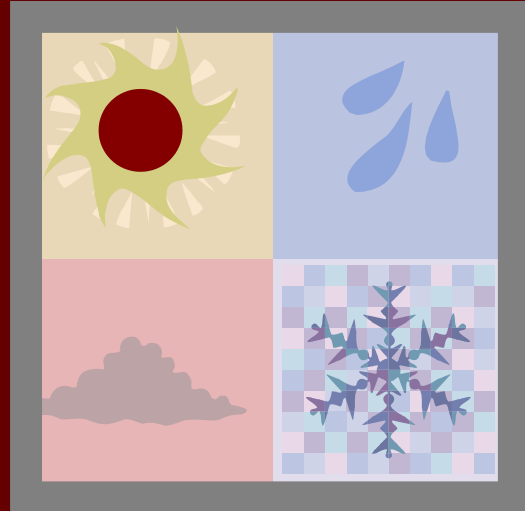


LEARNING FOR ALL REASONS



LEARNING FOR ALL SEASONS

Conference Proceedings Report

2008

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INTRODUCTION

Conference Overview

This year, Laubach Literacy Ontario held another successful conference from June 20 to 22 in North Bay. Over two hundred participants, including a record-breaking 75 students, came together at the Nipissing University/Canadore College campus for a weekend of learning and fun.

In February, 2008, Laubach Literacy Ontario received funding from the Ministry of Training, Colleges and Universities, through the Employment Ontario Network Development Fund, for a project titled, "LLO Training, Development and Networking Conference."

The primary goal of the project was to increase the management strength and organizational capacity of conference participants to achieve Employment Ontario objectives, by increasing knowledge, awareness and understanding, and providing networking opportunities.

This Conference Proceedings Report has been created to help build the capacity to achieve EO objectives for those literacy practitioners unable to attend the conference, and to provide the literacy field with information about potential presenters and workshops for future training events. We hope that the information contained in this Conference Proceedings Report is helpful to readers when planning professional development workshops for literacy workers and Employment Ontario programs.

Offering 25 workshop choices, LLO's conference certainly lived up to its theme, "Learning for all REASONS, Learning for all SEASONS." The workshops covered all reasons for learning, providing information participants will use throughout the entire year. Topics ranged from literacy-related topics such as learning with technology, CIPMS, Essential Skills and English as a Second Language, to life skills and job skills such as problem-solving, maintaining a healthy lifestyle and managing conflict in the workplace.

Several awards were presented to recognize the achievements and commitment of LLO members and students. To read more about these awards, and for more information on the conference, visit our website at <http://www.laubach-on.ca/conf2008.html>

Both the fun and the learning that took place at LLO's 2008 conference were met with great success. 86% of participants said the conference organization was good or excellent and 88% rated the workshop choices at the same high level. 83% said their overall conference experience was good or excellent and 62% hope to attend again next year.

Acknowledgements

There are many people to thank when a conference is as successful as this one was, and they are too numerous to mention. A special thanks, however, goes to the staff, volunteers and students of the North Bay Literacy Council for helping everyone find their way around a large university and college campus and to Colleen Charland who coordinated the volunteers, and helped coordinate the conference.

We would like to thank the Ministry of Training, Colleges and Universities for their financial support. This funding made it possible for literacy workers—both paid and volunteer—and adult literacy students, to attend the “Learning for All Reasons—Learning for All Seasons” Conference in North Bay by making it affordable. For a \$50.00 registration fee, with travel costs subsidized, participants were offered a range of workshops and a host of opportunities for networking.

We would also like to thank the Kentucky Colonels, The Niagara Falls Golden Central Club and of course, our own Arnie Stewart. The Kentucky Colonels held a golf tournament in July 2007, and a portion of the proceeds came to LLO to help students in their learning endeavours. We were the happy recipients of a \$2,500.00 cheque, thanks to Arnie’s relationship with this organization. A total of \$2,950.00 went towards additional subsidies for 75 literacy students to attend this year’s conference.

Finally, we want to thank all of the presenters who shared their knowledge and provided excellent workshops, for a very nominal cost to the organization. We are fortunate to have so many knowledgeable people within the Employment Ontario network.

If you would like more information about a particular workshop, we have provided presenter contact information at the end of this report. If you would like more information about our conference, please contact me at literacy@laubach-on.ca.

We look forward to our 29th Conference and AGM to be held in June 2009 in Barrie. We invite you to attend. You won’t regret it!

Lana Faessler
Executive Director
Laubach Literacy Ontario
www.laubach-on.ca

Laubach Literacy Ontario is a Literacy and Basic Skills Program funded by the Government of Ontario through the Ministry of Training, Colleges and Universities and is part of the Employment Ontario Network.



Funded by the Government of Ontario

OVERALL CONFERENCE EVALUATION

Total Participants: 206

Total Evaluations: 112

Response Rate: 54.37%

Please rate the following:	Excellent	Good	Fair	Poor
a. Facility (rooms, food, service – together)	36%	33.7%	20.9%	9.3%
b. Rooms	4.2%	4.2%	33.3%	50%
c. Food	58.3%	29.2%	4.2%	0%
d. Service	16.7%	29.2%	12.5%	12.5%
e. Workshop rooms	40.2%	42.9%	9.8%	1.8%
f. Organization of conference	32.1%	41.1%	19.6%	6.3%
g. Conference brochure	46.4%	39.3%	10.7%	1.8%
i. Time allowed for mail-in registration	48.2%	33.9%	5.4%	3.6%
j. Registration process at the conference	48.2%	22.3%	8.9%	8.9%
k. Workshop Choices	57.1%	30.4%	4.5%	1.8%
l. Overall conference experience	50%	33%	2.7%	3.6%
	Yes	Maybe	No	
m. Do you plan on attending the conference again next time?	61.6%	27.7%	2.7%	

Comment Summary

The following is a summary of all of the comments provided as part of the evaluation process.

1. What did you like most about the conference?

- The meals – the quality, the quantity and the fact that they were in the same place
- The workshops – the quality of presenters, the variety of workshops, the information learned, the schedule worked well
- The chance to network – the people were great, having all of the students together was wonderful, the opportunity to meet new people
- The location – beautiful setting

2. What did you like least about the conference?

- The accommodations – they were not in good shape, minimal tech support for the internet
- The conference rooms – they were difficult to find at first
- Food – gluten-free lunch was not available
- Conference organization – signs were difficult to spot at first, maps were not provided, not well organized, conference volunteers were not trained well, lack of activities during “free time”, too much free time

3. Suggestions for the next conference.

- Conference planning – do not extend deadline for registration so close to the conference, conference package should be revised and complete, better signs/maps, evening activities, host conference in southwestern Ontario
- Accommodations – clean rooms, better location



WORKSHOP DESCRIPTIONS & EVALUATIONS:
GENERAL AUDIENCE

MANAGE ME™
PRESENTER: SUZANNE FLEURY

Workshop Description: The Manage Me™ session is designed for maximum interaction with students. In the two-hour workshop we cover 7 key areas that they need to balance in their life for both personal and academic growth. The dialogue opens their minds and they take a close look at how they may have sacrificed some of the 7 key areas in their life while trying to cope with school.

Evaluation Results: Participants: 16 Completed Evaluations: 12 Response Rate: 75%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	12	0	0	0
b. Content of the workshop	9	3	0	0
c. Presentation of the workshop	11	1	0	0
d. Value of handouts	9	3	0	0
e. Amount and value of group participation	5	6	1	0
f. Multimedia technology used	3	5	1	1

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	10	1	1	0
b. I understand the subject better	7	4	1	0
c. My goals were met	5	5	1	0
d. I will use this information in my program delivery	3	1	1	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I can apply strategies to balance seven key areas of my life	7	4	0	1
b. I have identified why I procrastinate	6	4	0	1
c. I can cope effectively by using a planner for my 24 hours	6	4	1	0

What new behaviours or practices will you begin using after the workshop?

- Time management; to organize myself easier; spend more time with others
- Using a planner and learn to delegate more and follow a schedule
- Identify and plan projects more effectively
- To space out my day

RESOLVING CONFLICT, ANGER AND NEGATIVITY IN THE WORKPLACE

PRESENTER: JULIE CHRISTIANSEN

Description: When people come together, sooner or later there is bound to be conflict. Learn about the factors that contribute to negativity and conflict in the workplace, the styles of workplace communication, and find out how to avoid common misunderstandings. Other tools include a system for delegating tasks to the right people at the right time, and practical methods for providing positive and constructive feedback.

Results: Participants: 15 Completed Evaluations: 15 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	15	0	0	0
b. Content of the workshop	13	2	0	0
c. Presentation of the workshop	13	2	0	0
d. Value of handouts	7	7	0	0
e. Amount and value of group participation	9	5	1	0
f. Multimedia technology used	0	5	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	14	1	0	0
b. I understand the subject better	13	2	0	0
c. My goals were met	11	4	0	0
d. I will use this information in my program delivery	10	1	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. Discussed factors in negativity and conflict at work	11	2	0	0
b. Discussed styles of conflict resolution	12	1	0	0
c. Provided strategies to resolve conflict and anger and reduce negativity	13	0	0	0

What new behaviours or practices will you begin using after the workshop?

- Think/Say/Ask; Better communication TSA; Venting buddy
- TS - E+R=O; "Problem free zone"
- Don't react, think and then act
- A lot more discussions with conflict; Supervisor tips; Handle negativity better in the workforce

WORK/LIFE BALANCE
PRESENTER: PENNY TREMBLAY

Description: After a frantic day of running fast enough to cover all the bases, are you still feeling unsatisfied? Learn to manage your life and choose how you spend your time by staying focused on your personal definition of success. Put 'First Things First' and keep them there.

Results: Participants: 16 Completed Evaluations: 16 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	16	0	0	0
b. Content of the workshop	11	5	0	0
c. Presentation of the workshop	14	2	0	0
d. Value of handouts	7	8	1	0
e. Amount and value of group participation	10	6	0	0
f. Multimedia technology used	7	9	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	14	2	0	0
b. I understand the subject better	13	3	0	0
c. My goals were met	14	2	0	0
d. I will use this information in my program delivery	9	2	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I found balance based on my definition of success	13	3	0	0
b. I discovered the Activity Matrix and will shift where I spend my time	9	7	0	0
c. I determined the "main things" that are important to me	12	4	0	0

What new behaviours or practices will you begin using after the workshop?

- Try to focus on what is important to me
- Schedule things; Can adapt for learners and change some of my own habits!
- The Q1-Q2-Q3-Q4
- Continue to practice balance in my life

PROBLEM SOLVING: TIPS & TECHNIQUES TO MASTER THIS ESSENTIAL SKILL
PRESENTER: SHEILA ROBERTS

Description: Problem-solving is something many of us don't do well. It can be because of fear, or of not knowing where to start, or of not having the tools to help us wrestle with tough issues. Yet with a clear process and a set of tools, problem-solving can actually be fun.

This session will focus on two or three fairly simple problems to introduce the participants to the process involved and to the set of handy tools.

Results: Participants: 17 Completed Evaluations: 17 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	13	4	0	0
b. Content of the workshop	6	9	2	0
c. Presentation of the workshop	6	10	1	0
d. Value of handouts	8	7	1	1
e. Amount and value of group participation	9	8	0	0
f. Multimedia technology used	3	4	1	1

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	12	4	1	0
b. I understand the subject better	10	5	2	0
c. My goals were met	7	6	0	2
d. I will use this information in my program delivery	5	3	1	2

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I can identify root causes of problems	10	6	1	0
b. I understand some easy-to-use tools to help with problem-solving.	10	7	0	0
c. I can evaluate situations	9	7	1	0

What new behaviours or practices will you begin using after the workshop?

- Fishbone
- Use the simple template for employment, furthered issues – identify barriers, pathways to employment
- Try to identify problem and look for solutions

PRE-GED AND ACADEMIC UPGRADING PREPARATION

PRESENTER: JOANNE PRIOR

Description: The facilitator will provide an overview and brief history of the GED and Academic Upgrading Process including length of tests, costs and so on. A discussion of GED versus an Ontario Secondary School Diploma as a further education goal will take place. This session will focus on two or three fairly simple problems to introduce the participants to the process involved and to the set of handy tools.

Results: Participants: 18 Completed Evaluations: 17 Response Rate: 94.4%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	12	5	0	0
b. Content of the workshop	11	6	0	0
c. Presentation of the workshop	8	8	1	0
d. Value of handouts	13	3	1	0
e. Amount and value of group participation	4	13	0	0
f. Multimedia technology used	6	7	2	1

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	10	7	0	0
b. I understand the subject better	9	8	0	0
c. My goals were met	8	6	2	0
d. I will use this information in my program delivery	9	4	1	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. Provided concrete strategies for success	10	6	0	0
b. I have a better understanding of the GED and Academic Upgrading	12	4	1	0
c. Provided resources to help in Academic and Pre-GED Prep	13	4	0	0

What new behaviours or practices will you begin using after the workshop?

- Examine offering Pre GED in our program
- Will use the PLAR exams with my learners

CREATING AND USING A HEALTH BINDER

PRESENTER: JULIE PATTERSON

Description: The North Bay Literacy Council received a one year Trillium grant to discover the awareness of low literacy learners and health care providers when communicating with each other. The results indicated that low literacy learners did not know that the North Bay Literacy Council could help them with reading health information. Likewise, health care providers did not know that the Council could facilitate the reading of health information. At the end of the workshop, participants will understand the implications low literacy has for their health, know their health literacy level and have a tool to use for themselves and their students.

Results: Participants: 10 Completed Evaluations: 9 Response Rate: 90%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	9	0	0	0
b. Content of the workshop	6	3	0	0
c. Presentation of the workshop	6	3	0	0
d. Value of handouts	7	2	0	0
e. Amount and value of group participation	5	4	0	0
f. Multimedia technology used	5	2	2	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	9	0	0	0
b. I understand the subject better	8	1	0	0
c. My goals were met	8	0	0	0
d. I will use this information in my program delivery	5	2	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I recognize the importance of health literacy	9	0	0	0
b. I am aware of teaching opportunities around health literacy	9	0	0	0
c. I have a Home Health Organizer	5	0	0	1

What new behaviours or practices will you begin using after the workshop?

- I plan on downloading the binder in September for my students as part of their portfolios
- Changes in my program. Changes in my personal life
- Help my student(s) develop a health binder
- Clean language design, lots of good, practical information I can use with learners

STORY GOES TO WORK
PRESENTER: JOANNE STUART

Description: A fun, interactive workshop that gets everyone talking and appreciating how stories can take us to work. Warming up the voice, gaining comfort with public speaking, and emotionally connecting our skills and purpose to the workplace with practical methods to help our cover letters, resumes and interviews stand out and come alive.

Results: Participants: 21 Completed Evaluations: 19 Response Rate: 90.5%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	15	3	1	0
b. Content of the workshop	13	5	1	0
c. Presentation of the workshop	12	6	1	0
d. Value of handouts	11	7	1	0
e. Amount and value of group participation	10	5	1	0
f. Multimedia technology used	6	7	1	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	15	4	0	0
b. I understand the subject better	13	5	0	0
c. My goals were met	13	4	1	0
d. I will use this information in my program delivery	11	5	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have developed a voice and public speaking confidence	13	5	1	0
b. I can identify purpose and promote skills	12	6	1	0
c. I will have increased job success and shorter work transitions	11	7	1	0

What new behaviours or practices will you begin using after the workshop?

- Try to write more stories
- To think positive about things and people
- Having people speak up and talk more honestly
- Will be able to create better resumes, cover letters, be more prepared for interviews

THINKING LIKE A BUSINESS TO DO MORE MISSION
PRESENTERS: SUSAN TAYLOR & NICOLE KOVACS

Description: This session will explore social enterprise as an option for revenue generation and sustainability. Non-profits are increasingly asked to serve more clients and provide additional services for the same or less funding. In response, many non-profit organizations have turned toward social enterprise as an innovative approach to generate unrestricted income. In this session, Susan and Nicole will define social enterprise and provide key information about social enterprise.

Results: Participants: 13 Completed Evaluations: 12 Response Rate: 92.3%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	12	0	0	0
b. Content of the workshop	12	0	0	0
c. Presentation of the workshop	12	0	0	0
d. Value of handouts	10	2	0	0
e. Amount and value of group participation	11	1	0	0
f. Multimedia technology used	7	5	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	11	1	0	0
b. I understand the subject better	12	0	0	0
c. My goals were met	12	0	0	0
d. I will use this information in my program delivery	6	3	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have increased knowledge of social enterprise as a non-profit business model	12	0	0	0
b. I am familiar with success stories from sample social enterprise	10	2	0	0
c. I am familiar with lessons learned from sample social enterprises.	11	1	0	0

What new behaviours or practices will you begin using after the workshop?

- I'm thinking about how to bring up the topic of Social Enterprise at our retreat in September :)
- Use the social enterprise models to help our organization to create fundraising ideas
- Begin introducing the model to Board of Directors; hope to incorporate social enterprise in the future. Will present to Board
- Consider more of current practices as opportunities to move into social enterprise. Those activities we already charge for we can view in a more "business-like" manner

LEARNING @ YOUR FINGERTIPS
PRESENTERS: HEATHER ROBINET & COURTNEY MCGEE

Description: This presentation will introduce you to the MTCU's e-Channel Strategy Initiative, with special emphasis on online LBS service delivery in the Province of Ontario to the Anglophone Stream through the AMDSB LBS Program's LearningHub. Find out who the leads are in this initiative, their mandate, others involved, and how you can be a partner. Discover what this online service delivery agent can offer agencies, practitioners and learners by way of supports, flexible learning options, and supplementary learning activities and classes.

Results: Participants: 27 Completed Evaluations: 26 Response Rate: 96.3%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	23	3	0	0
b. Content of the workshop	19	5	1	0
c. Presentation of the workshop	14	11	1	0
d. Value of handouts	17	7	2	0
e. Amount and value of group participation	11	9	4	0
f. Multimedia technology used	18	6	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	15	9	1	0
b. I understand the subject better	19	4	2	0
c. My goals were met	14	10	0	0
d. I will use this information in my program delivery	16	3	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have a better understanding of MTCU's e-Channel strategy initiative	20	5	1	0
b. I can identify flexible learning options for the field of learners	18	8	0	0
c. Provided supports and alternative programming options for agencies with limited capacity	8	7	1	0

What new behaviours or practices will you begin using after the workshop?

- I will attempt to have more learners register for courses
- Implement the learning into my classroom
- Referral for students who can't attend a site locations; Additional programming options for students who want to do more work or other subjects not delivered at local program;

THE SIMPLE ACT OF EATING YOUR WAY TO WELL-BEING
PRESENTER: ELLEN SCHMIDT

Description: The session will begin with an exercise on getting to know one another. Each participant to comment on the latest thing they heard about food on the radio or television or read in a magazine or newspaper. The session will include an introduction to Canada's Food Guide, labeling laws and how to use them to your benefit and eating well on a budget.

Results: Participants: 23 Completed Evaluations: 23 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	14	7	2	0
b. Content of the workshop	15	6	2	0
c. Presentation of the workshop	16	4	2	0
d. Value of handouts	14	5	2	0
e. Amount and value of group participation	13	5	3	0
f. Multimedia technology used	12	4	1	1

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	17	4	2	0
b. I understand the subject better	12	9	1	0
c. My goals were met	17	3	1	1
d. I will use this information in my program delivery	12	4	2	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
b. I understand Canada's new 2007 Food Guide	16	5	1	1
c. I understand and can use information on food labels	16	4	1	0
c. I know how to eat well on a budget	14	6	2	0

What new behaviours or practices will you begin using after the workshop?

- Watch my calories, fats and sugar in my diet
- Eat better and plan
- Shop on a budget

MEMOIRS MADE EASY
PRESENTER: CATHERINE MOCHRIE

Description: The purpose of this workshop is to encourage you to start your memoirs. I believe there is no 'one' way to do that - there is your way. The workshop will outline ways in which to get started. Participants will be given ideas on writing prompts and we will do some during this workshop following the Writing Out Loud format: timed writing, share afterwards.

Results: Participants: 19 Completed Evaluations: 20 Response Rate: 95%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	18	1	0	0
b. Content of the workshop	18	1	0	0
c. Presentation of the workshop	19	0	0	0
d. Value of handouts	19	0	0	0
e. Amount and value of group participation	18	1	0	0
f. Multimedia technology used	12	2	1	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	18	1	0	0
b. I understand the subject better	17	1	1	0
c. My goals were met	18	1	0	0
d. I will use this information in my program delivery	12	0	0	1

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I know how to get started on memoirs	16	3	0	0
b. I know how to preserve important documents and photos	16	3	0	0
c. I know how to start my family tree	16	3	0	0

What new behaviours or practices will you begin using after the workshop?

- Will make more effort to get photos in order
- We heard a lot of personal stories that was interesting to all of us to hear
- Improve my record keeping
- Apply skills to literacy, especially original info and writing prompts

TECHNOLOGY IN THE CLASSROOM
PRESENTERS: DANIELLE GIGNAC, BEV CLARKE, CHRISTINE DEAN

Description: This interactive workshop will highlight a variety of adaptive software programs to assist individuals with reading and writing difficulties. Text-to-voice, voice-to-text, word prediction, and mind mapping software will be discussed. Participants will be given the opportunity to use text-to-voice (Kurzweil 3000) and word prediction (Co-writer) software.

Results: Participants: 11 Completed Evaluations: 11 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	10	1	0	0
b. Content of the workshop	9	2	0	0
c. Presentation of the workshop	11	0	0	0
d. Value of handouts	10	1	0	0
e. Amount and value of group participation	10	1	0	0
f. Multimedia technology used	11	0	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	11	0	0	0
b. I understand the subject better	10	0	0	0
c. My goals were met	9	2	0	0
b. I will use this information in my program delivery	9	0	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. Provided an overview of types of adaptive software	11	0	0	0
b. Students – I have an opportunity to use adaptive software	10	0	0	0
c. Tutors – I have an awareness of how adaptive software can be used to support adult learners	10	0	0	0

What new behaviours or practices will you begin using after the workshop?

- We need to learn more about it
- Kurzweil

INTRODUCING FUN AND USEFUL WWW TOOLS FOR EVERYONE

PRESENTER: TIM HARRISON

Description: The session will start with participants setting up a Gmail account. After completing an initial assessment activity, participants will be introduced to Web 2.0 and its implications on essential skills and learning. Participants will be introduced to blogs and wikis, RSS feeds and aggregators, social bookmarking, widgets, and online applications including Flickr and Youtube.

Results: Participants: 33 Completed Evaluations: 33 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	25	7	0	0
b. Content of the workshop	22	8	1	0
c. Presentation of the workshop	20	10	2	0
d. Value of handouts	12	9	5	0
e. Amount and value of group participation	16	12	3	0
f. Multimedia technology used	20	11	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	24	7	2	0
b. I understand the subject better	19	10	3	1
c. My goals were met	18	10	3	1
d. I will use this information in my program delivery	14	7	2	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I am more comfortable with computers and the internet	17	13	3	0
b. I have more knowledge about specific Web 2.0 tools and how they can be applied	13	16	2	1
c. I have access to many new learning demonstrations	24	6	0	1

What new behaviours or practices will you begin using after the workshop?

- Dogpil.com, Wikis, Voki, delicious, Creative Commons
- I will try my best to get working on this new program
- Will check out more computer options



WORKSHOP DESCRIPTIONS & EVALUATIONS:
LITERACY STUDENT/ADULT LEARNER

TRY AN ONLINE COURSE IN ALPHAROUTE!

PRESENTER: NANCY FRIDAY

Description: Workshop participants will be introduced to online activities including a discussion forum, a choice activity, a link to an Internet resource, a chat room, and a course evaluation questionnaire. The hope is that students will feel supported and confident in learning online and will follow through by enrolling in future AlphaRoute online courses!

Results: Participants: 32 Completed Evaluations: 31 Response Rate: 96.9%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	21	10	0	0
b. Content of the workshop	17	13	1	0
c. Presentation of the workshop	17	7	1	0
d. Value of handouts	15	6	0	0
e. Amount and value of group participation	23	6	1	0
f. Multimedia technology used	17	11	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	19	9	2	0
b. I understand the subject better	19	8	2	0
c. My goals were met	20	6	1	1
d. I will use this information in my program delivery	15	0	0	1

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have learned how online courses work	25	5	1	0
b. I tried some learning activities online	23	7	1	0
e. I have learned and practiced some computers skills	21	10	0	2

What new behaviours or practices will you begin using after the workshop?

- Go on the chat and message

PUBLIC SPEAKING...CAN BE FUN!
PRESENTER: LOIS HAWES

Description: Join the fun! We start at Step 1 and by the end of the workshop everyone will be able to speak in public! Enjoy the fun of working with team mates to develop skills and confidence to talk to a group of people.

Results: Participants: 19 Completed Evaluations: 19 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	15	4	0	0
b. Content of the workshop	16	3	0	0
c. Presentation of the workshop	14	5	0	0
d. Value of handouts	15	4	0	0
e. Amount and value of group participation	16	3	0	0
f. Multimedia technology used	10	18	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	16	3	0	0
b. I understand the subject better	14	4	1	0
c. My goals were met	12	6	1	0
d. I will use this information in my program delivery	12	3	1	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I understand the basics in preparation for public speaking	14	3	0	1
b. I have developed skills in speaking to a group	12	4	1	1
c. I practiced speaking on an "unknown" topic	12	4	0	1

What new behaviours or practices will you begin using after the workshop?

- Hold the mic in the right place
- Food, cookies, pens, games
- Get over fear speaking in front of others
- Speaking up and researching the topic of speech more



WORKSHOP DESCRIPTIONS & EVALUATIONS:
AGENCY STAFF/LITERACY WORKER

BRIDGING THE EMPLOYMENT GAP FOR LOW LEVEL LITERACY LEARNERS

PRESENTER: ANN KELLAND

Description: Participants in this interactive workshop will examine in detail, and learn how to use materials developed for 5 main employment sectors: Clerical, Grounds Maintenance, Janitorial, Kitchen Help and Retail. The manuals include learning activities, teaching aids, student activity sheets and demonstration sections.

Results: Participants: 18 Completed Evaluations: 14 Response Rate: 77.8%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	12	2	0	0
b. Content of the workshop	12	2	0	0
c. Presentation of the workshop	11	3	0	0
d. Value of handouts	11	3	0	0
e. Amount and value of group participation	7	6	1	0
f. Multimedia technology used	6	7	1	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	12	2	0	0
b. I understand the subject better	14	0	0	0
c. My goals were met	13	1	0	0
d. I will use this information in my program delivery	11	1	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. Provided practical materials and strategies for instructors	13	1	0	0
b. I understand how to use Essential Skills and NOC in program planning	4	10	0	0
c. I am encouraged to partner with other agencies and employers	12	2	0	0

What new behaviours or practices will you begin using after the workshop?

- Meet with JobConnect; Focus more on "soft skills" when assisting learners with job preparation
- Link all my teaching activities to Essential Skills in order to involve learner in meta-cognition and self-evaluation
- Do more small group activities using Bridging the Employment Gap

ESL LITERACY IN ONTARIO – A SNAPSHOT

PRESENTER: SARAH BUKHARI

Description: Findings from a research project that examined the literacy needs of new Canadians living in Ontario whose first language is neither English or French and who have limited literacy in their first language. This presentation will present findings of the ESL literacy learner’s needs, issues and challenges, program design and practitioner best practices, ESL literacy services, needs, issues and challenges and an examination of current policy frameworks that address ESL Literacy.

Results: Participants: 11 Completed Evaluations: 11 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter’s knowledge of the topic	9	2	0	0
b. Content of the workshop	6	4	1	0
c. Presentation of the workshop	6	3	2	0
d. Value of handouts	2	6	3	0
e. Amount and value of group participation	2	6	3	0
f. Multimedia technology used	4	5	1	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	9	2	0	0
b. I understand the subject better	11	0	0	0
c. My goals were met	7	3	1	0
d. I will use this information in my program delivery	3	6	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I understand ESL literacy needs, issues and challenges	7	4	0	0
b. I understand service issues, program design and practitioner best practices	6	5	0	0
c. I understand current policy frameworks that address ESL literacy	4	5	2	0

What new behaviours or practices will you begin using after the workshop?

- Look into ESL/ESL lit teaching
- Try to become more aware of surrounding issues important to learner.
- Try to encompass more general life style info into teaching English.

GOOD LEARNING ANYWHERE: BRIDGING THE DISTANCE

PRESENTER: LINDA WRIGHT

Description: Sioux Hudson Literacy Council (SHLC), located in Sioux Lookout, Ontario, has been using a polysynchronous online approach, Centra and Moodle, to provide online learning opportunities to Northwestern Ontario First Nations Communities. Come to this session to learn about this innovative way of reaching remote and distance learners.

Results: Participants: 7 Completed Evaluations: 7 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	5	2	0	0
b. Content of the workshop	2	4	0	0
c. Presentation of the workshop	3	1	1	0
d. Value of handouts	0	2	1	0
e. Amount and value of group participation	1	4	2	0
f. Multimedia technology used	5	1	1	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	4	3	0	0
b. I understand the subject better	4	3	0	0
c. My goals were met	2	2	2	0
d. I will use this information in my program delivery	1	4	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I am familiar with e-Channel delivery	3	2	1	1
b. Provided strategies to overcome barriers when working with remote and rural learners	4	3	0	0
c. Provided an opportunity for discussion on polysynchronous online platforms such as Moodle and Centra	2	4	0	0

What new behaviours or practices will you begin using after the workshop?

- Will use computer more to access learning
- I will be trying new internet based approaches to literacy with my learners. I will check out Centra

DISCOVERING AND MANAGING ATTENTION DEFICIT DISORDER IN THE ADULT LEARNER
PRESENTER: ANDREA PITTS

Description: In this workshop participants will learn about Attention Deficit Disorder, a neurological inefficiency in the area of the brain that controls impulses and focusing attention. Many people with low literacy skills are suffering with this invisible disorder, and as literacy practitioners we can learn to look for the signs! Participants will appreciate learning how to implement simple accommodations and strategies to help these unique students in their learning environment. And of course, A.D.D. is not a life sentence!

Results: Participants: 13 Completed Evaluations: 13 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	10	3	0	0
b. Content of the workshop	11	2	0	0
c. Presentation of the workshop	11	2	0	0
d. Value of handouts	8	3	1	0
e. Amount and value of group participation	8	4	1	0
f. Multimedia technology used	7	6	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	12	1	0	0
b. I understand the subject better	11	2	0	0
c. My goals were met	9	4	0	0
d. I will use this information in my program delivery	7	4	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have general knowledge about ADD and how to recognize it in the adult learner	11	2	0	0
b. I have general knowledge about diagnosis treatment options	10	3	0	0
c. I've learned simple accommodations and strategies to help the adult learner	10	2	1	0

What new behaviours or practices will you begin using after the workshop?

- Strategies to help my learners
- Getting and keeping attention; Classroom management; Organization skills
- Classroom management ideas
- Awareness of possibility of ADHD in adult literacy students and how to help them.

MAGIC MATH (TIPS AND TRICKS FOR TUTORS)
PRESENTER: LORI BECKERTON

Description: Have you ever been asked to teach math? Do you dread the thought? In this workshop you will learn practical ideas for teaching math. You will see different ways to teach the same thing, depending on your student's strongest learning style. You will have an opportunity to view The Breakthrough to Math series and other resources.

Results: Participants: 13 Completed Evaluations: 13 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	11	2	0	0
b. Content of the workshop	6	7	0	0
c. Presentation of the workshop	9	4	0	0
d. Value of handouts	5	7	1	0
e. Amount and value of group participation	7	4	2	0
f. Multimedia technology used	1	3	2	1

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	10	3	0	0
b. I understand the subject better	9	4	0	0
c. My goals were met	7	5	1	0
d. I will use this information in my program delivery	8	5	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have an increased knowledge of math teaching strategies	10	3	0	0
b. I am familiar with some math resources	9	4	0	0
c. I had fun!	12	1	0	0

What new behaviours or practices will you begin using after the workshop?

- New ways of presenting my lessons
- The fun aspects and "special tips" will make math much more fun

ESSENTIALLY YOURS TO DISCOVER
PRESENTER: STEPHANIE HOBBS

Description: Essential Skills are skills for life as well as for employment. Literacy, numeracy, speaking and listening, self-management and self-direction are all essential, transferable skills that tutors can help students learn, whether or not the students have immediate employment goals. This session shows trainers how to introduce Essential Skills concepts and language to tutors in an informal and meaningful way.

Results: Participants: 12 Completed Evaluations: 12 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	11	1	0	0
b. Content of the workshop	9	3	0	0
c. Presentation of the workshop	10	2	0	0
d. Value of handouts	9	3	0	0
e. Amount and value of group participation	9	2	1	0
f. Multimedia technology used	9	2	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	11	1	0	0
b. I understand the subject better	11	1	0	0
c. My goals were met	11	1	0	0
d. I will use this information in my program delivery	10	0	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have a greater awareness of how literacy and numeracy fit into Essential Skills	10	1	0	0
b. I will be able to introduce Essential Skills concepts and language into tutor training	10	0	0	0
c. I learned tools and ideas to help tutors link occupational profiles, authentic tasks and materials to training as well as to lesson plans for students at various levels	10	0	0	0

What new behaviours or practices will you begin using after the workshop?

- I have learned how to exploit a document to create activities or teaching moments related to essential skills
- Implement ideas into training programs
- Relating more documents and essential skills activities into lessons
- I can better explain essential skills

**PAVING THE WAY:
USING ESSENTIAL SKILLS TO DESIGN OCCUPATION-ORIENTED DEMONSTRATIONS
PRESENTER: MARY ANN STARK**

Description: The goal of this workshop is to teach adult literacy practitioners how to use LBS and ES (Essential Skills) terminology and scales in tandem to create relevant and authentic demonstration activities that focus on developing workplace literacy skills in LBS learners. Participants will be introduced to the nine Essential Skills, their definitions, complexity levels, and the ES website - paying particular attention to the ES profiles and authentic workplace materials collection.

Results: Participants: 14 Completed Evaluations: 12 Response Rate: 85.7%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	10	2	0	0
b. Content of the workshop	9	3	0	0
c. Presentation of the workshop	8	4	0	0
d. Value of handouts	10	2	0	0
e. Amount and value of group participation	9	3	0	0
f. Multimedia technology used	9	2	1	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	10	2	0	0
b. I understand the subject better	8	3	0	0
c. My goals were met	8	4	0	0
d. I will use this information in my program delivery	7	1	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I have a better understanding of Essential Skills and the ES site	10	2	0	0
b. I have made connections between the LBS and ES site	7	3	2	0
c. I know how to create demonstrations using Essential Skills	7	4	1	0

What new behaviours or practices will you begin using after the workshop?

- Will check out ES website and try to create a demo
- Sharing demonstrations info with my staff - P.D. time to try this out.
- I will identify the E.S. before presenting my lesson or information

MULTIPLE INTELLIGENCE
PRESENTER: LINDA MARTIN

Description: During the Multiple Intelligence workshop participants gain an understanding of the 7 multiple learning channels that the brain uses to process information. They examine their own Multiple Intelligence using questionnaires. They learn how to assist students to assess their Multiple Intelligence and how to use that information to make lessons more enjoyable and successful for both themselves and their student.

Results: Participants: 17 Completed Evaluations: 19 Response Rate: 89.5%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	17	0	0	0
b. Content of the workshop	16	1	0	0
c. Presentation of the workshop	15	2	0	0
d. Value of handouts	16	1	0	0
e. Amount and value of group participation	13	4	0	0
f. Multimedia technology used	5	11	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	16	1	0	0
b. I understand the subject better	17	0	0	0
c. My goals were met	16	1	0	0
d. I will use this information in my program delivery	15	1	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I understand personal M.I.	15	2	0	0
b. I understand how to assess my and my student's M.I.	16	1	0	0
c. I understand how to use M.I. to assist student learning	15	1	0	0

What new behaviours or practices will you begin using after the workshop?

- Looking for my students' MI and really work with it to better my lessons
- I will use MI to determine the strengths and weaknesses of students and try to use their strengths to improve the weak areas
- Design lessons plans according to student's MI.

ESL FOR TRAINERS
PRESENTER: CONNIE MORGAN

Description: This workshop will provide trainers with outlines of presentations that could be used as part of a basic tutor training workshop or as a separate ESL seminar for literacy tutors. It will focus on assessing needs of the group, planning segments tailored to specific tutor needs and the resources available for trainers.

Results: Participants: 12 Completed Evaluations: 12 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	11	1	0	0
b. Content of the workshop	12	0	0	0
c. Presentation of the workshop	12	0	0	0
d. Value of handouts	12	0	0	0
e. Amount and value of group participation	10	2	0	0
f. Multimedia technology used	6	5	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	12	0	0	0
b. I understand the subject better	11	1	0	0
c. My goals were met	10	2	0	0
e. I will use this information in my program delivery	9	2	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I am able to assess the needs of the ESL community and design workshop strategies to meet those needs	4	6	0	0
b. I know what ESL training resources are available to assist me	8	3	0	0
c. I know how to incorporate a variety of teaching techniques to train ESL tutors	9	2	0	0

What new behaviours or practices will you begin using after the workshop?

- Information grids
- Try a mock-up session with stuff first then set up conversational group

STOP STRESSING OVER CIPMS'ING
PRESENTER: VAL SADLER AND ROBIN COOK-RITCHIE

Description: This workshop will give a very brief overview of where the field is at with CIPMS including Learner Skill Attainment. Then we will look at different ways that various aspects of our programs can be measured. CIPMS will help us to measure our programs; it's a way to quantify progress and success and it means viewing your program in a different way. Let's stop stressing and start CIPMS'ing!

Results: Participants: 9 Completed Evaluations: 9 Response Rate: 100%

1. Quality	Excellent	Good	Fair	Poor
a. Presenter's knowledge of the topic	8	1	0	0
b. Content of the workshop	8	1	0	0
c. Presentation of the workshop	7	2	0	0
d. Value of handouts	5	4	0	0
e. Amount and value of group participation	7	2	0	0
f. Multimedia technology used	6	3	0	0

2. Value	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. This workshop kept my interest	8	1	0	0
b. I understand the subject better	9	0	0	0
c. My goals were met	7	2	0	0
d. I will use this information in my program delivery	8	0	0	0

3. Outcomes	Agree	Somewhat Agree	Somewhat Disagree	Disagree
a. I feel more comfortable with CIPMS	8	1	0	0
b. I realize that I have many aspects of CIPMS already in place	6	3	0	0
c. I am leaving with tools, resources and ideas to take back to my program	6	3	0	0

What new behaviours or practices will you begin using after the workshop?

- Learner satisfaction survey at the door - "Take one if you are thinking of leaving the program"
- Program evaluation and new forms
- Keep thinking of practices in my program I can measure

CONFERENCE PRESENTERS

Key Presenter	Presenter Background	Workshop Presented
Lori Beckerton, North Bay Literacy Council info@northbayliteracycouncil.ca	Lori is a Laubach Literacy Tutor, ESL Tutor, Tutor-Trainer and Apprenticing Supervisor-Trainer, who began her literacy work years ago at the Thunder Bay Literacy Group	Math Magic (Math Tips and Tricks for Tutors)
Sarah Bukhari, Ontario Literacy Coalition	Sarah is a former ESL teacher to adults and holds a Masters of Arts degree in International Development.	ESL Literacy in Ontario: A Snap Shot
Julie Christiansen, BODA reLEAF consulting (and Port Cares) juliechristiansen@sympatico.ca	Julie is an internationally recognized speaker, and published author, with over 15 years experience in group and individual counseling. www.angersolution.com	Resolving Conflict, Anger, and Negativity in the Workplace Learners
Michelle Eady and Linda Wright, Sioux Hudson Literacy Council eadyconsulting@sympatico.ca lindawright@cogeco.ca	Michelle is currently working on her Ph.D. at the University of Wollongong in Australia. She has been coordinating the Good Learning Anywhere Project for the last 4 years. Linda has been working on developing and delivering the "Empowerment Through Learning" series, the high school literacy upgrading support program, and Distance Essential Skills Training.	Good Learning Anywhere: Bridging the Distance
Suzanne Fleury, smfleury & associates smfleury@vianet.ca	Suzanne founded smfleury & associates in 1997. Her clientele continues to grow steadily as businesses reach out for her professionalism in helping them manage for excellence in: Time Management, Leadership and Strategic Planning.	Manage Me™
Nancy Friday, AlphaPlus Centre nfriday@alphaplus.ca	Nancy coordinates AlphaRoute, an online learning environment where adult literacy students across Canada meet each other, learn together and learn about online learning. AlphaRoute offers online courses for students and mentors to take. Nancy coordinates the training of course developers, and the development and delivery of the courses.	Try an online learning course in AlphaRoute!
Danielle Gignac Learning Disabilities Association of Windsor-Essex info@ldawe.ca	Danielle has been the Resource Manager at the LDA-WE since 2005. She has a Bachelor of Commerce degree with a minor in Information Technology from the University of Windsor. Danielle has considerable experience training children, youth and adults in the use of several adaptive technology programs.	Technology in the Classroom
Lois Hawes Niagara Regional Literacy Council lhawes@jhs-niagara.ca	Lois is a Laubach-certified Trainer and Board Member of the Niagara Regional Literacy Council and works as an Employment Counsellor with the John Howard Society of Niagara	Public Speaking...Can be Fun!

Key Presenter	Presenter Background	Workshop Presented
Stephanie Hobbs, Simcoe-Muskoka Literacy Network sahobbs@bmts.com	Stephanie is a certified Essential Skills Profiler with 20 years experience as a literacy volunteer and staff in several literacy organizations. Stephanie has provided training in Essential Skills for both literacy practitioners and laid-off workers. Stephanie is a member of LLO's Training Committee, and is the Executive Director of Simcoe/Muskoka Literacy Network.	Essentially Yours to Discover
Ann Kelland, Simcoe Muskoka Literacy Network Alison Wasielewski annkelland@kw.igs.net	Ann has taught high school, adults, credit and non-credit (LBS), in Waterloo since 1977. Co-writer/developer of literacy materials: Construction Zone and On the Way to Work. Aligned Essential Skills and Literacy & Basic Skills outcomes (with Alison Wasielewski & Lesley Brien). Alison's experience in the field of adult literacy includes the organization of adult literacy programs (Scotland), teaching Literacy and Basic Skills and co-writing workplace materials/curriculum, (Waterloo).	Bridging the Employment Gap for Low Level Literacy Learners
Linda Martin Laubach Literacy Ontario cozaway@yahoo.ca	Linda is a Master Trainer with 17 years of experience in researching, developing, and delivering workshops. She is a strong believer in "Teach them they way they learn" and "Each One Teach One".	Multiple Intelligence
Catherine Mochrie, Red Lake District Adult Learning Centre imochrie@sympatico.ca	Catherine has over 20 years experience in education at all levels. While in Adult Literacy for 9 years she became a certified Writing Out Loud instructor. She has used this training in her classroom and in other workshops that she has developed on Writing and Communication.	Memoirs Made Easy
Connie Morgan Barrie Literacy Council Barrie_literacy@on.aibn.com	Connie has been involved with literacy for 30 years, as a tutor, a trainer, a staff member and a Board member. She has taken the LLC ESL training and has tutored several ESL students. Although not an expert in ESL, she has extensive background in developing workshops and workshop segments. She is an LLO Board member and Chair of the Training, Development and Certification Committee.	ESL for Trainers
Tim Nicholls Harrison, Adult Learning Centres: Grey - Bruce - Georgian nicholls.harrison@gmail.com	Tim has been active in adult education for the past twenty-five years and is completing his Masters in Library and Information Science degree. His workshops have received significant praise from past participants.	Learning 2.0 – Introducing Fun & Useful WWW Tools for Everyone!
Julie Patterson, Literacy and Health Project Coordinator North Bay Literacy Council northbayliteracy@on.aibn.com	Julie is a former Public Health Nurse with a Masters Degree in Education. Julie has been volunteering with the North Bay Literacy Council for 7 years and recently completed the Trillium Foundation funded Literacy and Health Project. Julie developed a Home Health Organizer to help people with low literacy to improve their health literacy.	Creating and Using a Health Binder

Key Presenter	Presenter Background	Workshop Presented
<p>Andrea Pitts, Clearworks Communications apitts@brickworksonline.com</p>	<p>Andrea is Program Manager of the Hamilton Literacy Council, a Master Trainer presenting various dynamic workshops, part of Dofasco's workplace literacy team, coordinator of a Simultaneous Multisensory program for dyslexic students, an online teacher for OntarioLearn, and manages her own consulting firm, Clearworks Communications.</p>	<p>Simultaneous Multisensory Teaching: The Ideal Solution for Dyslexic Students</p>
<p>Joanne Prior, Simcoe County District School Board LBS Instructor, ESL and GED Prep Instructor Jodo.prior@rogers.com</p>	<p>Joanne was a corporate trainer/English in the workplace instructor in the automotive and pharmaceutical industry. Joanne is a Master Tutor, certified Tutor Trainer and is currently employed by the Simcoe County District School Board. Joanne also runs the Literacy/Upgrading Program at Central North Correctional Centre in Penetanguishene.</p>	<p>Pre-GED and academic upgrading preparation</p>
<p>Sheila Roberts, The Last Word Communications Mcdonal.roberts@sympatico.ca</p>	<p>Sheila is a career communicator, with a background in journalism, advertising, corporate communications and web design. During her 16 years at CIBC, she also trained as a teacher and facilitator of process improvement, which focused on a variety of problem-solving techniques and methods. Today, she is a partner in a communications firm, a Laubach tutor and trainer, and is LLO's webmaster and communications specialist.</p>	<p>Problem-solving: tips and techniques to master this essential skill</p>
<p>Heather Robinet and Courtney McGee, Avon Maitland District School Board, LBS Program and e-Channel Strategy Initiative (Learning Hub) heatrobi@fc.amdsb.ca</p>	<p>Heather is manager of the AMDSB LBS program, with specific responsibilities as Project Coordinator of the Learning Hub, an e-Channel initiative providing online LBS training to rural, remote and under serviced Anglophone learners in Ontario. She also instructs part time for Conestoga College's adult literacy educator course.</p> <p>Courtney is an employee of Avon Maitland District School Board (AMDSB) working on the e-Channel Literacy Strategy delivering online LBS programming to Anglophone learners in Ontario. As a Project Coordinator for the e-Channel Literacy initiative (a.k.a. LearningHub), Courtney manages the technical program components and assists with instructional design and delivery of the online LBS program.</p>	<p>learninghub.ca — Learning @ your Fingertips</p>
<p>Ellen Schmitt FNM Nutritionist, Consultant elschmidt@sympatico.ca</p> <p>Lorria Parliament</p>	<p>Ellen provides nutritional advice and cooking instructions. Since completing a 20 year career as Director of Dietary Services in a long term care facility, Ellen has instructed in Health Sciences and Hospitality at Canadore College and facilitates workshops on prenatal nutrition, infant nutrition, early childhood nutrition and healthy choices for active adults.</p> <p>Lorria, a diploma graduate of the Food and Nutrition Management of Canadore College, is a practicum placement with Schmidt's Consulting Services. Lorria is enrolled at Nipissing University to begin working on her BBA.</p>	<p>The Simple Act of Eating Your Way to Well-being</p>

Key Presenter	Presenter Background	Workshop Presented
Mary Ann Stark, Small Group Instructor, Windsor Public Library mstark@windsorpubliclibrary.com foureds@sympatico.ca	Mary-Ann is a recent Teachers' College graduate, hired by the Windsor Public Library's Adult Literacy Program in May 2007 to create an Essential Skills demonstration's manual, and then lead their adult literacy class. She joined Community Literacy of Ontario (CLO) in October 2007 as their Essential Skills Project Consultant.	Paving the Way: Using Essential Skills to Design Occupation- Oriented Demonstrations
Joanne Stuart Northern Lights Canada	Joanne is currently a Job Developer with the Barrie Employment Resource Centre, and has enjoyed creating and facilitating job search related workshops for 10 years. A past Director of the Simcoe Muskoka Literacy Network for 5 years, she has contributed innovative and practical training to many Professional Development events.	Story Goes to Work
Susan Taylor Taylor & Associates taylorandassociates@sympatico.ca	Susan is a Certified Teacher/Trainer of Adults, and the owner and Principal of TAYLOR & Associates. Her consulting business focus is to assist non-profit organizations to implement strategies and solutions for success. Susan has experienced first-hand the development of a social enterprise venture as the Executive Director in a community-based adult literacy program.	Social Enterprise: Thinking Like A Business To Do More Mission
and Nicole Kovacs InEvo Strategic Solutions nicole.kovacs@rogers.com	Nicole is the President of InEvo Strategic Solutions. She has a Masters in Business and has managed a number of social enterprise projects from concept to implementation. She is dedicated to assisting non-profit organizations increase their revenue generating capacity so that they may continue to pursue their mission and serve their community.	
Val Sadler Hamilton Literacy Council vsadler@hamiltonreads.ca	Val has been involved in adult education since 1986 and has been the Executive Director of the Hamilton Literacy Council since 1996. This award winning program always looks for innovative ways to serve students and measure their success. Val is a lifelong learner, completing a Masters of Education part time at Brock University.	STOP STRESSING OVER CIPMS'ING
and Robyn Cook-Ritchie RCR Consulting Ritchieg@execulink.com	Robyn manages a consulting company, RCR Consulting, which has focused on literacy for the past ten years. Past projects range from a Collection of Policy and Procedure Templates to www.elearn.llo! Prior to working in the literacy field, Robyn obtained her B.A. in Anthropology from Wilfrid Laurier University and her Bachelor of Law degree from the University of Alberta.	
Penny Tremblay, President, Northern Lights Presentations penny@northernlightspresentations.com	Penny Tremblay has played a key role in the professional development of adults since 1989. She is an author, speaker and consultant helping individuals and organizations achieve their goals. In 2007, Penny was published as co-author of "You're My Hero" books, with a Chicken Soup for the Soul pioneer, Barry Spilchuk. Through the release and continued sales of the book, charitable organizations are handed the proceeds.	Work/Life Balance