

# Literacy on the Move



September 2004

## OLC's Connection with the Four Sectors



AS A DIRECTOR ON A CARVER MODEL BOARD I have found that I have had to learn a new vocabulary. The Carver model has its own language and ways in which to use words like 'means' and 'ends'. It also has its own phrases such as 'at what cost'. One of the key phrases you will

hear spoken often on a Carver board is 'moral ownership.' What or who exactly is this moral ownership? Why is it so important to the work of a not-for-profit organization to understand who the moral ownership is?

The moral ownership of a charity or not-for-profit is generally the people with an interest in the work of the organization. For the Ontario Literacy Coalition, the moral ownership is defined as all Ontarians with an interest in literacy. This might sound rather vague but this definition of the OLC's moral ownership allows the board of directors to undertake professional development and educational opportunities, as well as create policies that ensure no one is left out of the literacy picture. Those groups that have been historically disadvantaged, such as refugees with first language literacy needs or people with developmental challenges, will be considered in the work of the Ontario Literacy Coalition.

This issue of our newsletter is featuring the connection between the Ontario Literacy Coalition and the work of the four sectors: Laubach Literacy Ontario, Community Literacy Ontario, CESBA and the Colleges. It is important that the OLC maintain its relationship with these sectors that are providing important literacy and basic skills services through their programs and volunteer initiatives. It is also important to the literacy field, and to each of these sectors, that we understand the work that is taking place as part of a movement towards improving the lives of Ontarians with literacy challenges.

On a more personal note it is with some sadness that I write this piece for this issue of *Literacy on the Move*, as it will be my last in the role of President and Chair of the OLC. I am taking my leave of the board of directors to pursue other interests and I sincerely want to thank my colleagues on the Board, and the OLC staff, for their hard work and dedication to the goals of the organization. My work as a board director for the OLC has been worthwhile and rewarding. I know that I am leaving the OLC to be governed by a hard working and committed board of directors, and in the more than capable hands of our Executive Director, Anette Chawla and the staff team.

Sincerely,  
Aaron Cantor

*Past President and Chair*



# Laubach Literacy Ontario

By Robyn Cook-Ritchie

**L**AUBACH LITERACY ONTARIO (LLO) is a volunteer-driven, non-profit charitable organization dedicated to increasing literacy in Ontario, guided by the principles of “Each One Teach One”. LLO is a provincial network of 46 community-based literacy programs that utilize the services of volunteer tutors and tutor-trainers. Our trained and nationally certified volunteer tutors provide one-to-one and small-group instruction for adult students wishing to learn basic reading, writing, and math skills. Both practical and professional training is delivered to volunteer tutors by Laubach-certified trainers. There are approximately 2500 volunteer Laubach-certified tutors in Ontario.

The volunteer tutoring provided annually through LLO members represents approximately \$5 million worth of individualized education for literacy students, not including tutor training and other professional development workshops provided by or attended by volunteers.

LLO is affiliated with Laubach Literacy of Canada (LLC), which is the largest volunteer literacy organization in Canada. Currently, there are approximately 6,000 Laubach-certified tutors and 135 literacy councils in Canada. Through LLC, LLO is also affiliated with Pro Literacy Worldwide.

In 1981, several grass-roots literacy councils in Ontario, which were formed by Laubach Literacy of Canada, met to establish a provincial network, now known as LLO. LLO was incorporated on December 17, 1990 and has Charitable Registration status. An elected volunteer Board of Directors, a full-time Executive Director, and two part-time staff manage LLO.

LLO coordinates tutor-training for member literacy councils who do not have their own trainers or who request specialized supplemental training. LLO also coordinates Laubach trainer training in Ontario, and professional development opportunities. LLO advocates

for its councils, for volunteers and for literacy students through periodic outreach and public awareness campaigns. LLO participates in a number of events each year including Word on the Street (Toronto), the Warkworth Literacy Symposium (Campbellford) and The Road to Reading Festival (Barrie). The LLO board includes Student Representatives who can reflect the concerns and opinions of adult literacy students and network with other local, provincial and national student groups. LLO actively supports Councils in remote and isolated areas, such as the Northwest, through special funding to provide both local volunteer training opportunities and to enable them to attend training in other areas.

LLO’s Website is dedicated to providing free tutoring materials online. The Website lists name and contact information for all Laubach councils, as well as contact information for regional literacy networks across Ontario.

LLO works in partnership with LLC by coordinating national initiatives at the provincial level. These include the trainer apprenticeship program and the Laubach Enhanced Training System pilot program. LLO also partners on specific projects and initiatives with other organizations involved in both literacy and learning disabilities.

LLO is presently the lead organization in a two-year research study called “Factors Affecting the Success of Adult Students in Community-Based Literacy Programs”, in partnership with the University of Windsor.

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# Celebrating Community-Based Literacy!

By Joanne Kaattari and Vicki Trottier

## Community Literacy of Ontario

Community Literacy of Ontario (CLO) is a provincial literacy network. Our mission is to support the 105 Anglophone community-based literacy agencies funded by the Ministry of Training, Colleges and Universities. This year, CLO is pleased to celebrate its 10th anniversary!

CLO provides many services to our sector: sharing information, producing resources, hosting two Websites, providing online training and holding an annual conference. CLO also supports its members by representing the sector to funders and the literacy community. CLO has strong support from its sector and we are proud to have 91 community-based literacy agencies that are formal, paid members.

We are also proud of our dynamic board, staff and volunteer team. CLO is governed by a twelve-member board who represent literacy agencies from every region in Ontario. Twenty-two amazing volunteers support our staff.

Our office is located in Barrie, Ontario. CLO receives funding from the Ministry of Training, Colleges and Universities, the National Literacy Secretariat and member programs. For more information, please visit [www.nald.ca/clo.htm](http://www.nald.ca/clo.htm).

## Community-Based Literacy

Community-based literacy agencies in Ontario are busy, successful places that effectively deliver literacy training to a large number of people. These agencies deliver quality instruction to almost 16,000 adult learners in communities large and small throughout Ontario. Last year, agencies delivered 1.4 million training hours! Almost 60% of learners are learning at Ontario Literacy and Basic Skills Levels 1 and 2.

Both volunteers and paid staff work with adult learners one-to-one or in small groups. This learner-centred programming takes place in a variety of locations, including community

centres, libraries and literacy offices. Learner goals include employment (42%), further training (38%) and independence (22%).



Volunteers are an extremely important part of our sector. In 2003/4, volunteers gave 277,050 hours of their time! Volunteer activities include tutoring, serving on boards and performing administrative duties. On average, community-based literacy agencies in Ontario have 2.4 full-time paid positions and 52 volunteers! Learners also participate in agency operations, from program development to governance.

Partnerships are an important part of this sector. In fact, 90% of community-based literacy agencies partner with other community agencies, 77% partner with Ontario Works and 45% partner with local employers.

Literacy agencies in this sector are also extremely active in their communities. For example, 90% of agencies give presentations, 87% attend community events and 77% hold promotional events. Many agencies also receive support through community and corporate donations.

Community-based literacy agencies are characterized by learner-centred programming, personalized service, strong community involvement and partnerships, effective use of volunteers, meaningful involvement of learners and strong accountability to the community. All of these factors work together to give adult learners great places to learn.

The last word comes from an adult learner:

***“The literacy program has helped me to read and write—until now, I never thought I could!”***

*All statistics are from the “Information Management System” or CLO’s “Program Survey, 2003”.*



## CESBA

By Dave Neumann

CESBA IS AN ASSOCIATION of school board lead staff, managers and principals who are responsible for adult and continuing education programs delivered in communities across Ontario. CESBA assists in the coordination of the Managers of the Literacy and Basic Skills programs delivered by school boards. As such we hold two meetings a year for LBS Managers to share ideas and best practices.

With funding support from the Ministry of Training, Colleges and Universities and the National Literacy Secretariat, we are involved in field development work. Over the past few years we have worked hard to develop an approach to professional development activities for school board literacy practitioners.

September 2004 marked the launch of [www.LBSpractitionertraining.com](http://www.LBSpractitionertraining.com), an online resource to support initial and ongoing professional development training for LBS practitioners. This Website currently offers six courses of professional development training and an interactive self-assessment activity. As part of our 2004-05 field development project, on-line mentoring will be available for school board LBS practitioners.

### Professional Development Training

Originally published as a CD-ROM library for school board instructors, the six courses have been re-edited and updated for our Website for access by any LBS practitioner. While the courses provide good information on adult literacy education and the Literacy and Basic Skills Program in particular, the main focus is on providing strategies and skills training for designing quality, goal-directed, outcomes-based programming and for working effectively with adult literacy learners. The courses include:

**Module 1:** Literacy and Basic Skills 101

**Module 2:** Approaches to Adult Learners and Adult Learning

**Module 3:** Working with Adults with Learning Disabilities

**Module 4:** Planning the LBS Program

**Module 5:** Most Effective Training

**Module 6:** Professional Issues for LBS Practitioners

Although these courses are free of charge, practitioners are required to fill out a simple online registration form to provide us with usage statistics for ongoing planning purposes.

### Self Assessment Activity

The online self-assessment activity is an interactive tool that allows practitioners to assess and evaluate their professional skills and abilities and gives immediate feedback on professional knowledge, practice, accountability and conduct. It also generates a professional development plan of action based on each individual's self-assessment results.

### Mentoring

Ementor is a unique feature of the website. As part of our NLS funded 2004-05 field development project, *Measuring Quality Service in Mentorship for Practitioner Training Online*, school board LBS practitioners may access the services of a personal mentor as an added feature to the self-directed online training. Consultant Jane Barber will be leading this project. She will work with three mentors selected for their considerable experience and skills as LBS practitioners or managers. As the project proceeds, it will explore essential skills and good practice in online mentorship. Mentors do not provide instruction or evaluation; they do, however, listen and bring their knowledge and wisdom to the process as conversations unfold around day-to-day program challenges and related professional issues. The CESBA Literacy Committee will be the sounding board available to provide feedback and advice as the project moves forward.

# College Sector Committee for Adult Upgrading

By Lynne Wallace

THE COLLEGE SECTOR COMMITTEE (CSC) has extensive linkages within the Ontario College system through the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO). A volunteer organization since the 1980s, the CSC first received funding to support its activities from the Ministry of Training, Colleges and Universities (MTCU) in 1994. All 24 colleges (22 Anglophone and 2 Francophone) have representatives on the Provincial Working Group. A smaller Executive Committee with regional representation meets bi-monthly to provide guidance and support to the Executive Director, Lynne Wallace. The CSC office located in Sudbury is staffed by Lynne and Marla White. They can be reached on Tuesdays and Wednesdays at 705-675-2124. For more information about the CSC go to [www.collegeupgradingon.ca](http://www.collegeupgradingon.ca).

The college system provides a full range of literacy programming addressing the needs of those requiring literacy and numeracy skills (LBS 1-3) to those seeking to qualify for admission to post secondary education (OBS level). In the college system this training is usually called an upgrading or preparation program. Students can enroll in college programming through LBS/OBS funding or can pay fees to attend.

The primary focus of the CSC is to provide support and guidance to college-based adult upgrading programs by conducting research, facilitating inter-college communication and organizing training for managers, faculty and support staff. The CSC annually compiles the year-end LBS/OBS stats and compares them to previous years. In 2003-2004 a total of 13,387 students accessed college preparatory

programming through LBS/OBS funding. 78% of college clients identify further training as their goal; 18% identify employment goals; 4% participate for personal reasons. The number of students identifying further education as their goal has been steadily growing since 1999.

Since 1995, the CSC has collected data on the success of adult training students who go on to

post secondary and trades training. Data compiled from 18 colleges for the 2002-2003 school year shows that enrollment in technology programs has increased the most and has remained high in health sciences. At the end of the first semester, 82.2% of students who enrolled in first-year were successful. This indicates that college upgrading programs not

only prepare students academically for the rigors of post secondary studies, but also assist them in making the right career choices.

The current focus of the CSC is on providing adult students with credentials which help them access further education and employment. In July 2004, the Academic and Career Entrance (ACE) program was approved for college delivery. The ACE certificate is an adult credential equivalent to Grade XII. Curriculum is identified for 11 subjects, including Communications (English) and Core Math.

A second credential, available only through colleges, is the Test of Workplace Essential Skills (TOWES). This is a nationally recognized tool which measures a person's ability in reading text, using documents and numeracy. It provides a credential relative to a specific occupation. For more information, log on to [www.TOWES.com](http://www.TOWES.com)

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**The college system provides a full range of literacy programming addressing the needs of those requiring literacy and numeracy skills...**



# Stories of Learners from the Four Sectors

## College Student Profile

Students in college upgrading programs enrol for a variety of reasons and have very different backgrounds and experience. Sherry Lin Terry is a 38 year old single parent of 4 children who enrolled at Fanshawe College to get a credential other than her basic high school diploma. She had previously worked in restaurant and agricultural environments. Her experience in upgrading convinced her she could succeed in a post-secondary program. She will graduate this fall from the Developmental Service Worker Program with an additional Educational Assistant endorsement. She is considering entering the Social Service Worker program in September 2005 after finishing the accelerated Early Childhood Education Program. She is receiving the Mary Anne Darling Award for volunteer work in the community and the Community Visions Award for an essay on her personal vision for her community. Ultimately she would like to work in correctional services with young offenders. She says her teachers provided the self-esteem and positive reinforcement to succeed. Her teachers just say, "She is awesome!"

Sonal Patel is an Indian immigrant who has struggled to reconcile traditional cultural forces with her own quiet feminism and determination to achieve something for herself. She acquired experience working as a volunteer in primary schools and has enrolled in the Early Childhood Education program at Sheridan College. In order to enrol this fall, she worked very hard to finish her upgrading in a very short period of time.

## Alien

Before I started learning to read and write, I felt like I was from another planet, like an alien or a person who looks strange or unfamiliar.

When my tutor helps me to decipher letters that make up words, that sounds to me like notes being played on an instrument and you have to hit the right notes to get the sound.

It seems to me that my tutor and the people that run the Literacy Council of Burlington program are welcoming me to their world. I wonder how I would be able to really thank them for what they have given me—the ability to read and understand what I am reading.

Maybe some day on my journey of life, I will help someone to read and write because I could never forget the help I received from the Literacy Council of Burlington.

**Story by an anonymous Laubach learner enrolled in Literacy Council of South Burlington program**

## Story by CESBA Learner

An edited excerpt from an award-winning article written by Peter, an adult learner in the LBS program of the Toronto District School Board.

Coming back to school is maybe the best choice I have made in my life. This event has changed my life.

Prior to being in school my life was not too much fun. At times when I was faced with a challenge that required reading, writing or spelling, I would be the first to run from it. Going through life day by day and having to depend on people to do things for me at times can be embarrassing.

In the year 2002 I went on a trip from Toronto to Trinidad. ...The girl and I went out to lunch and with me trying my best to impress the girl, the most embarrassing thing happened to me. She suggested since my job is cooking and working in a restaurant, that I recommend something on the menu. I tried to hide it as much as possible; I could not read one thing on the menu. That's when I sat and thought for a while. I said to myself that I had to do the right thing for myself and go back to school.

After coming back to Canada the first thing I did was to register in a school, which is the LBS program.

Now that I have been in school for about one year my progress has been good. My reading, writing, and spelling have gotten so much better, it's like I have the confidence to reach whatever goals I set my mind to.

Have you ever woken up and started living?

## Interview with Joanne Sweet

*By Vicki Trottier, Literacy Council of South Temiskaming,  
for Community Literacy of Ontario*

Joanne Sweet is a 50-year-old grandmother who has been attending the Literacy Council of South Temiskaming for the past few years, a community-based literacy program in Northeastern Ontario.

When Joanne first started coming to the Literacy Program, she was recovering from a serious illness and was unable to manage her own affairs. Now, she looks after her own banking, and she lives in her own apartment where she has organized a walking group and arranges regular pot-luck dinners.

Joanne explains why she likes coming to the Literacy Council: "At this point in my life, I don't have to worry about getting my high school diploma or other formal education. Here I can work on my own or in a small group. I get confused working in a larger group; I like the individual attention I get here."

During the time she has spent at the Literacy Council, Joanne has improved her communication skills from a Level 1 to a beginning Level 3. She is happy to share those skills with others and spends part of her day tutoring some of the other learners at the Council.

Joanne has a few words of advice for other adults who might be nervous about returning to school. "Even if you can't work or you think you can't learn, you might surprise yourself. It's important to keep your mind busy, and the literacy program is a great place to do that. It's made a big difference in my life, and I'm glad it's there for me."

## Interview with a Community Literacy learner

# Perceptions of ability—

## A REVIEW OF RECENT RESEARCH

By Pat Campbell

**G**RACE MALICKY, HERB KATZ, MARY NORTON, AND CHARLES NORMAN (1997) published a study that explored the nature of literacy learning in a community-based program. Three men and two women participated in two to three conversational open-ended interviews over a six-month period. A brief description of one of the findings and implications follow.

The five participants were perceived by the program coordinator as successful learners, yet all five underestimated their ability to read and write, partly reflecting feedback obtained at [public] school. Bill, a student, illustrates this contradiction in the following statement: “Well, just my mind kept saying I couldn’t read and write even though I was reading and writing at the same time, mostly reading.” Bill had learned to think of himself and behave in ways that were representative of the views of others, yet he also resisted these views.

The researchers used the concepts of reproduction and resistance to explore the students’ perceptions of their literacy abilities. Reproduction of dominant ideologies was evident when the students blamed themselves for having difficulties to read, while resistance was evident when the students expressed that the [public] school had been at fault.

Thomas, one of the learners, speaks to these competing tensions: “It wasn’t all my fault. I mean it wasn’t all the school’s fault too. I mean there’s both ways, cause if I felt they weren’t interested in teaching me, then I got the attitude, well I don’t want to learn.”

Clearly, students were profoundly affected by their early school experiences, a finding that has been confirmed in other studies (Long & Taylor, 2002; Millar & So, 1998). Millar and So found that learners had a great need to share their prior school experiences with others and that participation in a cohort group reduced feelings

**The five participants were perceived by the program coordinator as successful learners, yet all five “underestimated their ability to read and write, partly reflecting feedback obtained at [public] school”.**

of isolation, providing a sense of belonging, comfort, and encouragement.

In summary, it might be beneficial to create safe spaces and places in programs for students to share their prior learning experiences and perceptions of themselves as learners. By doing this, learners would have an opportunity to collectively discuss, analyze, and perhaps resist the dominant and deficit ideologies framing their perceptions. For more information on these studies, check out the Directory of Canadian Adult Literacy Research in English at <http://www.nald.ca/crd/>

Long, E. & Taylor, L. (2002). *Nonparticipation in Literacy and Upgrading Programs: A National Study. Stage One: Interviews from across Canada*. Toronto, ON: ABC CANADA.

Malicky, G.V., Katz, C.H., Norton, M. & Norman, C.A. (1997). Literacy Learning in a Community-based Program. *Adult Basic Education*, 7 (2), 84-103.

Millar, R. & So, J. (1998). *Learning and Talking Together*. Winnipeg, MB: Journeys Adult Education Centre.

# LiteracyWorks! Conference

IT WAS WONDERFUL TO SEE SO many of our colleagues and friends at the OLC LiteracyWorks! Conference last June in the lovely city of Hamilton. The conference provided a great opportunity to do some networking, re-establish connections and discuss literacy as a group, as well as take part in some valuable professional development. It was so good to see old friends, meet new ones, and to finally put some faces to those we have heard of, or worked with at a distance, over the years.

The OLC would like to thank all who came, presented, volunteered and helped out. Your time and care was greatly appreciated.

We hope to see you all next time.



President and OLC Chair,  
Aaron Cantor



Guest Speaker, Senator Fairbairn.  
For the full text of the Senator's fiery speech visit [www.on.literacy.ca](http://www.on.literacy.ca).



The full program schedule makes for hungry delegates.



The busy reception area



Tim Nicholls Harrison

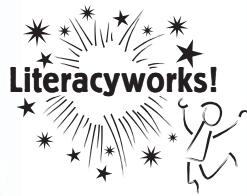


Kathleen Conway



Cindy Davidson

# Conference Presenters



Pennynn Tibbits



Jenny Horsman



Larry Loyie



Anne Ramsay

# Frances Lever Memorial Award 2004

By Mary Wiggin, Chair, Frances Lever Memorial Award Committee

THE ONTARIO LITERACY COALITION IS PLEASED TO announce that **Betty Grant**, a tutor with Program Read in Sault Ste. Marie, is the 2004 recipient of the Frances Lever Memorial Award. She received her award at the Literacyworks! Conference, in Hamilton, on June 19.

Betty was one of the original tutors when Program Read started in 1987 and she has been tutoring continuously for over 16 years. She was nominated by Michael Shaughnessy, a former student, who said that no one could be more deserving of the award than Betty Grant. He attended the award presentation and his wonderful nomination letter was read to the audience. Here is an excerpt:

*As a former student of Betty's, I feel there are no words to describe what she did for me. Before I worked with her, I couldn't read or write, even though I had completed grade 12. I thought I'd go through the rest of my life not reading or writing. My self-esteem was low. There were many things I avoided because I couldn't read, e.g., going to movies..., taking a bus by myself....*

*Betty worked with me once a week for several years. She gave me work to do during the week, marked my work and gave me feedback on how I was doing. ...She had high expectations for me and pushed me to do my best. Her belief that I could learn was contagious because I began to believe it myself.*

*For the last two years I have been going to Sault College. Basically, I can read anything I want to read now. I'm more self-confident, outgoing and independent. It's a whole new life!*

Betty Grant has been volunteering most of her life. Her father instilled in her the importance of contributing and giving back to the community. When she retired from nursing, she really devoted herself to volunteer work. She taught ESL which led her into work at Program Read. She has been active with Big Sisters for many years, is involved in work for her church and befriends people who are shut-in, driving them



Betty Grant, 2004 Winner of FLMA

to appointments or taking them shopping or just out for coffee.

In a note she wrote after the award presentation, Betty said, "I feel truly privileged to have been chosen to receive this award, named in memory of this wonderful, caring, giving woman. I will treasure it forever."

Like Frances Lever, Betty is an individual who personifies dedication and always goes above and beyond the requirements of her volunteer duties. She quietly contributes in a variety of ways without any thought or desire for acknowledgement. The Ontario Literacy Coalition is delighted to honour Betty Grant for her many contributions to literacy and to her community.

There were many nominations for the 2004 Frances Lever Memorial Award. The Ontario Literacy Coalition is pleased to recognize the following dedicated individuals who have contributed so much to the literacy field in Ontario:

|                  |                       |
|------------------|-----------------------|
| Kim Brooks       | <i>Hamilton</i>       |
| Don Lacroix      | <i>Elliot Lake</i>    |
| Jennifer Horsman | <i>Toronto</i>        |
| Henry Morris     | <i>Iroquois Falls</i> |
| Jane Jackson     | <i>North Bay</i>      |
| Dorothy Papineau | <i>Embrun</i>         |

# Foundational Training in Family Literacy

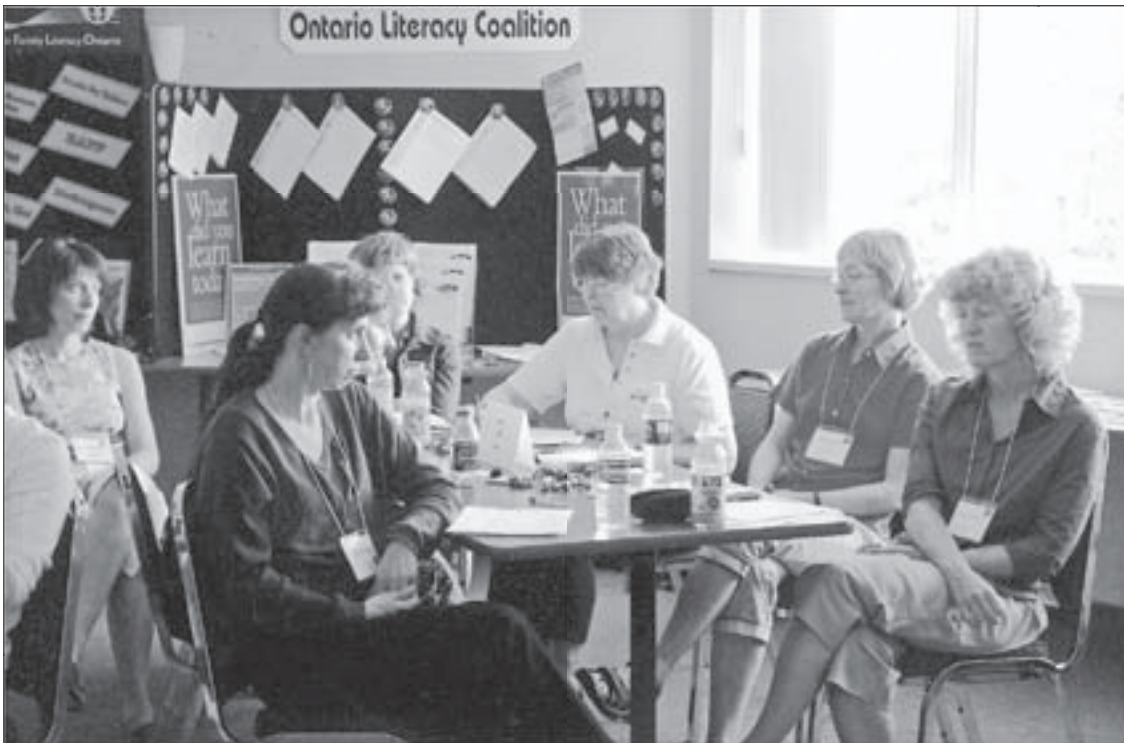
By Lorri Sauve and Lesley Brown

THE ONTARIO LITERACY COALITION was pleased to be able to coordinate the *Foundational Training for Family Literacy* that ran for 6 days from July 23 to 28, 2004. Twenty-five delegates from across Ontario gathered in Barrie, Ontario to attend this event. They represented a cross section of family literacy, adult literacy and early childhood development practitioners. The delegates were accepted to the Institute with the understanding that they commit to develop a work plan that would outline how they intended to promote and support family literacy in their respective communities upon returning home from the training.

Each day delegates heard from a number of facilitators and presenters. Anne Ramsay of the Project READ Literacy Network delivered the opening address, highlighting the importance of linking adult literacy, family literacy, and early childhood education. At this initial meeting, the five main facilitators talked about their dreams for family literacy in Ontario and highlighted that they would be asking the delegates to be

reflective practitioners throughout this entire conference.

On Saturday, delegates were given a lot of information to discuss and digest regarding *Understanding Family Literacy*. Margaret Maynard and Penny Smith-Jensen co-facilitated this module and gave the delegates time to determine a definition for family literacy. On Sunday, delegates participated in *Understanding Emergent Literacy* co-facilitated by Penny and Margaret and *Understanding Children and Their Development*, co-facilitated by Susan Switzer and Kathie Notwell. Here delegates took part in an activity called "Power Flower" and came away with a different perspective on what power means in our society, and ways in which family literacy programs should consider this in their program planning. Sunday evening, Ningwakwe (Priscilla George), joined us to discuss *Aboriginal Literacy*, highlighting the importance of factors not traditionally recognized in the learning and growing process such as the spirit and heart.



Delegates of the Foundational Literacy Training reflecting on the work of the day.



Active participation from delegates of the Foundational Training.

Monday, the *Dynamics of Working with Parents and Working with Families in a Family Literacy Setting* were the next two presentations. Susan and Kathie co-facilitated the morning session and Penny and Kathie the afternoon's. Mary Reynolds from AlphaPlus Centre was the luncheon speaker. She talked about the various family literacy resources available on loan from the AlphaPlus Centre. Monday evening, Rob McBride from the National Film Board detailed an interesting project called "Talespinners." This project has Canadian Children's authors' books translated to video in addition to family literacy activities. Robert Munsch is one of the four authors included in this project.

Tuesday morning modules included *Working with Communities* and *Evaluating Family Literacy Projects*. Lorri Sauve and Margaret co-facilitated the first one and Sue and Lorri co-facilitated the second module. In the late afternoon, Joanne Kaatari from Community Literacy Ontario led a discussion surrounding the next steps for Foundational Training in Family Literacy that included both on-line and face-to-face examples.

The final day, *Best Practices*, was co-facilitated by the Institute participants and the facilitators.

The facilitators gave a brief overview of best practices in family literacy and then watched as the delegates put best practices into context. All participants did an amazing and creative job of capturing the best practices of family literacy. All the delegates were awarded for their hard work with certificates from the Centre for Literacy in Edmonton, Alberta. The Institute's evaluations were very positive, with many participants expressing the experience of paradigm shifts and many "aha" moments. It is our hope that what falls out of the Institute is that "family literacy becomes an integral part of every community, something that is as accepted and accessible as going to school."

This training was made possible by generous funding from the National Literacy Secretariat, and the expertise and commitment of the following certified trainers: Susan Barry, Margaret Maynard, Kathie Notwell, Penny Smith-Jensen, Susan Switzer and Lorri Sauve. The planning for this important event was undertaken by dedicated committee members that included: Alimany Bangura, Margaret Maynard, Sue McCormack, Susan Switzer, Adele Thomas and Lorri Sauve.

# Projects at OLC for 2004-05

LESLEY BROWN HAS RECENTLY RE-JOINED the Ontario Literacy Coalition as the new Director, Program Development, and begins her tenure by highlighting four of the projects that she will be managing.

## Workforce Literacy Symposium: Building Linkages for Action Among workforce Stakeholders

**1** The OLC plans to hold a one-day workforce literacy symposium in the Toronto area to bring together 40-50 key partners from across the province who have an investment in assisting clients with literacy challenges to obtaining and maintaining employment and preparing for better-paying jobs. The purpose of the symposium is to provide an opportunity for the stakeholders to identify and discuss current opportunities, challenges and needs with respect to literacy development for employment; as well as to share information on current best practices and to provide an opportunity to strategize for coordinated provincial, regional and local action.

## Attracting Learners and Dispelling Myths—A Literacy Awareness Campaign

**3** This third major public awareness campaign will focus on encouraging and prompting potential learners to take a positive step and contact a literacy program, as well as inspire others to support the literacy field. We intend to have a provincial flagship event during UNESCO's Adult Learners Week, which will be celebrated in the spring of 2005. Other promotional activities will include public service announcements.

## Furthering the Work of Action for Family Literacy

**2** This project continues to support the efforts of *Action for Family Literacy (AFLO)* to carry out the various activities that both promote family literacy awareness and programming support to other literacy practitioners, policy makers and the general community. AFLO will focus their work on three main areas this year that cover: marketing and communication, outreach and public awareness and research. These areas of future development will enable a more coordinated approach to outreach and public awareness in promoting the concept of family literacy across the spectrum of lifelong learning.

## Workforce Literacy Bulletins for LBS Practitioners and Learners

**4** To build upon the workforce literacy expertise developed within Literacy and Basic Skills (LBS) programs, we plan to further support the field by developing two series of short, easy-to-read, accessible bulletins focused on relevant workforce topics: one for practitioners and another for LBS learners. Content for these bulletins will cover common assessment, goal setting, planning learning, use of authentic material and demonstrating progress.

We are looking for interested people to serve on our advisory committees for these projects, as well as individuals and programs who would be willing to participate in focus groups, field testing and reviewing some of the resources when they are completed. Connection with members of the literacy community will continue to ensure the quality of these products in serving and supporting the literacy field. Watch for information on the OLC Website and through AlphaCom. If you are interested in getting involved please contact Lesley Brown at the OLC by phone, 416-963-5787, ext. 27 or by e-mail at [lesley@on.literacy.ca](mailto:lesley@on.literacy.ca)

Thanks to the National Literacy Secretariat and the Ministry of Training, Colleges and Universities for supporting this work.

# New Resources from the Ontario Literacy Coalition

## Supporting Learning, Supporting Change— Program Approaches to Building Self-Awareness and Self-Direction

### An OLC Working Group Report

Written by Katrina Grieve for the Ontario Literacy Coalition, 2004

Find out how other practitioners work with self-awareness and self-direction. This report documents the work of five adult literacy practitioners who set out to develop, or assess, and document different approaches to supporting learners in building self-awareness and self-direction. The group was made up of practitioners from all over the province who represented different sectors, program contexts and learner needs. Contains workshop and program outlines as well as some of the forms, evaluations and tools used in the programs.

Cost: \$15 + taxes, S&H



## Supporting Learning, Supporting Change— Developing an Approach to Helping Learners Build Self-Awareness and Self-Direction

### An OLC Guide for Adult Literacy Programs

Written by Katrina Grieve for the Ontario Literacy Coalition, 2004

A how-to guide to help practitioners start to develop self-awareness and self-direction approaches that will work for their program and students. Field-tested by literacy practitioners from all sectors, all over the province, and used by the OLC From Research to Practice Working Group, this valuable resource helps practitioners apply the findings of the OLC research project.

Cost: \$10 + taxes, S&H

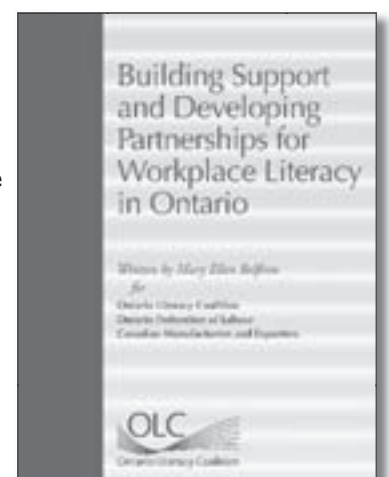


## Building Support and Developing Partnerships for Workplace Literacy in Ontario

Written by Mary Ellen Belfiore for the Ontario Literacy Coalition, Ontario Federation of Labour and Canadian Manufacturers and Exporters, 2004

This report is for those who are interested in developing partnerships for workplace literacy in Ontario between business, labour and the literacy community. It provides insights into the current status of workplace literacy in Ontario and how it is time for the three key stakeholder groups to begin sharing and learning from each other. Building on consultations with representatives from the literacy community, labour and business, the report offers suggestions for how workplace literacy can be supported and concludes with recommendations.

Cost: \$15 + taxes, S&H

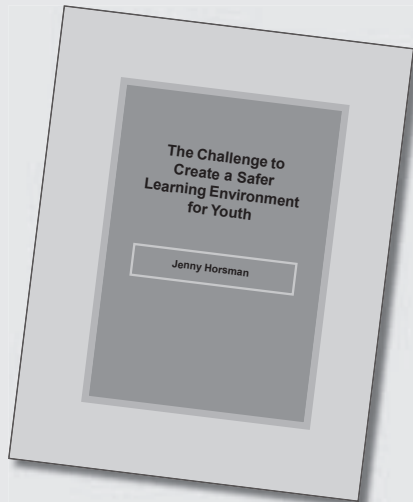


# The Challenge to Create a Safer Learning Environment for Youth

## REPORT FROM RESEARCH WITH YOUTH

Read the findings of a year-long research study carried out in Ontario to

- ▶ deepen understanding of the complex picture of how violence affects learning,
- ▶ examine how school responses play a part in creating this picture, and
- ▶ strengthen the possibilities to support learning for youth in high schools and in youth literacy and training programs.



The full 83 page report *The Challenge to Create a Safer learning Environment for Youth* by Jenny Horsman costs \$10 (plus mailing). **To order please e-mail to [feedback@jennyhorsman.com](mailto:feedback@jennyhorsman.com)**

To download this publication for free, or to read more about violence and learning, please **visit the website:** [www.jennyhorsman.com](http://www.jennyhorsman.com)

The OLC is sending out regular e-mail updates,

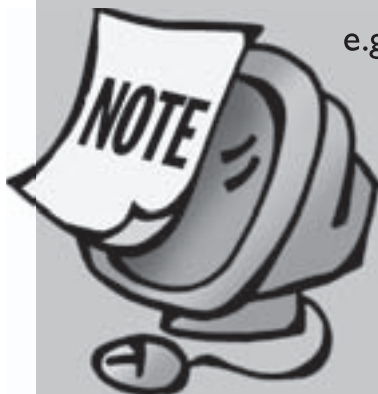
e.g., election information, and family

literacy updates. **Make sure**

**we have a current e-mail address on file for you.**

Send your e-mail address to

[olc@on.literacy.ca](mailto:olc@on.literacy.ca).



## Literacy on the Move

Literacy on the Move is published three times a year by the Ontario Literacy Coalition



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The articles in **Literacy on the Move** do not necessarily reflect the view of the Ontario Literacy Coalition but are published to share experience and stimulate interest in, and discussion on, adult basic literacy and numeracy issues.