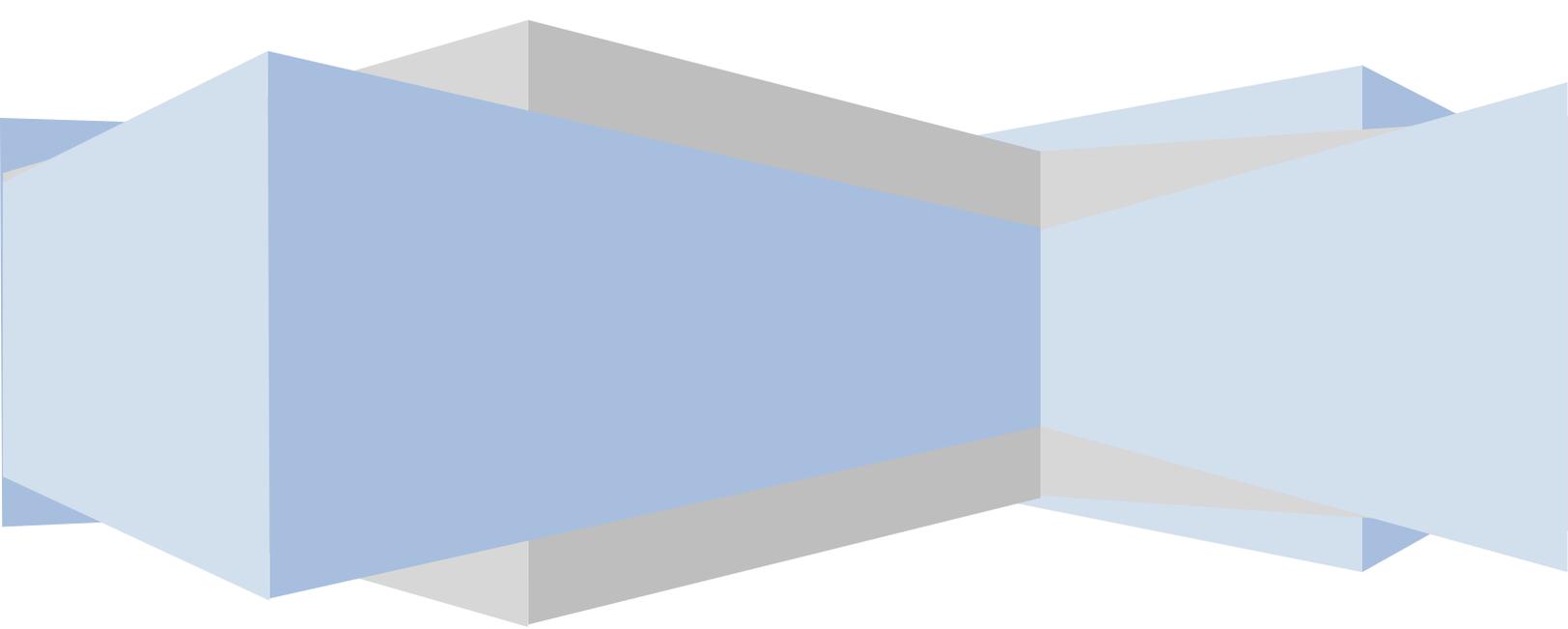




# Essential Skills for Literacy Practitioners

**Final Report**

**Prepared by: Robyn Cook-Ritchie**



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# Essential Skills for Literacy Practitioners Final Report

## Overview

This project commenced in January 2009 and was considered one of the allied projects that supported the Ontario Adult Literacy Curriculum initiative. The project initially focused on reviewing Laubach Literacy Ontario's (LLO's) training and certification system to ensure that tutor and trainer competencies required by all levels in LLO's current certification system were identified. This analysis of the competencies as they relate to the current Employment Ontario environment and the expectations that places on LBS programming will help ensure that tutors and trainers meet expectations in this rapidly changing environment.

LLO's training system, prior to this project, required all trainers to participate in a 12 hour live workshop to complete certification at that level. Through this project all trainer workshop segments were converted to an e-platform to make delivery of this workshop flexible to those who cannot attend a full live workshop. A video was developed to support each segment or module as well. The online training segments for trainers were reviewed, developed, peer-reviewed by LLO's Training, Development and Certification System (TDAC). These online modules are now available through our online Moodle classroom-Trainingpost. The online trainer workshop is available to all literacy practitioners across the province, not just those belonging to member agencies. LLO's Training Development and Certification Committee (TDAC) with representatives from across the province supported this project in an advisory capacity. A competency-based trainer plan template for apprentice trainers that recognizes prior learning was developed and piloted.

The processes and documentation/forms supporting LLO's certification system have been updated to reflect the competency based revisions. The updated certification system has been launched on the LLO website over the past year (<http://www.laubach-on.ca/teach/training/forms>). This included a review, revision and enhancement of the Tutor Handbook and a new recruitment package.

The project also involved an independent evaluation process. The report of the independent evaluation has been submitted with this final report.

## Deliverables

### 1. Competency-Based Training System

In order to be consistent with the adult literacy and basic skills training system being developed in Ontario, LLO’s training system was reconceptualised using a competency-based approach. The term “proficiency” was utilized to describe areas where trainers at various levels of certification need to be competent in order to be certified at various stages within the system. Proficiency is defined as *the quality of having great facility and competence*. As such it supports a competency-based approach without creating confusion in the field.

Each “proficiency” identified for both trainers and supervising trainers is supported by a number of different tasks that they are expected to perform in their respective roles. This task-based approach corresponds to the approach taken in the OALCF. The proficiencies identified for trainers form the basis of the Trainer Plan template that was developed and piloted through the project. Once the gaps in competence are identified through a review of the trainer proficiencies, the Trainer Plan is developed to address those gaps.

Proficiencies for both Trainers and Supervising Trainers were developed.

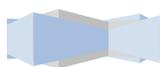
TRAINER PROFICIENCIES	
<b>Workshop Design</b>	Design a workshop which meets the need of the participants, the students and the local organization
▪	Complete an assessment of training needs of host organization
▪	Set learning outcomes for the workshop based on needs assessments
▪	Set up a workshop schedule which meets learning outcomes and adult learning needs
▪	Establish an appropriate and comfortable learning environment (location, setup, temperature, lighting, etc.)
▪	Compile a list of all necessary resources (equipment, handouts, books, displays) and ensure they are prepared
▪	Evaluate the workshop (outcomes achieved?) and recommend changes for future or follow-up instruction
<b>Knowledge</b>	Demonstrate a thorough knowledge of the content area
▪	Utilize the principles of adult learning.
▪	Present information in a confident manner without over reliance on notes
▪	Answer participants’ questions
▪	Build on and extend participants’ ideas

▪ Use anecdotes from own tutoring experience appropriately
▪ Can explain the purpose of each learning activity in relation to the content objectives
▪ Present information clearly and logically
▪ Flexible – able to adjust content or timing based on participant's needs and feedback
<b>Presentation Skills</b> Demonstrate professional presentation skills
▪ Use appropriate body language and voice modulation
▪ Choose appropriate vocabulary for the audience (i.e. no acronyms)
▪ Maintain eye contact with all group members
▪ Choose a variety of learning activities utilizing different learning styles and a lot of group involvement
▪ Integrate media and technology effectively into workshop
▪ Give clear instructions
▪ Paraphrase or repeat important content
▪ Provide opportunities for application and reinforcement of previously learned skills.
<b>Build Rapport</b> Demonstrate good rapport with the participants
▪ Create a friendly, easy-going learning environment
▪ Use warm-up activities related to content
▪ Consistently demonstrate sensitivity to, respect for, and patience with underlying feelings
▪ Listen to what participants are saying and respond to the words and underlying feelings
▪ Use appropriate closed, open and follow-up questions
▪ Give participants sufficient time to think before responding to questions
▪ Provide positive reinforcement to the participants
▪ Build opportunities for group interaction
▪ Intervene when problem behaviour occurs
▪ Recognize when participants need a break, change in pace or change of activity
▪ Attend to the needs of diverse participants
<b>Teamwork</b> Work co-operatively with other members of the workshop team
▪ Provide help and support as other members present their segments (modules)

▪ Provide constructive criticism to other presenters
▪ Consistently assume an appropriate share of responsibility for the workshop
▪ Be conscious of time assigned for presentation and monitor own time
<b>Perfecting</b> Demonstrate self-awareness and desire to continue to improve
▪ Evaluate own performance
▪ Know when to ask for help
▪ Seek opportunities for professional development
▪ Welcome comments and suggestions from others

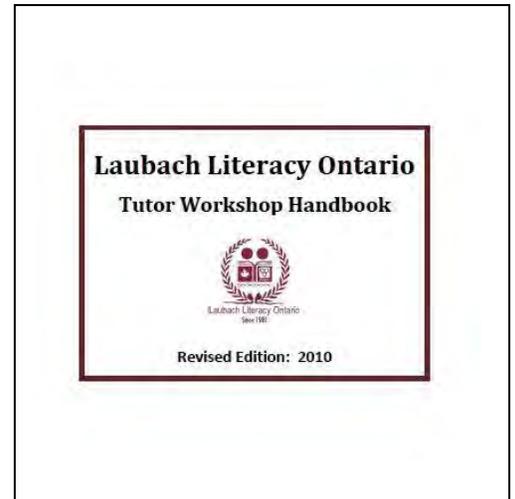
<b>SUPERVISING TRAINER PROFICIENCIES</b>
<b>Evaluate trainer proficiencies.</b>
▪ Recruit potential trainers who demonstrate commitment, interest in becoming a trainer and interpersonal skills.
▪ Assist the apprentice in completing a self-assessment of trainer proficiencies at the beginning and during the apprenticeship.
▪ Evaluate presentations with the apprentice.
▪ Submit a written evaluation of the apprentice’s strengths and focus areas (making reference to the trainer plan) with the certification package submission
<b>Design a trainer plan with the apprentice.</b>
▪ Use knowledge of local resources and training opportunities when selecting training options.
▪ Offer suggestions of appropriate activities to develop trainer proficiencies.
▪ Select methods to demonstrate trainer proficiency, including timelines, with the apprentice.
▪ Ensure plan is clear, straightforward and easy to follow.
<b>Communicate effectively with the apprentice.</b>
▪ Explain requirements, expectations and responsibilities of the trainer before, during and after the workshop.
▪ Help the apprentice to prepare for all segments which the apprentice will be presenting and for the lead workshop.
▪ Act as a role model.

<ul style="list-style-type: none"> <li>▪ Offer constructive feedback to the apprentice.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Encourage the apprentice to participate in all aspects of the apprenticeship i.e. assessment, planning, choosing presentation topics and post-workshop discussions.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ensure the apprentice keeps records of progress, (summary of trainee evaluations, demonstrations completed etc.)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ensure the certification package is complete prior to submission.</li> <li>▪ Recognize and adapt to the learning style and preferences of the apprentice.</li> </ul>
<p><b>Initiate and guide the problem-solving process.</b></p>
<ul style="list-style-type: none"> <li>▪ Handle problems involving individual trainers (i.e. personality conflicts, life situations, etc.) or assist trainers to recognize and solve own problems.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Give trainers guidance in solving problems that occur during the workshop, (e.g. mistakes in presentations.)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Cover, when necessary, for trainers who are unable to present assigned segments.</li> <li>▪ Review workshop evaluations with the workshop team and guide the problem-solving process.</li> </ul>
<p><b>Demonstrate self-evaluation and be willing to change as needed.</b></p>
<ul style="list-style-type: none"> <li>▪ Evaluate own leadership style and attempts to change as required.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Evaluate own proficiencies on Supervising Trainer checklist.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ask for advice from Trainer Consultant when needed.</li> </ul>



## 2. Updated Tutor Handbook

As part of the project, LLO's Tutor Handbook, the primary resource for our volunteer tutors, was reviewed and revised to ensure that they support a task-based focus to literacy delivery. The handbook includes updated information about the stages of certification. Information supporting the integration of Essential Skills into programming was added. A new section on Employment Ontario was also incorporated. The revised handbook is available online: <http://www.laubach-on.ca/teach/members/handbook>



## 3. Trainer Workshop Videos

A series of nine videos were filmed and edited to support the delivery of the Trainer Workshop. The videos were filmed during a full length face-to-face Trainer Workshop delivered in the fall of 2010. The videos have a common look and feel to them and can also be used for recruitment in the future. They have been integrated into the online version of the Tutor Workshop.



The video titles are:

- Characteristics of a Good Workshop
- Qualities of an Effective Trainer
- Certification Standards
- Teaching Strategies
- Demonstrating Charts
- Delivery Skills
- Giving Clear Directions
- Question-Answer Techniques
- Using Audio/Visual Aids

## 4. Trainer Workshop Online Course

LLO's online classroom, Trainingpost, uses a Moodle platform to deliver asynchronous training modules. **Training Post** can be accessed from each page of the training section on the LLO website via a "hot" button.



AlphaPlus Centre currently houses the online training platform for LLO on their server and is able to provide ongoing support.

Nine modules that support a Trainer Workshop were adapted and made available online. Each module is enhanced or supported with an individual video developed through the project. The availability of the video-supported online modules will allow the trainer workshop to be delivered asynchronously with only a short face-to-face session prior to trainers becoming eligible for certification. The nine modules support the trainer proficiencies that were developed through the project.

### Course Outline

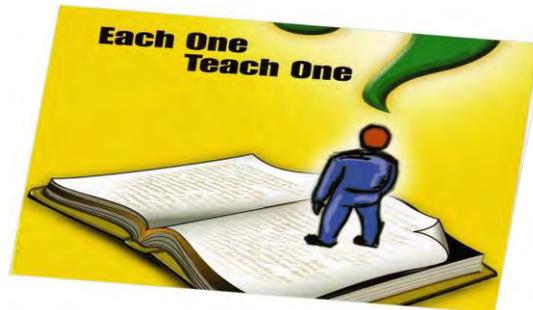
Below you find the course content as it appears online.

## Introduction

# LLO Trainer Workshop

Welcome to the online portion of Laubach Literacy Ontario's Trainer Workshop!

The overall goal for the trainer workshop is for apprentices to become more effective tutor trainers.



## Workshop Objectives:

1. Understand the requirements for LLO trainer certification and tutor certification including the minimum standards for a basic tutor workshop.
2. Consider the responsibilities and the qualities of an effective trainer, and evaluate personal skills.
3. Relate the principles of adult learning to scheduling, to the physical set-up of a room, and to presentation techniques.
4. Use the Trainer Handbook as a training tool.
5. Develop delivery skills and teaching techniques such as demonstrating charts, question-answer, use of technical equipment, role-playing, etc.
6. Develop sensitivity to trainees and assist them to develop sensitivity to their students.
7. Understand the dynamics of team teaching and develop skill in working with other team members.
8. Prepare for, deliver, observe and critique presentations in a real or simulated situation.
9. Understand the structure, services, and resources of Laubach Literacy Ontario and Pro Literacy International
10. Explore ways to apply the Laubach philosophy, which encompasses a variety of techniques and materials to meet individual student needs.

Some of the workshop objectives will be covered in the online portion. The rest will be covered in your face-to-face training session.

## Pre-requisites to becoming an LLO Trainer:

- Certification as a Laubach Literacy Ontario tutor
- Registration as an apprentice trainer

Click on the link below and introduce yourself in the forum.

 [Introduce Yourself! Forum](#)

## Module #1

### Characteristics of a Good Tutor Workshop

Good workshops involve a number of different factors:

- trainee participation
- enthusiastic, dynamic trainers
- warm, friendly atmosphere
- good flow to the workshop
- variety of activities
- well organized
- involvement of trainees
- interesting content

The following video gives you an overview of the three main characteristics that support the delivery of a good tutor workshop:

1. Introductions
2. Using the LETS Guidelines
3. Considering adult learning principles

After you watch the video complete the activities in this section.



### 1. Introductions in a Tutor Trainer Workshop

Starting off the workshop with great introductions will set the stage for open communication between trainers and participants.

An **icebreaker** is a *facilitation* exercise intended to help a group to begin the process of *forming* themselves into a team. Icebreakers are commonly presented as a game to "warm up" the group by helping the members to get to know each other. (source: Wikipedia)

The resource below outlines some ideas for icebreakers.

 [Icebreakers PDF document](#)

## 2. Laubach Enhanced Training System (LETS) Guidelines

As a trainer you will need to be familiar with the LETS Guidelines. There are four major sections. Print off each section and familiarize yourself with the guidelines. You will use the guidelines when you design tutor workshops.

### Section #1: Introduction to Laubach

 [LETS Section #1 PDF document](#)

### Section #2: The Adult Student

 [LETS Section #2 PDF document](#)

### Section #3: Tutoring Strategies, Techniques and Resources

 [LETS Section #3 PDF document](#)

### Section #4: Lesson Planning and Ongoing Student Assessment

 [LETS Section #4 PDF document](#)

## 3. Adult Learning Principles

The same principles to adult learning apply regardless of whether you are tutoring or training others to become tutors.

- Treat the student as an equal
- Do not put students "on the spot" or embarrass them
- Use the student's life experiences
- Ask for and respect the student's opinion
- Involve the student in decision-making (e.g., what do they want to learn? what materials do they want to use? what strategies do they prefer?)
- Involve the student in self-evaluation
- Make sure that all the learning is relevant to the student's goals (not "busy work")
- Give lots of opportunity to practice skills learned
- Find out and use the student's learning style
- Make the learning fun and relaxed
- Encourage the student to become involved with peers
- Pace lessons according to student's needs
- Take lots of breaks
- Be flexible to meet the student's needs

Adult learning principles have implications for a range of workshop features including the time, location, physical set-up, total length, length and number of breaks, styles and formats of presentations, number of trainers used, etc.

The resource below includes some tips for teaching adults.

 [Teaching Adult Learners: Tips and Styles PDF document](#)

## Module #2

### Qualities of an Effective Trainer

Certification of trainers is based on trainers being able to demonstrate the abilities and skills they need to train effectively.

What do you think are the three most effective qualities of a trainer? Click on the link below and add your ideas to the "wiki". If your idea has already been recorded by someone else, put an asterisk or star beside it.

 [Top Three Qualities Wiki](#)

LLO has identified a number of proficiencies that are essential to being a successful trainer. Click on the link below to learn about those competencies. You can choose to print any or all of the pages for reference.

 [Trainer Proficiencies Book](#)

Click on the link below to open the Trainer Self-Rating Checklist. Print off the checklist and complete it.

 [Trainer Self-Rating Checklist PDF document](#)

The following video discusses qualities of a good trainer.



There are many traits that are desirable for a good trainer. Click on the link and review the traits. As you work through them think about your own strengths and weaknesses.

 [Desirable Traits as Trainers Book](#)

Now that you have reviewed the traits and qualities of a good trainer reflect on your own skills and abilities. Click on the forum below to share three of your strengths and one weakness at a trainer.

 [Strengths and Weaknesses Forum](#)

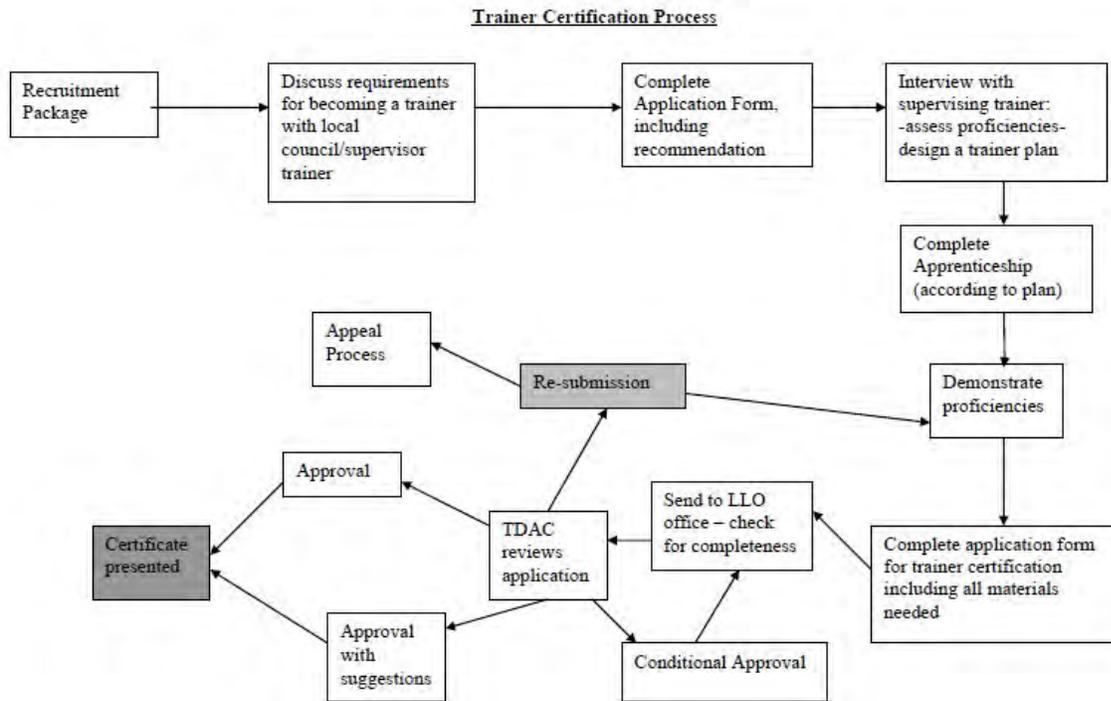
## Module #3

### LLO Certification Standards

LLO has standards for trainer certification. The standards ensure:

- high quality training
- uniformity throughout the province
- trainers have a sense of the importance of their role

LLO has a certification process that involves a number of steps. As a trainer it is important for you to know and understand the steps to certification.



Click on the document below entitled Trainer Certification Process if you would like to open and print a copy of the diagram.

 [Trainer Certification Process PDF document](#)

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The following video will give you an overview of the certification process and the steps in developing a Trainer Plan. The steps and supporting documents have also been detailed in this module.



## The Major Steps to Certification

**Step 1:** Discuss the requirements for becoming a trainer with your local council or a supervisor trainer. If you are taking this course you have probably already completed step 1!

**Step 2:** Complete the Application Form, including the recommendation. The application form has been provided below as both a word document and a PDF file. Click on the link to view the file and print off if necessary. This form is also available on the Trainer Forms page on the LLO website.

 [Application for Apprentice Trainer-Literacy Word document](#)

 [Application for Apprentice Trainer-Literacy PDF document](#)

**Step 3:** Meet with your supervising trainer to assess your current competencies and create a trainer plan. The trainer plan will take into account your current skills and abilities, and outline the steps you need to complete in order to become certified as a trainer.

The first thing you will do is to complete the Self-Assessment of Trainer Proficiencies. If you have not already completed this step as part of your certification process, click on the file below, print off, and complete the assessment. You can bring this with you when you meet with your supervisor to build your trainer plan.

 [Self-Assessment of Trainer Proficiencies Word document](#)

 [Self-Assessment of Trainer Proficiencies PDF document](#)

After you finish your self-assessment you will develop your trainer plan with your supervisor. The outline of the trainer plan can be accessed below. Please note that the form has been provided as both a word document and a PDF file.

 [Trainer Plan Word document](#)

 [Trainer Plan PDF document](#)

The resource below will give you ideas and suggestions to help you achieve competence as you work through your apprenticeship. You can print any or all of the pages for reference.

 [Trainer Plan Suggestions for Achieving Proficiency Book](#)

**Step 4:** Demonstrate competence during your apprenticeship period and complete all of the required elements.

## Required Elements of Certification

1. Participate in a trainer workshop prior to certification.
2. Observe and assist in the preparation and delivery of a full tutor workshop.
3. Submit a copy of the lead workshop schedule and an explanation of how the workshop has been designed to meet the needs of the host council (written or oral).
4. Submit participant evaluations of two workshops (lead workshop and one other).
5. Submit a self-evaluation (written or oral)
6. Submit a written recommendation from a supervising trainer.
7. Complete 40 hours of tutoring.
8. Demonstrate competencies in the trainer plan (during pilot phrase).

Click on the link below to open a file with the list of requirements if you would like to print it for reference.

 [Required Elements of Certification PDF document](#)

**Step 5:** Complete your application form for trainer certification. The form has been provided below as both a word file and a pdf file. This form is also available on the Trainer Forms page on the LLO website. When you complete this form you also need to assemble your certification package. The package must include:

- a) A summary of the needs assessment conducted with the local Council and how the workshop was designed to meet the identified needs (written or oral)
- b) A detailed outline of the schedule used as lead trainer, including the place, date and times of the workshop and divided into time segments listing:
  - The time spent on each topic.
  - Detailed topic headings.
  - Trainee practice sessions.
  - Aids and resources used.
  - Trainer responsible for each assignment.
- c) Separate tallied summaries of all trainee evaluations and comments from each of two workshops, including the workshop for which you were lead trainer.
- d) A self-evaluation (written or oral).
- e) A written evaluation and recommendation by my Supervising Trainer.

 [Application for Trainer-Literacy Certification Word document](#)

 [Application for Trainer-Literacy Certification PDF document](#)

**Step 6:** Submit your completed package to LLO. LLO will check your package for completeness before sending it to the Training, Development and Certification Committee (TDAC) for review. The checklist TDAC uses when reviewing the package has been included below for your reference.

 [TDAC Checklist for Trainer Certification PDF document](#)

Once your package has been reviewed by TDAC there are three possible outcomes:

- Approved
- Approved with suggestions
- Conditional Approval

If you receive a conditional approval it means that you will need to complete additional steps before your package can be approved. You can choose to meet those requirements and re-submit your package, appeal directly to TDAC or not move forward with certification. If you receive a conditional approval it is recommended that you discuss the outcome with your supervisor to help you decide what your next step should be.

## Module #4

### Teaching Strategies and Tools

There are many teaching strategies and tools that you can use when delivering a tutor training workshop. Click on the link below to learn about different teaching strategies and tools.

 [Teaching Strategies and Tools Book](#)

Watch the video to learn more about working with small groups.



## Module #5

### Demonstrating Charts

Demonstrating charts is a critical part of a tutor workshop. It is really important that Chart 1 of Book 1 of Laubach Way to Reading is demonstrated exactly as outlined in the Teacher's Manual.

- With the exception of the Ameruss demonstration (which is really a sensitivity exercise), the demonstration of Chart 1 is the first exposure prospective tutors will have to a Laubach Chart. First impressions count!
- Trainers must demonstrate the chart as it is shown in the Teacher's Manual so there is no confusion on whose method is correct, the trainer's or the manual's.
- If confusion is created at this point by demonstrating the chart incorrectly, the trainer will be trying to clear up this confusion for the rest of the workshop.

You should always check your chart technique with the Teacher's Manual and the LTH, rather than just following what another trainer has shown you.

		bird b	b	b
		cup c	c	c
		dish d	d	d
		fish f	f	f
		girl g	g	g
		hand h	h	h



## Module #6

### Delivery Skills

There are three main aspects to delivery techniques:

- Voice
- Body Movements
- Manner

Nervousness can affect all three areas. Nervousness is nature's way to prepare us for a new challenge but it can be controlled. There are many ways to decrease nervousness:

- Be thoroughly prepared so that you know what you are talking about
- Rehearse in front of your training team
- Make notes in point form using headings or key questions
- Use "cheat notes" on your trainers' charts or in your Teacher's Manuals, student books or your Tutor Handbook
- When you are in front of an audience, think about and respond to the group

In this video, trainers demonstrate a variety of less effective presentation styles. Click on the link below to view the video.



Voice Tips Handout

 [Voice Tips PDF document](#)

 [How to Improve Your Presentation Skills](#)

## Module #7

### Giving Clear Directions

In any training situation it is important to be able to give clear directions to the trainees. The five most important parts of giving clear directions are:

1. Plan the sequence.
2. Give the global picture first- then specific details.
3. Keep the directions simple.
4. Ensure the directions are complete.
5. Direct the action last.

In the following video the apprentice trainers are divided into pairs and asked to sit back-to-back. One member of the pair looks at a diagram that is provided and must direct the other person to draw it. The person drawing cannot speak.



In the next activity, you will be asked to write out a set of directions. Click on the link below to open the assignment. Once it has opened click on the button "edit my submission". A new page will open with a box where you can type your submission. The box has a tool bar like Word. When you have finished click the "save changes" button at the bottom of the page. If you want to make changes, click on the "edit my submission" button again, make your changes and re-save.

 [Write out instructions for doing an Each One Teach One practice](#)

## Module #8

### Question-Answer Techniques

Why do we ask questions during a Tutor Workshop?

1. To involve the group in discussion.
2. To arouse interest and curiosity.
3. To stimulate thinking.
4. To review or summarize important points.
5. To assess what is known.

Watch the video on formulating good questions in a Tutor Workshop.



There are many different reasons trainees might ask questions:

- to gain information
- to clarify a point
- to satisfy curiosity
- to express a concern
- to argue a point or dispute information given
- to change the subject

The resource provided below gives you some good tips for answering trainee questions.

 [Tips for Answering Trainee Questions PDF document](#)

There are many "common" questions that you might encounter in a tutor training workshop. The resource below lists many of these questions. Familiarizing yourself with these questions ahead of time will help you be better prepared to answer them during a training session.

 [Common Tutor Questions](#)

## Module #9

### Trainer's Workshop Kit

Before you conduct a workshop, you need to make sure that you have all the equipment and materials you will need in your "tool kit". There are many items that you can use to assist you in delivering a workshop. Some of the items may be supplied by the council, but if they do not do a lot of workshops, it might be up to the trainer(s) to make sure that all the equipment and resources are available. Click on the link below for a description of the things you should consider having on hand.

 [Trainer's Workshop Kit Book](#)

Click on the link below to watch the short video on the pros and cons of using audio-visual aids.





## Internet Explorer cannot display the webpage

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What you can try:

[Diagnose Connection Problems](#)



## Internet Explorer cannot display the webpage

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What you can try:

[Diagnose Connection Problems](#)