

Literacy and Learning Symposium 2024

Sessions: Wednesday, May 1st



APRIL 30 – MAY 2

What is a board and what does it do?

A1 (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

All societies and charities have a board of directors. Often, staff and volunteers do not have much interaction with their board. As a result, the board and the work it does are mysteries to many. This session will clear up the mystery by showing the kinds of jobs that a board has and what its responsibilities are. Participants will learn why we have boards, four kinds of governance work that boards can do, and why people volunteer to be board members.

Presenter:

Keith Seel is an experienced educator and researcher, who is also the editor of two major textbooks on management issues in the nonprofit sector. He supported a range of adult literacy initiatives in his previous role with Bow Valley College. Keith has been active on community boards for over 40 years.

Learning Objectives:

- Participants will be provided basic information on boards and how they function
- Participants will learn what a board is and the basic principles of a well-functioning board
- Participants will take away a functional understanding of a nonprofit board and its role in a nonprofit organization

Primary Session Thread: Board Development

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Family Literacy Program Practitioner, Board Members of Community Adult Learning Program, Volunteer Tutor

Recommended Participant Experience: New Staff

Orientation to the Alberta Routes Placement Test

A2 (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

Learn how to use the CLB-based English language test created by Alberta Routes. This tool helps program staff identify learners' approximate CLB levels to help with class placement and other instructional decisions. Workshop participants will explore the "Writing" and "Speaking" tests and practice using the rating procedures with CLB exemplars.

Presenters:

Rosalia dela Cruz has been an English language practitioner for over 30 years, having worked as a teacher, curriculum developer, language assessor, and teacher trainer. She is currently a Regional Advisor for Alberta Routes.

Alana Johnson has been active in English language learning for 16 years as an EAL instructor and Workplace Essential Skills Specialist. She is currently the Program Lead of NorQuest College's Alberta Routes Initiative.

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Learning Objectives:

- Participants will learn how to effectively implement an English language assessment tool based on the Canadian Language Benchmarks (CLBs)
- Participants will learn to apply evidence-based criteria for assessing learners' English writing and speaking skills
- Participants will take away a complete assessment toolkit that includes Listening, Reading, and Writing test sheets, interview questions for a Speaking test, detailed procedures and criteria for assessment, and supplementary CLB reference materials

Primary Session Threads: English Language Learning, Learner Assessment

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Planning for Success in the Learner Centred Classroom

A3 (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

In the community learning environment, it's challenging to find a balance between Learner Centred Practice and too much structure. In this session, we will explore how learning objectives, interactive activities, and a clear plan can provide just enough structure for your learners to thrive.

Presenters:

Leanne Adegbonmire is a Grants Liaison with ECALA and a PhD candidate in Languages & Literacy Education at the University of Toronto. She is passionate about inclusive pedagogy, multilingual education, and technology.

Marnie Rempel Friesen is a Grants Liaison with ECALA. She has years of experience as a speech-language pathologist and has also worked as an English language instructor and evaluator. She is passionate about lifelong learning.

Learning Objectives:

- Participants will learn the importance of beginning with the end in mind – planning for what you want your learners to be able to do
- Participants will learn how to write learning objectives, how to implement engaging activities, and how to plan a class with a flexible routine for foundational learners
- Participants will leave with a template to write attainable learning objectives, and adaptable templates to create lesson plans

Primary Session Thread: Instructional Strategies

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner

Recommended Participant Experience: Any level of experience

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Charting a New Course: Literacy Data Collection Metrics for a Holistic Understanding A4 (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

This session will delve into the scoping research study conducted by Literacy Nova Scotia in partnership with Dalhousie University aimed at answering two crucial questions:

- A. How can we define and enhance the measurement of literacy, accounting for emerging types of literacies and embracing a holistic understanding?
- B. What valuable sources of information and data should we gather to assess the state of literacy, guided by improved definitions and metrics?

Presenters:

Jayne Hunter joined the team at Literacy Nova Scotia in 2003 and has been Executive Director since 2012. She holds a Masters of Adult Education from St. FX University and lives in Tatamagouche, Nova Scotia.

Marie David joined Literacy Nova Scotia in 2005 as Program Coordinator. Previously, she was an adult learner who received her grade 12 diploma in 2004. She has worked in the not-for-profit sector for most of her professional career.

Learning Objectives:

- To explore literacy data collection and metrics, emphasizing a holistic approach, and its impact on strategic planning, community engagement, and community needs assessment
- Participants will learn how to define literacy and data collection metrics, foster strategic planning, establish community partnerships, and create their own literacy report
- Participants will take away an understanding of how literacy is defined and measured and how can these definitions and measurements be strengthened and expanded to account for emerging types of literacies and a more holistic understanding of literacy.

Primary Session Threads: Needs Assessment, Evaluation

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner

Recommended Participant Experience: Any level of experience

Best Practices for Embedding Digital Skills Learning

A5 (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

Embedding digital skills means teaching those skills while teaching everything else. Come explore the best practices in embedding digital skills learning. You'll hear examples, share your experiences, and go away with a set of clear, practical resources to help you embed digital skills in your own foundational learning context.

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Presenters:

Monica Leong loves to facilitate learning with adult foundational learners and educators. She is thrilled to be working with Calgary Learns in the Digital Divide Project where she focuses on digital literacy and equity.

Berniece Gowan is the Literacy and PD Specialist at Calgary Learns. She has been a practitioner with the adult literacy community for many years.

Learning Objectives:

- To share best practices focused on embedding digital skills learning in adult foundational programming
- Practical strategies and guiding principles in embedding digital skills learning in adult foundational programming
- Clear, practical resources including lists of strategies, specific examples, and other tools to support the use of best practices in embedding digital skills

Primary Session Thread: Basic Digital Skills

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Canadian Adult Education Credential Information Session

A6 – (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

The Canadian Adult Education Credential (CAEC) will replace GED® as a more reliable and accurate assessment of an adult's level of education and the Canadian context. This session will provide information about the CAEC architecture and design, test structures and outcomes, and plans for implementation. Come learn about how the CAEC can support adult learners in meeting necessary academic requirements for current and future employment opportunities; and accessing further education, such as apprenticeship, college, or other workplace training programs.

Presenters:

Jessica Schultchen is the Director, Strategic Operations, with Alberta Education. She holds a B.A. in French, B.Ed. in French Education and M.Ed. in Leadership, Curriculum, Evaluation and Educational Policies from the University of Ottawa.

Jessica Handy is the Assessment Lead of the CAEC with Alberta Education. She holds a B.Ed. in Secondary Education and M.Ed. in Curriculum Studies. Prior to joining the government, she was a high school Math teacher for 15 years.

Learning Objectives:

- To provide testing centres and prep course providers the opportunity to learn about this new academic credential that can open new pathways for successful candidates
- How to promote and implement the CAEC in their organization

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- How to administer CAEC tests, issue the credential and prepare test-takers to write CAEC tests

Primary Session Thread: Community Capacity Building

Target Audience: Community Adult Learning Program Staff, Adult

Literacy Practitioner, Board Members of Community Adult Learning Program, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Niitsitapi Values in the Classroom

A7 (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

Mikaisto - Red Crow Community College designs post-secondary academic programs with Blackfoot cultural learning as a foundation. Our Kaahsinnooniksi (Grandparents) teach us to observe and listen. This is done without question and without force; it is simply an understanding. Through Aatsimmoiyihkaani (Our Spirituality) we will be able to live and teach Siksikaitsitapiipaitapiiyssin (Blackfoot Way of Life). This allows us to reconnect to one another, the land, ceremonies, stories, language, our past, and especially our future. This is possible through Pommotsiisinni (Transfer). Our ways of learning and teaching ensure our students have meaningful educational opportunities that create a better life for themselves, their families, and their communities.

Presenters:

Samantha Fox, B.A., B.Ed., M.Ed., is the RCCC Vice President of Academics at Mikaisto - Red Crow Community College and is very proud to be a part of the College for the past 20 years as a student, teacher, Director of Adult Education, and now as the VP of Academics.

Andrea B. McHugh, B.A., B.Ed., M.Ed., is a Teacher/Interim Program Lead at Mikaisto - Red Crow Community College and has had the privilege of working with students at the College for over 17 years.

Roy Weasel Fat, B.Ed., University of Lethbridge, Master of Arts, Gonzaga University, Honorary Doctorate of Law, Athabasca University, has been with Red Crow Community College for 17 years as an instructor, Coordinator for Adult Education, Vice President of Academics, University of Lethbridge Niitsitapi Teacher Education Program developer, and currently the President of Red Crow Community College since November 1, 2013.

Calvin Williams is a Board Member/Elder Representative of Red Crow Community College.

Learning Objectives:

- To reaffirm that Blackfoot people have always had their own ways of learning and teaching
- Participants will be provided with approaches to working with Indigenous learners
- Participants will take away ideas about partnership and collaboration with Indigenous learners

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Primary Session Thread: Indigenous Learning

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner

Recommended Participant Experience: Any level of experience

Teaching and Assessing Learning Progress in Foundational Adult Literacy Programs

A8 (75-minute breakout session) 10:45 a.m. – 12:00 p.m.

Learn practical strategies to enhance skills in the classroom, enabling foundational literacy learners to overcome barriers and achieve their full potential and take complete responsibility of their learning.

Presenters:

Yulia Lvova has more than 10 years of experience of working with Adult Foundational Literacy learners. She has experience in working with learners with disabilities along with foundational literacy learners. Apart from teaching, she develops curriculum, teaching material and assessment tools for the adult foundation literacy classrooms at Calgary Immigrant Women's Association.

Afra Shirazi works as an ESL Literacy instructor with multi-cultural and multi-level learners at Calgary Immigrant Women's Association. In addition to teaching, she develops curriculum, learning materials and assessment tools for the ESL Literacy classroom.

Learning Objectives:

- Participants will gain a deeper understanding of the skills that contribute to essential tasks such as writing, typing, and manipulating learning materials
- Participants will learn practical strategies and techniques to effectively teach and assess the learners within the classroom
- Participants will gain actionable insights through hands-on demonstrations and interactive activities

Primary Session Thread: Learner-centered Assessment

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner

Recommended Participant Experience: Any level of experience

Planning for Strategic Planning

B1 (75-minute breakout session) 1:30 – 2:45 p.m.

When a board starts talking about needing a new strategic plan and having a retreat to do so, a process begins which will set the path forward for several years. Make sure that your organization is well prepared. This session will help get you ready. Small group work will be part of this session.

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Presenter:

Keith Seel is an experienced educator and researcher who is also the editor of two major textbooks on management issues in the nonprofit sector. He supported a range of adult literacy initiatives in his previous role with Bow Valley College. Keith has been active on community boards for over 40 years.

Learning Objectives:

- Participants will be able to identify and address all matters related to having a successful strategic planning session by the board
- Participants will learn, and also identify, elements in their organization that need to be considered for strategic planning
- Participants will identify what needs to be brought together for strategic planning

Primary Session Thread: Strategic Planning

Target Audience: Community Adult Learning Program Staff, Board Members of Community Adult Learning Program

Recommended Participant Experience: Any level of experience

Integrating Assistive Technology into Adult Learning Classes

B2 (75-minute breakout session) 1:30 – 2:45 p.m.

Drawing on adult learning principles, curriculum development processes, and instructional design practices, we will explore the fundamentals of using assistive technology for teaching reading to adult foundational learners.

Presenter:

Dr. Christina White Prosser is an adult learning specialist, experienced educator, adult learning researcher, and proven leader in educational administration. Her professional experience includes various non-profit organizations and over 24 years in postsecondary education.

Learning Objectives:

- To explore approaches for integrating assistive technology into adult learning classrooms through reflection on adult learning principles, curriculum development processes and instructional design practices
- To introduce the advantages of using assistive technology for adult foundational learning programs
- This interactive presentation will give you opportunities to apply these strategies to your own personal practice, making use of templates, reflection, and pair and share conversations

Primary Session Thread: Digital Technology, Tools & Resources

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Family Literacy Program Practitioner, Board Members of Community Adult Learning Program, Volunteer Tutor

Recommended Participant Experience: Any level of experience

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The Soft Skills for Success

B3/C3 (2-part, 150-minute breakout session)

1:30 – 4:30 p.m. (includes a 30-minute break)

There are five social emotional skills included in the Skills for Success. What are they and how do they affect a person's life outcomes? This breakout session looks at the importance of developing soft skills with adult learners, through the lens of Ontario's Literacy and Basic Skills program. Learn how practitioners are teaching these important skills and hear inspirational testimonies from the learners themselves.

Presenter:

Catherine Toovey is the Executive Director of Community Literacy of Ontario, a provincial support organization that serves over 100 community-based Literacy and Basic Skills programs across the province. Catherine is passionate about literacy as a basic human right.

Learning Objectives:

- To look at the new Skills for Success and examine the importance of the five soft skills
- To share instructional design strategies that enhance learning and to explore techniques for customizing instruction for diverse learning settings
- Participants will feel confident to start using the Skills for Success with their learners

Primary Session Thread: Skills for Success

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner

Recommended Participant Experience: Any level of experience

The Basics of Canadian Immigration Pathways

B4 (75-minute breakout session) 1:30 – 2:45 p.m.

Join us for an overview of immigration pathways. Attendees will learn about family, work, and refugee programs. We'll discuss struggles and approaches to supporting adult learners based on status or journey. We'll also look at why Ukrainian immigrants are not considered refugees and what that means while they are in Canada.

Presenters:

Erin Wight is the Director of MacEwan International and a Regulated Canadian Immigration Consultant. She works with a dedicated team that facilitate access to international and intercultural learning in Canada and abroad.

Nataliya Oliferchuk is the Manager of International Student Services and a Regulated Canadian Immigration Consultant. She oversees international advising and retention at MacEwan, which blend academic, immigration, and engagement guidance for international students and refugees.

Learning Objectives:

- To provide an overview of Canadian immigration programs

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- How students can struggle while navigating their immigration status or a specific program
- Approaches to better understanding and supporting adult learners in their immigration journey from our community of practice

Primary Session Thread: Newcomer Supports for English Language Learners

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Crafting compelling stories & sharing your impact

B5 (75-minute breakout session) 1:30 – 2:45 p.m.

Whether applying for a grant, writing a report, or recruiting learners, you're telling a story, 'Writer' will eventually be one of the hats you're asked to wear in literacy. Effective storytelling is the core of sharing impact. We'll explore best practices for crafting compelling stories and nurture your inner writer.

Presenter:

Allison Nichol Longtin is a writer, curriculum developer, and educator. Formerly the Programs Manager at ABC Life Literacy Canada, Allison brings her wide range of skills to clients in the non-profit and literacy sectors.

Learning Objectives:

- To encourage participants to use the art of storytelling in their work and to reveal the many different ways we already use it to communicate our successes
- To address using plain language to clearly communicate your message; knowing your audience and speaking their language; how to present challenges and shifting priorities in an honest, but positive light; self-editing: knowing what to include
- Participants will take away tangible tools to support their storytelling

Primary Session Thread: Budget & Finances

Target Audience: Community Adult Learning Program Staff, Board Members of Community Adult Learning Program

Recommended Participant Experience: Any level of experience

Canadian Adult Education Credential Information Session

B6 (75-minute breakout session) 1:30 – 2:45 p.m.

*REPEAT SESSION (see A6)

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implementation. Come learn about how the CAEC can support adult learners in meeting necessary academic requirements for current and future employment opportunities; and accessing further education, such as apprenticeship, college, or other workplace training programs.

Presenters:

Jessica Schultchen is the Director, Strategic Operations, with Alberta Education. She holds a B.A. in French, B.Ed. in French Education and M.Ed. in Leadership, Curriculum, Evaluation and Educational Policies from the University of Ottawa.

Jessica Handy is the Assessment Lead of the CAEC with Alberta Education. She holds a B.Ed. in Secondary Education and M.Ed. in Curriculum Studies. Prior to joining the government, she was a high school Math teacher for 15 years.

Learning Objectives:

- To provide testing centres and prep course providers the opportunity to learn about this new academic credential that can open new pathways for successful candidates
- How to promote and implement the CAEC in their organization
- How to administer CAEC tests, issue the credential and prepare test-takers to write CAEC tests

Primary Session Thread: Community Capacity Building

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Board Members of Community Adult Learning Program, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Gatekeeper Suicide Prevention Training

B7/C7 (2-part, 150-minute breakout session)

1:30 – 4:30 p.m. (includes a 30-minute break)

This session will take attendees through Canadian Suicide statistics and the Question, Persuade and Refer (QPR) Method. The key components of this training include:

- How to Question, Persuade and Refer someone who may be suicidal
- The common causes of suicidal behaviour
- The warning signs of suicide
- How to get help for someone in crisis

Presenters:

Natasha Bozek is an Animator with the Rural Mental Health Project and is also a Gatekeeper Suicide Prevention trainer in addition to her work in adult learning.

Lacey Abt is the FCSS Coordinator in Consort and is an Animator with the Rural Mental Health Project and a Gatekeeper Suicide Prevention trainer.

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Learning Objectives:

- Participants will better understand the signs of suicide and how to support someone who may be suicidal by using the QPR Method
- Participants will learn about the QPR Method, the common causes of suicidal behaviour, warning signs of suicide, and how to get help for someone in a crisis
- Participants will have a better understanding of Canadian suicide statistics, causes of suicidal behaviour and warning signs of suicide, and will learn the QPR Method and how to implement it if you think someone may be suicidal

Primary Session Thread: Mental Health & Learning

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Family Literacy Program Practitioner, Board Members of Community Adult Learning Program, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Facilitation and Evaluation Skills

B8/C8 (2-part, 150-minute breakout session)

1:30 – 4:30 p.m. (includes a 30-minute break)

Facilitation and program evaluation are two words that can make people very nervous! This session will cover the goals of both, why they are important to programs, and ways to plan for them. Participants will also do hands on activities that can be incorporated into their own facilitation and evaluation.

Presenters:

Katie Johnson is the Northwest Territories (NWT) Literacy Council Program Director. She has worked with the NWT Literacy Council since 2012, working on Family, Youth and Adult Literacy projects in partnership with communities around the NWT.

Charlotte Upton has worked with the NWT Literacy Council since 2015, in many roles including Family and Youth Literacy. She is now the Senior Project Specialist working on embedded Literacy and Skills for Success projects.

Learning Objectives:

- Participants will learn tools and knowledge about program facilitation and evaluation
- Participants will learn about the goals of facilitation and program evaluation, as well as planning tools
- Participants will take away hands-on facilitation and evaluation activities that they can use in programs

Primary Session Thread: Facilitation Skills, Evaluation

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Family Literacy Program Practitioner, Volunteer Tutor

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Recommended Participant Experience: Any level of experience

Integrating Anti-Racism in Teaching Practices

C1 (75-minute breakout session) 3:15 – 4:30 p.m.

This session is designed to provide practitioners with the knowledge, tools, and strategies needed to incorporate anti-racism principles into their teaching and build inclusive learning spaces. Participants will gain a deeper understanding of the impact of racism on learning, and how to promote equity and social justice within learning spaces.

Presenters:

Alana Johnson has been active in English language learning for 16 years as an EAL instructor and Workplace Essential Skills Specialist. She is currently the Program Lead of NorQuest College's Alberta Routes Initiative.

Rosalia dela Cruz has been an English language practitioner for over 30 years, having worked as a teacher, curriculum developer, language assessor, and teacher trainer. She is currently a Regional Advisor for Alberta Routes.

Learning Objectives:

- Participants will learn about how intentionally implementing anti-racism pedagogy into teaching practices and curricula is a powerful way towards creating safe spaces that are equitable, inclusive and allow all learners to flourish
- Participants will enhance their understanding of anti-racism in learning spaces as well as strategies for creating culturally effective teaching strategies
- Participants will take away practical strategies and a deeper understanding of how to integrate anti-racism principles into their teaching practices

Primary Session Thread: Inclusion, Diversity and Safer Spaces

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Slaying the Spelling Dragon: Tricks and Tips for English Spelling

C2 (75-minute breakout session) 3:15 – 4:30 p.m.

This session will explore the patterns that exist in English spelling and highlight activities to help new readers and spellers. If you work with learners with a low level of literacy and/or learners who are learning English as an additional language, this session will help you help them tackle English spelling.

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Presenter:

Danielle McArthur has been teaching and training teachers for over 40 years both in Canada and overseas. She currently works with CALP in St. Paul and loves to create workshops that are active, creative and useful.

Learning Objectives:

- Participants will learn how to lessen anxiety in learners and instructors as they climb the mountain of English spelling
- Participants will learn about and practice learning activities that make English spelling patterns explicit for learners
- Participants will take away knowledge about English spelling patterns and how to increase learner awareness and decrease stress

Primary Session Thread: Adult Literacy

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Volunteer Tutor

Recommended Participant Experience: Any level of experience

Utilizing Tech Tools to Create Inclusive Learning Environments

C4 (75-minute breakout session) 3:15 – 4:30 p.m.

Explore how free tech tools (such as Canva AI and MagicSchool.ai) can support you to create a linguistically inclusive class for foundational learners. We will introduce these user-friendly tools from a plain language & multilingual lens to help you communicate more effectively and clearly with your learners.

Presenters:

Leanne Adegbonmire is a Grants Liaison with Edmonton Community Adult Learning Association (ECALA) and a PhD candidate in Languages & Literacy Education at the University of Toronto. She is passionate about inclusive pedagogy, multilingual education, and technology.

Ella Ruth is the Communications Specialist with Edmonton Community Adult Learning Association (ECALA).

Learning Objectives:

- Participants will be introduced to free digital tools that can be utilized to support foundational multilingual learners to be successful in any learning opportunity
- Participants will learn how to use AI-based tech tools to communicate with potential learners, create class materials, and reduce language barriers
- Participants will leave with guides to continue to use the tools introduced

Primary Session Thread: Digital Technology, Tools & Resources

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner

Recommended Participant Experience: Any level of experience

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Illuminating Literacy: Empowering Communities through Celebratory Awareness

C5 (75-minute breakout session) 3:15 – 4:30 p.m.

Adult Learners Week and *Literacy Actions Week* are dynamic community initiatives that can profoundly raise literacy awareness. They engage diverse learners in skill-building activities, workshops, and events, fostering a culture of lifelong learning. These celebratory weeks spotlight the significance of literacy, encouraging community involvement and creating lasting impacts in promoting literacy and education.

Presenters:

Jayne Hunter joined the team at Literacy Nova Scotia in 2003 and has been Executive Director since 2012. She holds a Masters of Adult Education from St. FX University and lives in Tatamagouche, Nova Scotia.

Marie David joined Literacy Nova Scotia in 2005 as Program Coordinator. She was an adult learner who received her grade 12 diploma in 2004. She has worked in the not-for-profit sector for most of her professional career.

Learning Objectives:

- Participants will be educated about how community engagement can raise awareness, empower communities, and foster lifelong learning
- Participants will learn the significance of literacy, the impact of celebratory weeks, and how to empower communities through awareness and engagement in literacy-related activities
- Participants will take away a deeper understanding of literacy's importance, inspiration for community involvement, and the value of celebratory initiatives in promoting lifelong learning

Primary Session Threads: Community Capacity Building, Marketing

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Family Literacy Program Practitioner, Board Members of Community Adult Learning Program

Recommended Participant Experience: Any level of experience

Customized Training in the Workplace

C6 (75-minute breakout session) 3:15 – 4:30 p.m.

CALP staff know that providing workplace training to employers in their community would help many of the adult learners they know. This type of programming is not easy and it takes time to open the right employer doors. This session will be a conversation that explores how to make these programs happen and how to be successful when CALPs are given the opportunity. Your facilitator has years of experience in workplace-based training and is eager to share what she has learned so far.

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Presenter:

Sue Oguchi has a diverse background which includes instructing at both college and university language training centres as well as almost seven years in Japan as a school then corporate EFL instructor. It is this experience that led her to explore and use the essential skills framework. With this knowledge, she has used her expertise to bridge the essential skill gap in newcomer and Canadian-born workers by engaging employers, training instructors, developing curriculum and delivering employee training.

Learning Objectives:

- Employers and educators are different. Both want success for employees, but their reasons are often different. Employers want a stronger bottom line and educators want a more confident student with better skills
- Participants will learn how to meet the needs of both employers and employees. Topics will include: the structure of a needs assessment, the structure of a curriculum plan and a look at the underlying workplace expectations that may need to be addressed
- Participants will leave with tools to help them move the conversations forward with workplaces, including an example needs assessment and a curriculum development template

Primary Session Thread: Workplace Literacy

Target Audience: Community Adult Learning Program Staff, Adult Literacy Practitioner, Board Members of Community Adult Learning Program

Recommended Participant Experience: Any level of experience