

# PATHWAYS



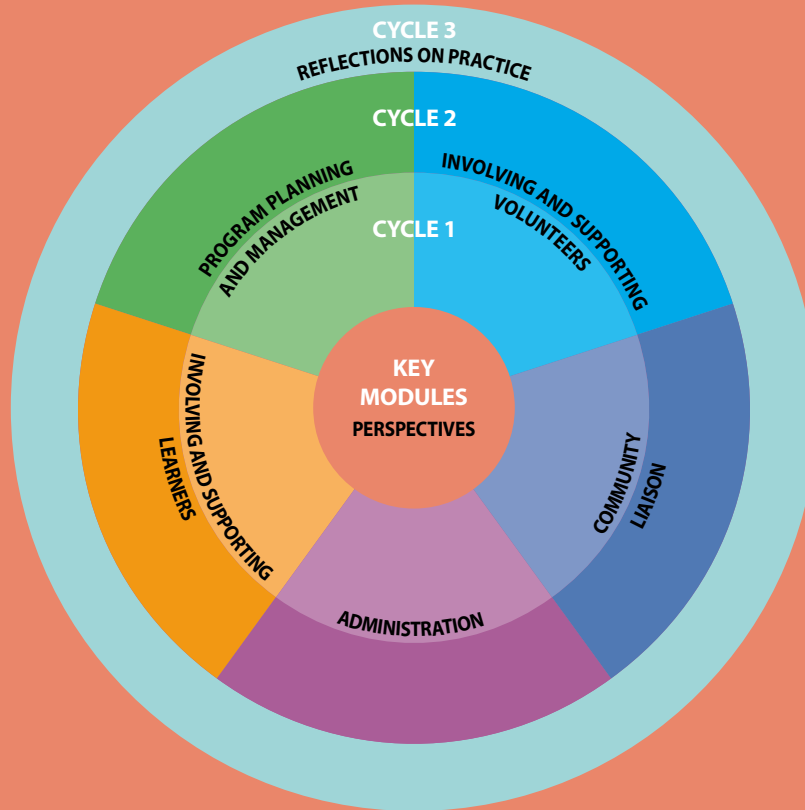
**PATHWAYS**  
Professional Development for Adult Literacy Practitioners



**PROGRAM  
INFORMATION**

# PATHWAYS

## Professional Development for Adult Literacy Practitioners



### KEY MODULES

#### PERSPECTIVES

- Looking at Theory and Practice in Adult Literacies
- Creating Environments to Support Holistic Learning

### CYCLE 1

#### INVOLVING AND SUPPORTING LEARNERS

- Adults as Learners
- Assessment and Teaching/Learning Strategies

#### PROGRAM PLANNING AND MANAGEMENT

- Connecting the Dots

#### INVOLVING AND SUPPORTING VOLUNTEERS

- Stepping Stones to Volunteerism
- Tutor Training

#### COMMUNITY LIAISON

- Making Connections in Your Community
- Demystifying Working Relationships

#### ADMINISTRATION

- So You Work for a Non-Profit:  
A Look at Policy and Administration

### CYCLE 2

#### INVOLVING AND SUPPORTING LEARNERS

- Knowing the ESL Learner
- ESL Assessment: A Language We Can All Understand
- Learning Disabilities and Strategies for Supporting Learning
- Violence and Learning: Impacting Learners and Practice

#### PROGRAM PLANNING AND MANAGEMENT

- Content in development

#### INVOLVING AND SUPPORTING VOLUNTEERS

- Content in development

#### COMMUNITY LIAISON

- Content in development

#### ADMINISTRATION

- Content in development

### CYCLE 3

#### REFLECTIONS ON PRACTICE

## Welcome to Pathways

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I am very excited to welcome you to Pathways, a professional development program for adult literacy practitioners. The program was developed by and with literacy coordinators who value learning in order to do the best job possible, and who value professional recognition for themselves and for literacy programs.

Pathways is a flexible program that includes three cycles with five areas of study: Administration, Involving and Supporting Learners, Involving and Supporting Volunteers, Program Planning and Management, and Community Liaison. Several modules will be offered within each area of study, at Cycles One and Two. Perspectives: Theory and Practice in Adult Literacies and Perspectives: Creating Environments to Support Holistic Learning are key modules in the Pathways program. They provide a foundation for learning about adult literacies and are strongly recommended.

Literacy practitioners have the option of earning a certificate in each cycle. This booklet describes each cycle and what you need to do to earn certificates. (You do not have to register for certificate completion in order to participate in the Pathways program. All adult literacy practitioners are welcome to take part.)

Cycle One covers core knowledge and skills that adult literacy practitioners need to do their jobs. This cycle is for practitioners who have up to two years experience coordinating a literacy program and other practitioners who want to review Cycle One content. To complete a certificate in Cycle One, you will attend a number of workshops and complete assignments in the five areas of study.

Cycle Two will help coordinators and other practitioners update, extend, and deepen knowledge and skills for adult literacy work. Cycle Two modules will also include workshops in the five areas of study.

Cycle Three: Reflections on Practice will be an opportunity for you to step back from your work as a literacy practitioner, reflect on your experiences, and prepare for what lies ahead. Course activities will invite you to reflect on and extend your practice through reading, writing, expressive arts approaches, and online dialogue. You may choose to learn more about familiar topics or venture into new areas of learning. Reflections on Practice is intended for adult literacy program coordinators and others who have worked in the literacy field for two or more years.



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From time to time, Literacy Alberta will offer opportunities for practitioners to participate in additional workshop modules that can contribute to the completion of Cycle One or Two. Information about these workshops will be posted on the Literacy Alberta website, [www.literacyalberta.ca](http://www.literacyalberta.ca) and on Literacy Alberta's e-conferencing service for members.

Information about the content for each cycle, certificates, and registration are included in this booklet.

If you are interested in applying for prior learning credits or challenging part of a module, refer to page 7.

Please contact me if you have questions about Pathways. I look forward to hearing from you.

**Candice Jackson**

Director, Professional Development and Regions  
Literacy Alberta

[cjackson@literacyalberta.ca](mailto:cjackson@literacyalberta.ca)

# Module descriptions

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## PERSPECTIVES

<b>KEY MODULES</b>	<b>PERSPECTIVES: Looking at Theory and Practice in Adult Literacies</b> Looking at Theory and Practice in Adult Literacies introduces theory and research to invite reflection about social identities, learning and literacy. In this module, participants are invited to extend awareness and explore perspectives about ways of learning, social identities and literacies, and to reflect on implications of these perspectives for their practice. <i>Module hours: 3 face-to-face and 2 readings and assignment (total=5 hours)</i>
	<b>PERSPECTIVES: Creating Environments to Support Holistic Learning</b> Creating Environments to Support Holistic Learning introduces theory and research to invite reflection about social identities, learning and literacy. In this module, participants are invited to extend awareness about the impacts of violence on learning, examine a model for holistic learning, and consider implications of theories for practice. <i>Module hours: 3 face-to-face and 2 readings and assignment (total=5 hours)</i>

## CYCLE ONE

<b>INVOLVING AND SUPPORTING LEARNERS</b>	<b>Adults as Learners</b> This module will explore ways in which adult literacy programs can effectively support a diversity of learners to be fully engaged in their literacy programs. Recognizing the ongoing challenge of inviting adult learners into community-based literacy programs, the module will invite adult literacy practitioners to share ideas and develop effective plans for addressing this need. <i>Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)</i>
	<b>Assessment and Teaching/Learning Strategies</b> This module will explore adult learning principles with an emphasis on the application of those principles in adult literacy program settings. It will support adult literacy practitioners to critically examine current theories and practices about assessment and teaching strategies for working with diverse adult populations. <i>Module hours: 9 face-to-face and 6 readings and assignment (total=15 hours)</i>

<p><b>PROGRAM PLANNING AND MANAGEMENT</b></p>	<p><b>Connecting the Dots</b></p> <p>This module critically examines the importance of regular program planning and the value of aligning goals, objectives, evaluative tools, and teaching methods with a program’s philosophy. It will explore the components of creating a responsive and effective program plan, the groups of people whose interests are affected by the plan, and the contexts in which the plans are developed and implemented.</p> <p><i>Module hours: 9 face-to-face and 6 readings and assignment (total=15 hours)</i></p>
<p><b>INVOLVING AND SUPPORTING VOLUNTEERS</b></p>	<p><b>Stepping Stones to Volunteerism</b></p> <p>This module gives adult literacy practitioners the opportunity to bring their knowledge, share ideas, and learn more about involving and supporting volunteers in their programs. Stepping Stones will invite participants to define volunteers and explore what their key motivators are, create a framework for operating a successful volunteer program, identify good practice techniques for interviewing and screening potential volunteers, develop effective volunteer retention plans, explore the matching process, and develop a positive year-round recruitment plan for attracting new volunteers.</p> <p><i>Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)</i></p> <p><b>Tutor Training</b></p> <p>This module helps adult literacy practitioners prepare to facilitate and present information to volunteer tutors. Tutor Training covers the relevant skills and knowledge that tutors need to work collaboratively with adult learners in a face-to-face tutoring context.</p> <p><i>Module hours: 9 face-to-face and 6 readings and assignment (total=15 hours)</i></p>
<p><b>COMMUNITY LIAISON</b></p>	<p><b>Making Connections in Your Community</b></p> <p>Recognizing that adult literacy practitioners already have connections in their communities, this module encourages participants to review, explore, and further develop ways that can support their efforts in building community relationships. Making Connections provides an opportunity for participants to increase their knowledge and skills in community liaison for the purpose of promoting and broadening approaches to addressing literacy issues within their community.</p> <p><i>Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)</i></p> <p><b>Demystifying Working Relationships</b></p> <p>Partnerships exist within relationships. Care, clarity, and commitment are necessary ingredients for purposeful and useful partnerships. This module focuses on how to develop, maintain, and end partnerships whether they are formal or informal. Discussions include effective working relationships, timelines, roles, and evaluation. It will evoke innovative thinking among participants to share quick tips and tools about realistic and successful partnerships.</p> <p><i>Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)</i></p>

## ADMINISTRATION

### **So You Work for a Non-Profit: A Look at Policy and Administration**

This module provides knowledge and skills to enhance the abilities of adult literacy practitioners to undertake administrative responsibilities for the agencies they serve. It offers an opportunity to practice critical thinking and reflection to reveal and examine existing assumptions about policy and administration that may impact literacy programs.

*Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)*

## CYCLE TWO

## INVOLVING AND SUPPORTING LEARNERS

### **Knowing the ESL Learner**

Practitioners who complete Knowing the ESL Learner will enhance their ability to effectively support ESL learners. This module encourages practitioners to value cultural diversity, increase their cultural knowledge, expand their world views, understand perspectives and experiences different from their own, and recognize and challenge discrimination when experienced or witnessed.

*Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)*

### **ESL Assessment: A Language We Can All Understand**

This module will encourage practitioners to establish a common language around ESL assessment, identify the principles of assessment, and deepen their understanding of the types of assessment. Practitioners will have an opportunity to examine the Canadian Language Benchmarks as the underpinnings of ESL assessment and will explore the assessment process model as a planning assessment tool for literacy programs.

*Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)*

### **Learning Disabilities and Strategies for Supporting Learning**

Practitioners who participate in this module will learn about the wide variety of learning disabilities and the challenges facing learners coping with learning difficulties. Practitioners will be invited to explore ways of viewing learning disabilities and extend their awareness of strategies that are effective with persons who experience learning challenges in the areas of reading, writing, and math.

*Module hours: 12 face-to-face and 6 readings and assignment (total=18 hours)*

### **Violence and Learning: Impacting Learners and Practice**

Experiences of violence, whether direct or vicarious, impact us all. These experiences affect our whole being and can affect our potential for learning. Addressing impacts of violence on learning introduces perspectives and research to invite further learning, reflection, and action about the topic.

*Module hours: 6 face-to-face and 3 readings and assignment (total=9 hours)*

<b>PROGRAM PLANNING AND MANAGEMENT</b>	<i>Content in development</i>
<b>INVOLVING AND SUPPORTING VOLUNTEERS</b>	<i>Content in development</i>
<b>COMMUNITY LIAISON</b>	<i>Content in development</i>
<b>ADMINISTRATION</b>	<i>Content in development</i>

## CYCLE THREE

<b>REFLECTIONS ON PRACTICE</b>	<p><b>Reflections on Practice</b></p> <p>This online course will be an opportunity for you to step back from your work as a literacy practitioner, reflect on your experiences, and prepare for what lies ahead. Course activities will invite you to reflect on and extend your practice through reading, writing, expressive arts approaches, and online dialogue. You may choose to learn more about familiar topics or venture into new areas of learning.</p> <p>Reflections on Practice is intended for adult literacy program coordinators and others who have worked in the literacy field for two or more years.</p> <p><i>Module hours: 5–10 hours per week for 20 weeks to complete course readings, participate in online discussion, explore internet resources, and complete course assignments</i></p>
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## Program guidelines

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### Registration

- Registrations are accepted on a continuous basis.
- A registration form is included in this information package.
- A fee of \$50 is required to register in the program.

### General program information

- Perspectives modules are considered to be a key component of the Pathways program and are not eligible for challenge. Registrants are strongly encouraged to complete these modules, either prior to other modules, or during the course of study.
- Cycle One and Two modules do not need to be taken consecutively.
- Assignments will reflect the learning from each module but will also complement the work done in literacy programs.

### Program requirements

- Participants will be encouraged to build a portfolio documenting key learnings as Pathways modules are completed. Support will be provided to assist with portfolio development.

### Certificates

- A Cycle One certificate will be awarded upon completion of modules and assignments in two Perspectives modules and eight Cycle One modules, or equivalency as determined by a prior learning review or module challenge.
- A Cycle Two certificate will be awarded upon completion of modules and assignments in eight Cycle Two modules with a minimum of 60 hours of face-to-face or equivalent online instruction. Equivalencies will be considered as determined by a prior learning review or module challenge.
- A Cycle Three certificate will be awarded upon completion.
- For each module or cycle, credit will be given when assignments are designated as complete by the module facilitator or when determined by a prior learning review or module challenge.

### Prior learning review

- A prior learning review is a process designed to award credit towards Pathways certificates. The prior learning review is a recognition of learning that people have acquired from life experience, workshops, seminars, or other experience.
- Prior learning review guidelines may be obtained by contacting Literacy Alberta at 403-410-6990 or [office@literacyalberta.ca](mailto:office@literacyalberta.ca). The prior learning review process also includes guidelines for challenging modules for credit.



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# Program registration

Please print

This is a registration form for the Pathways program. Additional registration will be required for each module within the program. Extra fees may also apply.

## Contact information

Name \_\_\_\_\_

Home address \_\_\_\_\_  
\_\_\_\_\_

City/Town \_\_\_\_\_

Postal code \_\_\_\_\_

Home phone \_\_\_\_\_

Home email \_\_\_\_\_

Program name \_\_\_\_\_

Program address \_\_\_\_\_

City/Town \_\_\_\_\_

Postal code \_\_\_\_\_

Program phone \_\_\_\_\_

Program email \_\_\_\_\_

## Payment

I have enclosed a cheque for \$50.00 payable to Literacy Alberta

## Signature of applicant

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Why you are registering

Along with your application to register in Pathways, please include a one to two page response to the following questions:

1. Why are you excited about participating in Pathways? What in the Pathways description interests you?
2. The Pathways program will encourage you to reflect on your practice in light of ideas shared through the program activities. With this in mind, please tell us a little about your work as an adult literacy practitioner.
  - In what ways do you feel your work makes a contribution to people in your community?
  - What are some key issues or challenges in your work?
3. What are you hoping to gain from your participation in Pathways, in terms of:
  - building on contributions and addressing challenges?
  - personal learning and growth?
  - enriching your practice?

## Confirmation

Confirmation of registration will be sent to each applicant.

## Additional information

For more information contact Candice Jackson, Director, Professional Development and Regions, Literacy Alberta:

[cjackson@literacyalberta.ca](mailto:cjackson@literacyalberta.ca)

780-416-8210

### Mail completed registration form and payment to:

Literacy Alberta  
3060 – 17 Avenue SW  
Calgary, Alberta T3E 7G8

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Human Resources and Social Development Canada**



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Fax: 403-410-9024

[office@literacyalberta.ca](mailto:office@literacyalberta.ca)

[www.literacyalberta.ca](http://www.literacyalberta.ca)

Literacy Help Line:  
1-800-767-3231