Literacy and Learning Symposium 2018
Session Descriptions – Thursday, September 27

Reading Assessment Full-day session (E1/F1/G1/H1) 9:00 – 4:20

Presenters: Corrie Rhyasen Erdman and Emily Robinson Leclair

This session is intended for CALP staff who currently assess adult literacy learners. We will focus on learner-centred adult reading assessment and explore why, when and how to assess learning with hands-on opportunities to use the Alberta Reading Benchmarks (ARB) and the read*forward* assessment tool.

Note: Assessing ESL learners is not the focus of this session. This session is geared to those working with adult literacy learners.

Pre-requisite: Participants are expected to complete the Assessment for Learning e-learning module on the CALP Portal prior to attending this session.

Learning Objectives:
- Increase your knowledge and skills to measure learning progress in reading
- Practice using the ARB and read*forward* tools and resources to expand your own capacity to assess reading
- Gain practical knowledge for using assessment tools to inform learning, select level appropriate reading materials, and measure learning progress in reading.

Intended Audience: Adult Literacy Program Staff, Volunteer Tutor

Adult Literacy and Learning in Family Literacy (A.L.L. in Family Literacy)
Full-day session (E2/F2/G2/H2) 9:00 – 4:20

Presenters: Tanis Harms and Cheryl Lovstrom

This workshop is for Coordinators, Facilitators, and Administrators of CALP-funded Family Literacy programs.

Parents come to Family Literacy programs for a variety of reasons. As Family Literacy Coordinators and Facilitators, we want to ensure our programs are welcoming places for parents as learners – to build their confidence as their child's first teacher and to enhance their own foundational skills and practices.

Learning Objectives:
- Participants will understand how Family Literacy programs provide Adult Foundational Learning opportunities
- Participants will learn how to engage parents by using adult learning strategies in their Family Literacy program

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Intended Audience: Community Adult Learning Program (CALP) Operational Staff, Family Literacy Program Staff, Board Member of Community Adult Learning Program, Volunteer Tutor

Rising to the Reading Challenges of Adult Learners: Putting Wheels on the Practitioner's Toolkit Full-day session (E3/F3/G3/H3) 9:00 – 4:20

Presenter: Dr. Anne Price

This workshop is intended to assist practitioners to implement the strategies included in the Practitioner's Toolkit that was introduced at the 2017 Symposium. This resource was developed to expand the capacity of adult foundational learning practitioners to work effectively with adults with reading difficulties, with a focus on reading and red flags for learning disabilities, drawing on knowledge and instructional strategies from the field of learning disabilities.

Learning Objectives:
- Participants will gain knowledge of the purpose, content and relevance of the Practitioner's Toolkit, gain an increased awareness of the reading process (assessment and instruction) and increased awareness of processing difficulties and "red flags" for learning disabilities in adults.
- Participants will participate in assessment and instructional activities for the components of reading and explore approaches to screening for learning disabilities and making appropriate referrals for assessment.
- Participants will take away a copy of the resource and practical suggestions for teaching reading to adult beginning readers.

Intended Audience: Adult Literacy Program Staff

Is there an App for that? Engaging Literacy and Language Learners in the Digital Age Half-day session (E4/F4) 9:00 – 12:00

Presenters: Linda Manimtim and Rozita Amini

Empower and engage adult literacy and language learners in consuming, communicating, and creating content online. Reflect on barriers to digital literacy and explore methods of teaching and encouraging the use of online media and technology.

Learning Objectives:
- Participants will explore ways to help adult literacy and language learners engage with digital media and develop their digital learning skills, including accessing online information about services within their community, participating in online courses, and using online tools such as email and social media.
- Participants will identify barriers to accessing information online, propose methods of generating interest in using technology, discuss activities and best practices for encouraging digital literacy, and analyze various websites and online tools.

- Participants will come away with a list of tips and tools for engaging learners in digital literacy, and a list of sample activities that can be used with literacy and language learners.

Intended Audience: Community Adult Learning Program (CALP) Operational Staff, Adult Literacy Program Staff, Other

Budgeting & Finances 101 for CALPs Full-day session
(E5/F5/G5/H5) 9:00 – 4:20

Presenters: Lisa Rohr and Stacey Winia

This session will provide insight and tips about 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.

Learning Objectives:
- This session will be focused towards Program Directors or Administrators who are currently tasked with the role of their organization's financial records and responsibilities. Information will also be useful to board members (specifically in the Treasurer role) who work closely with these individuals or would like to better understand the financials of the organization and how they are reported. Learning objectives will include:
    - 1.Things to do or ask for monthly/yearly including revenue and expenditure transaction entries, reconciliations, budget reporting including actuals vs budget, GST rebates and more
    - 2. Reports to share with boards and how to help board members & staff read a financial report
    - 3. General tips on aligning budgeting practice with grant reporting
    - 4. Reports required by Advanced Education
- 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. Participants will practice identifying what types of accounts within their Chart of Accounts will be required to manage their accounting and financial reporting responsibilities. Participants will also view a demonstration provided using QuickBooks software for a company file that has been designed specifically for use within CALP organizations.
- 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 listings and sample data files for both Sage (formerly Simply Accounting) and QuickBooks company file set-ups.

Intended Audience: Community Adult Learning Program (CALP) Operational Staff, Board Member of Community Adult Learning Program

Instructional Strategies for Teaching Workplace Documents Literacy
Half-day session (E7/F7)

Presenters: Tamara Jorgic and Allen Fung

Document Use, together with other Essential Skills, provides the foundation for learning that enables learners to independently complete tasks in their work and everyday life. In this workshop, facilitators will learn and practice instructional strategies that will help them assist learners to understand their Document Use skill level and develop it further.

Learning Objectives:
- Participants will learn practical instructional strategies to address the complexities of teaching Document Use literacy in adult learning contexts.
- Participants will engage in hands-on interactive group activities to identify and apply best practices in teaching workplace document literacy to adults, as well as to help learners recognize and validate their skill levels.
- Participants will use and/or adapt existing workplace documents to create meaningful teaching activities for adult learners. Participants will also develop personal instructional strategies to teach workplace documents literacy.

Intended Audience: Community Adult Learning Program (CALP) Operational Staff, Adult Literacy Program Staff, Volunteer Tutor

Engaging with Indigenous Learners Breakout session (E8) 9:00 – 10:20

Presenters: Valerie Cardinal, Bonnie Cardinal, Samantha Fox, Andrea McHugh, Becky Cardinal-Rattlesnake, Normie Carlson and Jill Old Woman

Oki, tanisi, hello - we welcome you to learn about the Engaging with Indigenous Learners Professional Development opportunity designed for CALP. The five Indigenous post-secondary institutions in Alberta took a journey to collaborate and create a session that would add to your toolkit for Adult Literacy.

Learning Objectives:
- Workshop components will be highlighted.
- Introduce the CALP staff to the new professional development opportunity.
- Participants will gain insights on this journey of reconciliation and how that informs adult literacy.

Intended Audience: Community Adult Learning Program (CALP) Operational Staff, Adult Literacy Program Staff, Family Literacy Program Staff, Board Member of Community Adult Learning Program, Volunteer Tutor

Trauma Informed Learning Strategies and Integrating Education with Mental Health Support Half-day session (E9/F9) 9:00 – 12:00

Presenters: Steve Skakum and Jackson Heraid

Stress, trauma, and poverty cause significant cognitive limitations and impair brain development. These effects can impose lifelong limitations on learning capacity and educational attainment. Understanding the effect mental illness can have on cognitive, academic, and occupational functioning can help support trauma informed learning environments, decrease barriers for marginalized demographics, and lessen the impact of childhood trauma on lifelong wellbeing.

Learning Objectives:
- Participants will understand the effect trauma and stress have on brain development and learning capacity.
- Discuss strategies to overcome learning barriers in First Nations communities, traumatized groups, and marginalized demographics.
- Explore frameworks for the development of a trauma informed learning environments and integrating mental health support networks in education systems.

Intended Audience: Community Adult Learning Program (CALP) Operational Staff, Adult Literacy Program Staff, Family Literacy Program Staff, Board Member of Community Adult Learning Program, Volunteer Tutor, Other

CELPIP Success Breakout session (F8) 10:40 – 12:00

Presenter: Elizabeth Entz

After watching our students fail the CELPIP LS test, Lethbridge Public Library - Read On decided to try to rectify that challenge. Now close to 100% of our students are passing the CELPIP LS test. At the completion of classes students know what they will be tested on, and they are comfortable knowing what to expect – they know the strategies they need to succeed.

Instead of you reinventing the wheel – we would like to share with you what we have done so that your students will also feel confident when facing this all important test. Our CELPIP Prep Class is not designed to improve their level of English or computer skills. Students who take our class are at approximately a CLB4 in listening and speaking, and are comfortable using a computer.

Learning Objectives:
- You will learn about how to prepare your student(s) to be successful in taking the CELPIP LS test.
- We will talk about: the background of CELPIP; the scarcity of CELPIP's resources; what CELPIP LS is testing the students on/for; what students must include in their answers; what students will get and lose marks for; how to manage their time; and what vocabulary they will be expected to use. You will also spend time accessing our Moodle account to look at the "mock" CELPIP test we created to help our students practice their skills and prepare for the real test. If you can, please bring your device to log in to our account.
- You will take away knowledge of the test, and cheat sheets on what the examiners are looking for with each question. You will have a good understanding of how to create "CELPIP like" questions for your students to work from. You will gain some knowledge of how to set up a test on Moodle.

Intended Audience: Adult Literacy Program Staff, Volunteer Tutor

Strategies for Teaching Multi-Level ESL Classes Half-day session (G4-H4)

Presenters: Alana Johnson and Jacky Rivas

Many small ESL programs must accommodate learners at very different levels of language proficiency in the same class. This session offers effective strategies for planning and delivering classes that benefit all the learners and meet the required outcomes.

Learning Objectives:
- Participants will identify useful strategies for dealing with multi-level classes
- Participants will practice finding ways to use the same materials and activities for different level learners
- Participants will discover resources and materials that lend themselves to multi-level classes

Intended Audience: Adult Literacy Program Staff, Volunteer Tutor, Other

Get Your Learner's License Half-day session (G7/H7)

Presenters: Mary Davis and Peggy Vockeroth

Join us to learn how we created a course targeting learners with barriers, assisting them with preparing to write their Class 7 drivers test.

Learning Objectives:
- Concrete example of a course that draws low literacy learners in your door.

- Explore working with barriered learners from initial intake to evaluation after the program.
- Lesson plans in Class 7 Learners License

Intended Audience: Adult Literacy Program Staff

Innovation in Program Design: Providing English-for-Employment for refugees and immigrants with multiple barriers and low language skills
Breakout session (G8) 1:00 – 2:30

Presenters: Judy Sillito, Christine Land and Debbie Clark

Two funders, Alberta Labour and ECALA (Edmonton Community Adult Learning Association), came together to co-fund an innovative model for teaching English for Employment that addressed the question, "What supports would need to be in place for refugees and immigrants who face multiple barriers to employment and low English language skills to achieve their employment goals?"

Together we will explore the methods and principles applied in this multi-layered program that includes EAL, job training, and workplace supports during the early months of employment; and demonstrates that with careful planning and caring partnerships we can realize success and positive integration for refugees and immigrants in our community who are most vulnerable.

Learning Objectives:
- Participants will learn about an ongoing, innovative English-for-Employment program which partnered with two large employers in the hospitality industry; learn how to integrate teaching modules to increase CLB levels, develop Workplace Essential Skills, and make work site training manuals accessible to those with low language and literacy skills; learn why this deliberately non-formal learning is so important to those who face multiple barriers to employment.
- Participants will engage in simulations of learning tasks related to employment skills, language development, and intercultural concepts that would be presented to adult learners in this program and analyze, in small groups, the skills necessary for each task.
- Participants will understand how a non-formal learning opportunity and robust partnerships between community agencies, government funding bodies, and industry partners can offer an innovative program framework for adult learners who find it difficult to triumph within existing formal education systems

Intended Audience: Community Adult Learning Program Operational Staff, Adult Literacy Program Staff

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Indigenous Power Tool: Humour Half-day session (G9/H9) 1:00 – 4:20

Presenter: Gale Nahnepowisk

Participants will laugh, laugh, laugh, explore and investigate ways to use humour as a supportive tool to help Indigenous learners overcome possible learning barriers.

Learning Objectives:
- Participants will learn how to use the benefits of humour from an Indigenous lens.
- Participants will take personal experiences and learn how to utilize them to create a fun and safe learning environment.
- Participants will take away confidence, to empower themselves to use humour as a way to connect with Indigenous learners.

Intended Audience: Adult Literacy Program Staff, Family Literacy Program Staff, Volunteer Tutor

Images Play a Vital Role Breakout session (H8) 2:50 – 4:20

Presenters: Elsie Johnson and Karen Bradley

Research suggests activities with images make an effective contribution to language learning as images stimulate complex language use, pushing students to extend their abilities. This workshop will demonstrate the benefits of incorporating images into lesson plans as we address the ELL literacy classroom.

Learning Objectives:
- Participants will learn how to use images to develop listening, speaking, reading and writing skills in the ELL literacy classroom.
- Participants will participate in a variety of materials demonstrating the use of images first as a whole group then will later break off into small groups.
- Participants will take away techniques and activities that reinforce literacy skills and differentiate instruction for ELL literacy learners.

Intended Audience: Adult Literacy Program Staff, Family Literacy Program Staff, Volunteer Tutor