intercultural practice.

### Presenter:

Elli Dehnavi holds a PhD in Cultural Studies and is a university teacher and public educator. She has developed educational resources and training programs and has managed community-based research projects on Diversity and Inclusion, Gender Equity, and Human Rights. Elli also works as the Executive Director of the Centre for Race and Culture, a non-profit organization that promotes intercultural understanding and racial equity.

**Purpose:** To increase the participants' capacity for effective intercultural communication.

### Learning Objectives:

- Participants will understand the ways cultural biases and assumptions can lead to discrimination in their work and how to prevent it
- Participants will use culturally-informed practices to guide their interactions for effective intercultural practice
- Participants will take away practical tools to foster effective communication in working with diverse communities

**Session Threads:** Inclusion, Diversity and Safer Spaces, Community Partnerships and Engagement, Human Resources

### 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

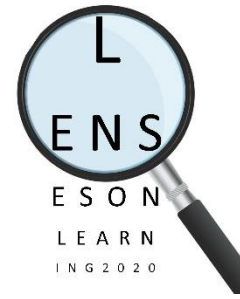
## FASD and the Adult Learner: Success through Understanding

G8 (90-minute breakout session) 1:00 – 2:30

This session is designed to increase the understanding of Fetal Alcohol Spectrum Disorder (FASD) within a learning environment.

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### Presenter:

Jen Willes is an FASD Educator for Prairie Central FASD Association. She has a background in Obstetrical Nursing, Prenatal and Lactation education. Jen speaks throughout central Alberta on the topic of FASD sharing prevention messaging and training professionals, families and caregivers in strategies to improve care to those with FASD.

**Purpose:** We will answer the questions, "What is FASD and how does it affect learning?" A variety of learning strategies will be discussed as well as conversation around the importance of environment for these learners.

### Learning Objectives:

- To understand FASD, it's physiology and subsequent strengths and challenges
- Learn the effects of FASD on learning and executive functioning through discussion, examples and video samplings
- To be able to discuss strategies designed uniquely for the learner with FASD and how environment plays a role in learning for these individuals

**Session Threads:** Community Capacity Building, CALP-funded Family Literacy Programs, Learner Support Services, Learning Activities, Tutoring in Literacy and Foundational Learning (LFL), Facilitation Skills, Inclusion, Diversity and Safer Spaces, Learner-Centred Assessment, Learning Disabilities, Trauma-Informed Practices, Mental Health & Learning, Instructional Strategies

### 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

## Why Learners Stay or Leave Programs

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

It's the start of a new term in your program . . . which of your learners is going to stay and who's going to leave? In this session, we reflect on the value of in-depth program review to reveal which learners are being well-supported and which learners need additional, or different, supports. We explore ways of knowing your learners and their needs, determining whether your program can meet those needs, and how to find collaborators to help create a network of support for learners.

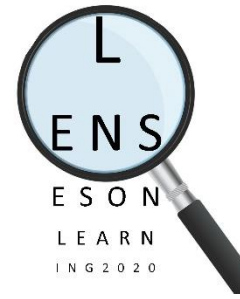
### Presenters:

Heidi Grogan is a supervisor of community services with Catholic Family Services and was previously an educator in the Never Too Late program. She has worked with learners who have experienced trauma, poverty, addiction and mental health in community-based programs for the past 20 years, including Humanities 101 and Servants Anonymous Society.

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Jeb Gaudet is an educator and tutor with Catholic Family Service's Never Too Late program. He combines his experience as a researcher, mental health peer support facilitator, and instructor to support adult learners in their educational journey.



**Purpose:** The purpose of this session is to demonstrate the importance of identifying learner needs and the importance of collaboration and community in meeting those needs.

### Learning Objectives:

- Participants will learn about the importance of program reviews and responsive adaptations to program design and delivery that consider learner needs and how to best meet those needs
- Practitioners will engage in an ice breaker activity in which they will get to know one another by getting to know their learners and what their learners' diverse needs (educational, emotional)
- Participants will learn how program evaluation can identify factors affecting learner outcomes

**Session Threads:** Foundational Learners and Learning, Inclusion, Diversity and Safer Spaces, Trauma-Informed Practices, Mental Health & Learning, Instructional Strategies

### Intended Audience:

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

## Teaching Reading Through Language Experience – REPEAT SESSION

H8 (90-minute breakout session) 2:30 – 4:20

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.

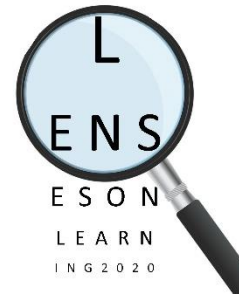
### Learning Objectives:

- Participants will learn how to use the Language Experience Approach

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- 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

