Program Planning

A quality adult literacy and basic education program engages regularly in a program planning process.

Computers in the Communities

Submitted By

Marja van Nieuwenhuyzen, Chair, Community Programs, Aurora Campus, Inuvik

Best Practices Supported

- Accessibility
- Outreach
- Funding
- Organizational Linkages and Partnerships

How It Works

Computers in the Community is a special course offered to communities in the Beaufort Delta region. A portable computer lab and technology instructor travelled to several Beaufort Delta and Sahtu communities (Aklavik, Tuktoyaktuk, Paulatuk, Sachs Harbour, Holman, Fort McPherson and Tsiigehtchic) to deliver three-week-long computer courses as part of the Adult Literacy and Basic Education upgrading programs. The computer programs covered varied to match the community needs with the emphasis on Microsoft Word, Microsoft Excel, Publisher and PowerPoint.

The *Computers in the Community* program is an example of flexible program delivery. A creative delivery approach is used to offer the courses to as many communities as possible and makes good use of the technology and instructor. This

approach allows the program to offer a broad range of programming to meet the needs of adult learners in their community even though the community itself may not have the technology or expertise. Another plus is that the community benefits by having computer classes available to them in the evenings and on the weekends.

The Department of Education, Culture and Employment and the Inuvialuit and Gwich'in Aboriginal Human Resource Development Agreement (AHRDA) groups funded the program. Communities had to submit a proposal if they wanted to offer the program to adult learners.

Training Needs Assessment

Submitted By

Liz Pope, Adult Educator, Hay River CLC, Aurora College

Best Practices Supported

- Program Planning

How It Works

The adult educator develops a needs assessment survey to gather information about training needs in the community. The training needs assessment survey is then sent to key organizations in the community, such as businesses, government departments, non-profit organizations, and volunteer organizations.
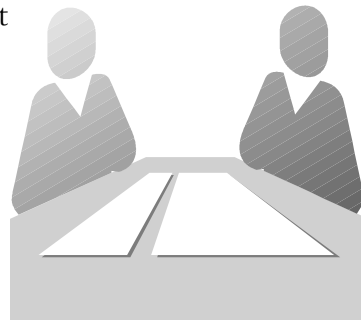
The recipients are asked to fill in the assessment and fax it back to the adult educator. The educator may follow up with the recipients by phone or with an in-person visit to discuss their needs in more detail. Based on the feedback, the adult educator is able to determine the training needs of the community and plan for how the community learning centre can best meet those needs.

Aurora College Hay River

Training Needs Assessment

Labour Market Survey

Aurora College – Hay River requests your input!

Please complete this survey and fax to 874-4201 by February 23rd. The results of this survey will assist Aurora College in determining the training needs of Hay River.

NAME OF COMPANY/ORGANIZATION/DEPARTMENT:

_____

CONTACT:_____

TELEPHONE:_____**FAX:**_____**E-MAIL**_____

 # OF EMPLOYEES:_____ **ANNUAL TURNOVER**:_____

1. Does your company/organization/department have established hiring patterns such as seasonal increases, awarded contracts etc?

   _____

   _____

2. What skills and what education levels do you require your employees to have:

   Occupation:_____   **Occupation**:_____

   Skills:_____   Skills:_____

   Education:_____   Education:_____

   Occupation:_____   **Occupation**:_____

   Skills:_____   Skills:_____

   Education:_____   Education:_____

3. Do you provide your own staff training 'in-house'?

_____YES _____NO

4. Would your company be interested in **workplace training** programs? (i.e. Staff training on company time AT the work-site)

_____YES _____ NO

5. If **YES**, How many hours/week of training would be acceptable?

Number of hours: _____ Times: _____

What type(s) of training:_____

_____

6. If **NO**, would you be interested in Aurora College training courses/ programs, workshops or academic courses (i.e. upgrading, trades upgrading, computer courses) for any of your current employees this fall/winter 2000/2001? _____YES _____ No

_____Evenings (Times:_____)

_____Weekends (Times:_____)

7. Would you be interested in any of the following courses for **your current employees**?

_____Academic Upgrading _____

_____Computer Courses: _____

_____Business Courses:_____

_____Safety Training (First Aid, Transportation of Dangerous Goods, WHMIS)

_____

_____Communication skills:_____

_____Supervisory skills:_____

_____Personal Development :_____

_____Other (specify any training that your and your employees require)

8. Of the following programs, what would you recommend that the Hay River CLC offer in the **fall/winter of 2000/2001**:

_____Office Administration

_____Management Studies

_____Long Term Care Aide

_____Mine and Industry Trades Access

_____Computer Courses

_____GNWT Staff Training/Professional Development courses

_____Other (be specific:_____)

9. Would your company/department/organization be interested in participating with Aurora College and other government departments in the delivery of required training?

_____YES _____NO

10. Would your company/department/organization be able to provide resources for a training program: (i.e. space – warehouse, ship; on-site training; equipment)

_____

_____

11. Does your company/department/organization plan to hire any new employees in the near future? If so, specify what training is required.

_____ NO   _____YES

Training required:

_____

_____

_____

_____

Thank you for taking the time to complete this survey.

Individual Learning Plan and One-On-One Programming

Submitted By

Carolyn Coey Simpson, Adult Educator, Wha Ti CLC, Aurora College

Best Practices Supported

- Instruction
- Learner Assessment
- Accessibility

Curriculum Links

- ALBE curricula

How It Works

The adult educator responds to the needs of the learners and the community by providing learners with an alternative to a full-time adult basic education program. By working with individual learners, the adult educator is able to find out what the learners' goals, strengths and areas of need are and then develop an individualized learning plan for the learners.

From that needs assessment they develop a plan and the adult educator works one-on-one with the individual learners so that they are able to meet their needs and make progress towards their goals.

The program provides individualized instruction using one-to-one tutoring; ongoing evaluation of learning objectives and life-long learning goals,

learning needs assessment and individualized curriculum focusing on improving ALBE (Adult Literacy and Basic Education) English levels. The learners are partners in deciding on topics covered, quizzes, exams, assignments and other learning activities, based on their needs and goals.

By working on an individualized plan using one-to-one tutoring, learners gain confidence and competency, which helps them be contributing community members and life-long learners who experience success and fulfillment in life.

FOCUS – Future, Occupation, Career, Upgrading, Skills

Submitted By

Lisa Campbell, Family and Community Development Coordinator, NWT Literacy Council, Yellowknife

Best Practices Supported

- Program Planning
- Instruction
- Culture
- Respect and Support for Learners
- Community

How It Works

The FOCUS program was a unique program designed to support single mothers who had not had an opportunity to finish school and who needed support in their day-to-day living. The program used a holistic approach to learning by including the four components: spirit, mind, body and emotions. The program provided upgrading in English, math and computers, as well as a variety of life skills including: parenting, communication, self-esteem, relationships, cooking, pre-employment skills, resume writing, and family literacy. Participants also did a three-week work placement of their choice. The instructors supported their work through site visits.

Resource Manual of Practical Ideas

Many of the participants had wonderful skills in cooking, sewing and other traditional skills. In the program they had an opportunity to be the facilitator and teach their skills. The instructors were able to learn about different traditions and culture, how to sew wall hangings and how to cook perfect bannock. This practice allowed for participants to feel good about the skills they did have and recognized prior learning experience.

Further, the program encouraged participants to bring their children to the program when there was a professional development day or when the parent couldn't find day care. This provided a perfect opportunity to model parenting skills and help families with family literacy.

As a result of the program, participants decided they would like to have a Kitchen Circle. Every second Saturday, participants and their children would come to class for the Kitchen/Reading Circle where the parents did the cooking and the children participated in a reading circle. Parents spent their time socializing, reading recipes and cooking a nutritious meal for their family. At the end of the session, families took the meal home. They also made a nutritious snack for the children and themselves and joined their children and read together. This particular project was funded through the Health Promotions fund.

In addition the program provided breakfast and lunch to the participants. It was a great way to spend time with learners and it prompted participants to create the Kitchen Circle.

The program instructors always used community resources by having different organizations/people come to the program to deliver workshops, such as:

- Nutritionist came to help with the Community Kitchen
- Health and Social Services – counselling
- Tree of Peace – Drug and Alcohol awareness
- Family Counselling Centre – Parenting
- Victim Assistance Coordinator
- Elders
- NWT Status of Women Council
- The NWT Literacy Council – family literacy.

Each week we ran a parenting program and counselling session for participants. Learners could choose to attend or to work on academic subjects. Most participants chose to attend the sessions.

We also had an advisory committee made up of community members that helped us make decisions about the program.

The FOCUS program evolved from a program in Vancouver. However, the instructors were able to "northernize" it to meet the needs of the participants. The program was truly participant-driven. They decided on what topics they would like for life skills, upgrading etc. The instructors then developed a program that would meet their needs.

Resource Manual of Practical Ideas

Program Evaluation

A quality adult literacy and basic education program continually evaluates how well the program is meeting its goals and objectives and uses that information to direct future planning.

Small Group Instructional Feedback

Submitted By

Donna Mulders, NWT Literacy Council, Yellowknife, NT

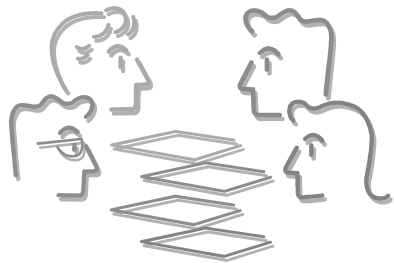## Best Practices Supported

- Program Evaluation

Curriculum Links

- ALBE curricula

How It Works

The SGIF (Small Group Instructional Feedback) technique is a great way to get feedback from learners that involves the whole class. The purpose of SGIF is to gather constructive feedback early on in a program to allow changes to be made. Learners use group consensus to tell a facilitator what they like about a course/program and what suggestions they have for improving it. The facilitator then meets with the instructor to discuss the results. Because it is open-ended, based on group consensus, and is usually done early enough in a program, learners who provide the feedback benefit immediately from any changes made as a result of their feedback. The main advantage of SGIF is that it is confidential and initiated by an instructor and the results are shared only with that instructor. The process takes about 20 – 25 minutes of class time and is facilitated by someone other than the instructor.

How to do a SGIF:

1. The instructor decides on a person to facilitate the SGIF.
2. Three very general questions are prepared as a handout to learners:
   - What do you like about the course/program?
   - What would you like changed?
   - What suggestions do you have?
3. The instructor may suggest other questions of special interest to them.
4. The facilitator divides the class into small groups and guides the in-class interviews. The small groups work independently and discuss the questions given to them and write down comments where there is consensus. This consensus is important if an instructor is to make changes based on learner feedback.
5. Learners then gather as a whole class and share their consensus comments from the small group. They then say whether they agree or disagree with particular comments. Again, a consensus is sought from the whole class.
6. The facilitator then collects the information from the learners.
7. The facilitator and instructor meet to review what happened in the classroom, review and analyze the comments.
8. The final and most important part is the instructor's plan for responding to the learners.

Program Accessibility

A quality adult literacy and basic education program respects differences and is accessible to the broadest range of potential learners in the community.

Literacy Outreach Centre

Submitted By

Paula LeTemplier, Coordinator, Literacy Outreach Centre, Aurora College, Yellowknife

Best Practices Supported

- Instruction
- Accessibility
- Respect and Support for Learners

How It Works

The Literacy Outreach Program is an all-inclusive community-based program run as a partnership between the Yellowknife Association for Community Living and Aurora College. The program provides an inclusive program where learners with disabilities are integrated with other learners. Because of the inclusive nature, learners work at their own level at their own pace on their own individual program. To help the learners feel a part of the group, class activities are planned that everyone can participate in. Field trips are one way to achieve this. By going to the museum, to the public library, etc., learners get a chance to interact with each other and learn from one another.
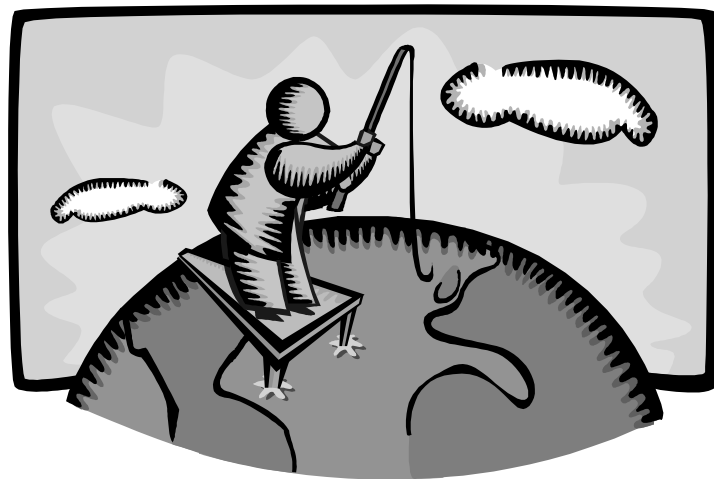
One event involved the Literacy Outreach Centre staff and participants going on an ice-fishing trip. One of the learners in the program acted as the guide. He taught the group how to fillet a fish. It also gave some learners a great northern experience. Events such as these can help a group learn to grow together as a group and to learn to respect and appreciate each other despite any disabilities that one may have. Another way to achieve this is by drawing on the talents of the learners and having them share their knowledge with the rest of the class. They are given the opportunity to share what they know with others. This also improves their self-esteem.

Caribou Outreach Centre

Submitted By

Brenda Green, Coordinator, Caribou Outreach Centre, Aurora College, Inuvik

Best Practices Supported

- Accessibility
- Community
- Organizational Linkages and Partnerships

How It Works

The Caribou Outreach Centre developed a community-based literacy program that has been very successful in the community of Inuvik. Here are several aspects that have led to the program's success:

Tips

- **Connect with other community groups and service providers in your community who already work with your target learner groups.** Get an understanding of what programs are already being offered in the community, tap into what is already there and develop a clear sense of how the learning centre and the programs you might offer can best meet the learners' needs. You might wish to set up informational interviews with the community groups and service providers and get their perspective and input. Attend programs and functions and connect with prospective learners in an informal way and in an environment in which they are comfortable. Ask prospective learners for their input. Find out what their learning background and experience have been, what their goals might be, when the best time to hold a particular class might be.

Seek out and collect information that will give you a fuller picture of the learning needs in your community and develop programs and classes that target the varying needs of the learners.

Range of programs:

- **Start small, build a strong foundation and expand from there.** It's one thing to attract learners to the learning centre, it's another though to keep them coming back. Extenuating circumstances aside, learners will come to school if they are getting what they need. Start small. Build a class around interested individuals, even if that means there is only one or two learners attending the class. Working as an intimate group allows you to get a good sense of the learners' needs and provides an opportunity to best meet those needs, something that can be difficult to assess in a larger class setting. With teaching there is a fair bit of trial and error, hit and miss. In starting out small there is perhaps a better chance of more "hits" than "misses", which is key to keeping learners encouraged, motivated and successful. The learning needs of the few learners you may have are no doubt reflective of the needs of a much larger part of the community. Word of mouth is one of your best forms of recruitment. Build a strong foundation with the success of your learners and they will no doubt be happy to spread the word.

- **Elders' Classes –** Before establishing the Elders' programs at the Caribou Outreach Centre, the instructor both hosted and attended a variety of community functions in order to meet with the target learner group and to get a sense of the varying needs. Functions attended included community dinners, volunteering with the Elders' Day Program at the Regional Hospital, and hosting an Elders' Tea. Ultimately, in order to meet the varying needs of the Elders of the community, the Caribou Outreach Centre developed three differing approaches to Elders' literacy programming: English upgrading classes for those who have some foundational education; one-on-one class time for emerging literacy learners; and the Story Sack project. This project, delivered through the

Resource Manual of Practical Ideas

Elders' Day Program at the Regional Hospital, has elders in the program working together on a Story Sack, a family literacy tool to motivate and encourage children and parents to read together and have fun.

- **Family Literacy** – This class is modeled after the *1-2-3 Rhyme With Me* program developed by the NWT Literacy Council. The program provides the community with a source of social and parenting support, while promoting oral language development through rhymes, songs and stories. We also read books together to promote the fun in reading. The Caribou Outreach Centre partnered with the *Healthy Babies Program* in order to best reach young moms and their pre-school aged children.

- **ESL –** This class targets the needs of newcomers to Canada, for whom language is not the only barrier to participating more fully within our community. Although speaking, listening, understanding, writing and reading English are at the core of the program, the class also provides important social and personal support enabling increased independence and greater self-assurance.

- **Adult Upgrading –** Adult English Upgrading classes are geared toward adult learners with a grade eight to grade ten education. The focus is on improving the skills involved in reading, writing and comprehension, as well as math and computer skills.

- **One-On-One –** Adult learners with lower level reading and writing abilities, for whom the above class is not the best fit, have also been accommodated. After meeting with the learners to assess their needs, one-on-one regular meeting times are set up. Working together one-on-one allows the learner a supportive, non-intimidating environment where they are most comfortable to work at their own level. This helps boost learner confidence and has enabled the instructor to best understand the needs of the learners.

Literacy Outreach Centre Volunteer Tutor Program

Submitted By

Petra d'Entremont, Coordinator, Literacy Outreach Centre, Aurora College, Yellowknife

Best Practices Supported

- Accessibility

Curriculum Links

- ALBE English

How It Works

The Literacy Outreach Centre runs a tutoring program. It relies on volunteer tutors to work with learners one-on-one. With many non-profit organizations in the community vying for volunteers, it can be difficult to get volunteers and this can mean lengthy waits for tutors and a loss in initial enthusiasm by the learners.

The Literacy Outreach Centre has worked to solve this problem by recruiting and training volunteer tutors on a regular basis. By increasing the number of volunteer tutors available, the learners can begin their work while they are mentally ready and while the events in their lives permit it. With more tutors, not only will the learners be served faster, but more learners can be taught.

In order to recruit and train volunteers, the Literacy Outreach Centre has developed a promotional and training plan that attracts and supports volunteer tutors by offering free Tutor Training Workshops, which all volunteer tutors are encouraged to attend.

How to Recruit Volunteers

For any of the following ideas to be successful you must remember:

- You need a contact number, message machine and address to enable people to reach you.
- Have a volunteer tutor position description by the phone for any inquiries.
- Remember to set up a time to meet potential tutors and have them complete a "Volunteer Tutor Form."
- Remember to inform potential tutors of the Tutor Training Workshop.

Some of these ideas may be more appropriate than others for your community.

1) Call local radio stations and ask them to run public service announcements (PSAs). Think about the type of people in your community who might be willing to volunteer and what type of radio station they might listen to.

2) Ask your local newspaper to run a free announcement. If you already have a program running, see if you can get the local paper to write a story

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Sample PSA:

"Literacy tutoring is one of the most rewarding volunteer experiences you can have. When you help someone learn to read, or to speak and read English, you enable that individual to take advantage of a new world of opportunities. Simply put: Literacy changes lives. If you would like to become a volunteer literacy tutor, please contact Petra at The Literacy Outreach Centre at 920-3016."

about you and include the fact that you are looking for volunteers—call up the editor. (If you have the time and energy, stage some kind of event—sometimes the "gimmickier" the better—to attract local media: a poetry slam or a "read-a-thon", or something like that.)

3) Set up recruiting/information tables at stores, community hall, local fairs, etc.—arrange with the manager/organizers, of course. Display posters with colourful photos from your program and have informational flyers (with your phone number, naturally!) to give out.

Sample Flyer

Why Volunteer?

Community Involvement

Volunteers play a vital role in supporting literacy programs throughout the Northwest Territories. By volunteering at the Literacy Outreach Program, you not only lend support to those who are working to improve their literacy skills, but you also become aware of the needs of your own community.

Rewarding Experience

You can find teaching another person to read and speak the English language one of the most rewarding experiences of your life. You will gain a new appreciation of your own skills, and watch as someone grows in confidence and skill before your eyes.

Easily Accessible

Literacy Outreach has a variety of volunteer opportunities in the area of Adult Basic Literacy. As a one-on-one volunteer tutor, you would meet with a student for two to four hours per week. We offer a FREE Literacy Tutor Training Program that will help you prepare for a rewarding experience as a literacy tutor!

4) Make and post flyers all over the place—anywhere you think you might be able to find volunteers: college, library, stores, cultural centres, bookstores, restaurants, coffeehouses, band offices, etc.

5) Make contact with your local public library, not only to allow you to post or give out flyers, but also to see if the librarian has any ideas for recruiting volunteers from its pool of library patrons. You could also make bookmarks (just photocopy and cut) with your local program information on them and ask the librarian to have

circulation clerks give them out to each patron checking out books. (Note: you could try the bookmark strategy with bookstores, too.)

6) See if your local churches, or other houses of worship would be willing to print announcements in their weekly bulletins. Ask if you could visit their congregation (or adult religious study program) and talk about your program.

7) Rack your brain for any type of organization in your community—service organizations, community groups, Rotary Club, YMCAs, etc.

8) If there is some large business/company near you, see if there is some way to make contact with an insider who could put you in touch with someone there who might be willing to recruit volunteers from the company as a public service (good PR for the company!).

9) Call the career development officer and see if they can help you recruit learners. After all, volunteer work is excellent training for future professionals, and college learners are often eager to get this experience.

Forms – Several sample forms are provided:

- Information about the Program
- Volunteer Tutor Application Forms
- Volunteer Tutor Description Position
- Volunteer Tutor Feedback Form

Literacy Outreach

(Yellowknife Association for Community Living/Aurora College Partnership)

Aurora College/YACL
Literacy Outreach Program

4509 Franklin Ave.

Box 2753

Yellowknife, NT

X1A 2R1

PH: (867) 920-3016

Fax: (867) 873-8197

Ph: (867) 920-3016
Fax: (867) 873-8197

What programs do we offer?

- **Day Program**
  Monday – Thursday
  9:00 am – 12:00 pm
  1:00 pm – 3:00 pm

- **Drop-in sessions**
  Tuesday and Thursday evenings
  7:00 pm – 9:00 pm

- **Personal Tutor**
  We can match learners with a personal tutor who can meet with them for two hours per week.

Who We Are

The Literacy Outreach Program is an inclusive community-based, adult basic literacy program.

We provide individualized instruction in Reading and Writing to adults who set their own goals and work at their own pace.

Our students are adults of all ages with low English literacy skills, intellectual disabilities or learning disabilities who want to improve their English skills.

Entrance Requirements:
17 years old

Cost: Free

Change Someone's Life Forever – Become a Literacy Tutor!

- Free, in-depth training in tutoring strategies
- Free tutor handbook
- Access to the resources and materials
- On-going training, feedback and support

For more information call
920-3016

Thank you to all our past and present tutors.

Tutor Requirements

All you need is the ability to read and the desire to help others.

The volunteer tutor will work on a one-to-one basis with an adult to improve their reading and writing skills. They meet once a week for at least 2 hours at a time of mutual convenience. Tutors are expected to keep a written record of the student's progress.

Tutor training is provided early in the fall and winter terms. Training is mandatory for new tutors.

References need to be provided and a criminal record check may be requested. For more information, call 920-3016 or drop by 4509 Franklin Ave. and fill out the application form.

Literacy Outreach Centre
VOLUNTEER TUTOR FORM

Name: _____ Date: _____

Address: _____ X1A _____

Phone: Home _____ Work _____

e-mail _____

Emergency Contact: _____ Phone: _____

Skills and Interests

So that we understand your skills and personal interests, please provide the following information:

1. Describe your educational background:

_____

_____

2. Previous volunteer experience:

_____

_____

3. How did you find out about the tutor training workshop?

_____

_____

4. Current occupation:

_____

5. Why do you want to become a volunteer tutor?

_____

_____

Preferences in Tutoring

In order to assist us in matching you with a potential learner, please indicate which area you prefer to tutor in. Check all that apply.

- Low level or non-reader _____
- Higher level readers _____
- Low level math _____
- Higher level math _____
- English as a second language (ESL) _____
- Special needs learner _____
- Aurora College ABE or other course _____
- Administrative aspects _____
- Other subject areas (specify)

_____

Do you have any additional preferences for whom you would like to tutor?

No Preference: _____ Age: _____ Gender: _____
Smoker: _____Non-smoker: _____ Other: _____

Do you speak/read/write any languages other than English?

　　　　Yes　　　　No

If "yes", list them:

_____

Availability

At what times are you interested in tutoring?

Monday day __ eve __

Tuesday day __ eve __

Wednesday day __ eve __

Thursday day __ eve __

Friday day __ eve __

Saturday day _ eve __

Sunday day __ eve __

Other: **Background Check**

Due to the nature of this one-on-one volunteer position, the Literacy Outreach Centre requests that you agree to having the following background checks conducted.

Police Records check: Yes   No

In addition, we request that you provide two references that we may contact:

(Personal)   Name: _____

                   Phone: _____

(Employment)   Name: _____

                   Phone: _____

The Literacy Outreach Centre will only use the above information in determining your suitability for particular volunteer positions and all such information shall be kept confidential.

Are there any physical or medical conditions that might limit your ability to perform certain tasks or that we should be informed about?

    Yes   No   If "Yes" Explain

_____

_____

_____

Additional Information (if applicable):

_____

Signature: _____ Date: _____

*Please feel free to contact **Petra** at **920-3016.***
*Or drop in to the **Literacy Outreach Centre** at 4509 Franklin Avenue*

Date of Match:_____

Literacy Outreach Centre/Aurora College
VOLUNTEER TUTOR POSITION DESCRIPTION

The Literacy Outreach Centre is an inclusive, community-based literacy program which offers participants a comfortable and supportive learning environment.

GENERAL ROLE:
The volunteer tutor will work on a one-to-one basis with an adult to learn or improve reading, writing, spelling, or other academic skills agreed upon by both parties.

PLACE/TIME:
Volunteer tutors and learners meet at a time of mutual convenience. It is recommended that they meet once or twice a week for a minimum of two hours. Room 206 at Aurora College is available Tuesday and Thursday evenings from 7 to 9 p.m. Other meeting places and times may be arranged by the tutor and learner according to their personal schedules.

VOLUNTEER COMMITMENT:
The tutor program runs in accordance with Aurora College's academic calendar. Term one is from September 10th to December 21st, and term two is from January 7th to June 25th. Volunteers are expected to be available for at least one term and may continue beyond the fixed academic schedule of the College, if desired.

Tutors are expected to keep a written record of the work attempted as well as student progress.

VOLUNTEER TRAINING:
Tutor training sessions are offered early in the fall and winter terms. Training is mandatory for new tutors. Each tutor receives a complimentary resource manual. Tutors will be trained to meet the learner's goals, needs and interests. The coordinators will provide the tutors and learners with support and resources throughout their learning relationship.

ETHICS:
All tutors are expected to act in a mature, professional manner while tutoring. They are expected to keep the confidentiality of their students and the tutor-student relationship. They will not share any information they may acquire about their students, unless its seriousness dictates the involvement of the coordinators or other

trained professionals. They are not to offer advice to students other than on pertinent topics of study.

- **Please notify the learner or the coordinator if you are unable to attend a scheduled tutoring session.**
- **Call your learner and the coordinator if he/she does not show for a meeting.**
- **Please contact Petra at 920-3016 if you have further questions**

Literacy Outreach Evaluation
Tutor Feedback

1. What did you like about tutoring?

2. What did you not like about your tutoring experience?

3. What suggestions can you make for bringing about improvement?

4. Were resources accessible and adequate?

5. Did the coordinator provide enough support and feedback throughout the year? Explain.

6. Did the workshops meet your tutoring needs?

BHP Workplace Learning Program

Submitted By

- Susan Devins, Adult Educator, BHP Ekati Workplace Learning Program, Yellowknife
- Elke Heinemann, Adult Educator, BHP Ekati Workplace Learning Program, Yellowknife

Best Practices Supported

- Accessibility
- Instruction

Curriculum Links

- ALBE English

How It Works

The Workplace Learning Program is offered through BHP Billiton Diamonds Inc. and is delivered at the Ekati mine site. This workplace literacy program is voluntary and offers continuous intake. Workers are released from work to attend the program for two hours every 2 or 3 days on their two-week workshift. Workers also attend the program on their own time. The program focuses on reading, writing,

math and oral communications. The Workplace Learning Program ranges from pre-literacy to Apprenticeship levels. The program includes individual literacy assessment and one-on-one and group instruction; computer-based literacy training is also used.

Assistive Technology

Submitted By

Donna Mulders, NWT Literacy Council, Yellowknife, NT

Best Practices Supported

- Accessibility
- Respect and Support for Learners
- Staff Development and Support

Curriculum Links

- ALBE curricula

How It Works

A Guide to

Assistive Technology

To Support Literacy Learners
With Disabilities

NWT Literacy Council
Yellowknife, NT

Many types of assistive technology are available to support learners with disabilities or low literacy levels with such things as reading, writing, reading comprehension, planning and organizing. Without supports, learners may struggle and find it difficult to succeed in adult literacy and basic education programs.

The NWT Literacy Council researched assistive technology available to support adult learners, developed a guide and provided training to familiarize adult educators and literacy practitioners with various assistive technology. Due to time constraints, adult educators may not have the time to investigate the types of technology available. By providing a CD-Rom of assistive technology demo software, educators are able to evaluate the various types of assistive technology to see how useful it might be for their learners.

Resource Manual of Practical Ideas
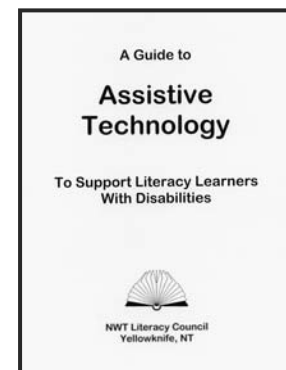
Things to keep in mind when using Assistive Technology

- What are the challenges the individual faces – physical, visual, reading, writing?

- Consider a range and combination of technology options.

- Try technology prior to purchasing whenever possible.

- Will it work for the individual and achieve outcomes?

- Are the individual's challenges and particular needs being assessed?

- Is it easy to learn? Is the individual comfortable with it?

- Does it enhance the individual's strengths?

- Can the individual use this technology independently?

- How effective is it? Is it affordable and cost-effective?

- Is it portable and usable in a variety of settings?

- Ensure that it can "grow" with the individual's needs.

- Have a trial period to confirm effectiveness.

- Is it compatible with other software the individual is using?

- Demonstrate ways that it can become a useful tool for the individual in their school and home life.

- Continually assess the situation and monitor progress.

- Purchase from a reputable source that offers expertise and technical support.

Web Link

- www.nwt.literacy.ca - The complete *Guide to Assistive Technology* is available to download from the NWT Literacy Council website.

Semester Change

Submitted By

Suzanne Robinson, Instructor ALBE/Access, Inuvik CLC, Aurora College

Best Practices Supported

- Accessibility
- Respect and Support for Learners

What You Need

- Supportive administration

How It Works

Most jobs in the oil and gas industries are seasonal and run from January to April. In the Inuvik region, companies in these industries employed a number of learners. In the past, the learners have left ALBE programs or wanted to return to them in the middle of courses. To enable them to complete their courses, Aurora Campus changed its semesters to accommodate them. The semesters now run from September to December; from January to April; and from May to June.

Resource Manual of Practical Ideas
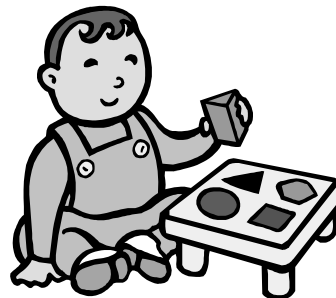
Child Friendly Classroom

Submitted By

Suzanne Robinson, Instructor ALBE/Access, Inuvik CLC, Aurora College

Best Practices Supported

- Accessibility
- Respect and Support for Learners

What You Need

- Toys and books for children
- A safe place to play

How It Works

Parents often face serious barriers to participating in ALBE programs because of their family responsibilities. There are times when parents need support and some accommodations so they don't have to miss class due to childcare responsibilities. This happens especially after school when the children's classes end before their parent's, and on half-day school professional development days.

In the program in Inuvik, parents do not have to miss classes any more during these times. The classroom is child-friendly. It has a variety of children's toys and books, so the children can come to the program and play quietly and mom or dad can still do their course work. The program encourages family literacy activities and has parents prepare activities for their children, which benefit both the parents and the children. It also supports parents in finding long-term solutions to childcare issues.