



## Literacy Practitioner Training

# Getting Started Online Handbook

Nova Scotia  
Practitioner Training and Certification Program



# Nova Scotia Practitioner Training and Certification Program

*Practitioner's Handbook  
for Getting Started*

Literacy Nova Scotia  
Truro, Nova Scotia

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# Welcome to the Nova Scotia Practitioner Training and Certification Program

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This is a foundational program for training adult literacy and numeracy practitioners, whether they are paid instructors or volunteer tutors, working in a classroom or one-to-one; it is for those who are new to teaching and tutoring, who want to work with adult learners, and also for people who have experience teaching in the K-12 system or with second language learners who want to transfer their skills to working with adult literacy learners. Participants who successfully complete the program will be granted a certificate by the Nova Scotia Department of Labour and Workforce Development.

## Goals of the program

As you work through the modules of the training program, we hope you will:

- recognize and value the strengths you already have to bring to your work with adult learners, and take the opportunities provided to develop more strengths in other areas
- make connections with other literacy practitioners in your area and around the province
- broaden your knowledge of the Nova Scotia School of Adult Learning
- learn specific teaching techniques and strategies for working with learners
- come to see the many separate aspects of being a literacy practitioner, and understand how they weave together to make an organic whole
- experience a model of teaching and assessment that you can transfer to your work with adult literacy learners

## Format of the program

There are nine modules in the program, plus a short practicum. One of them, (“What’s Your Message? Relating to the Adult Learner”) is delivered in a workshop format, approximately five hours long. The other eight modules are delivered online, with a facilitator. Each of them requires about eight hours to complete, spread over four weeks. This includes linking to sites on the internet, reading, taking part in online discussions with other participants, doing online activities, and completing assignments. Each module includes one assignment; when the assignment is successfully completed, credit for the module is granted.



## Program Requirements

It is strongly recommended that all practitioners, especially if they are new to the field, start by taking the module called “Literacy, Adult Learners and YOU!” Other modules may be taken in any order.

To obtain the certificate, practitioners must successfully complete *a practicum* plus six modules, as follows:

1. ALL of these three modules:
  - Literacy, Adult Learners and YOU!
  - What’s Your Message? Relating to the Adult Learner
  - Integrating Information Technology (IT) Skills Into Your Teaching
2. ONE of these three modules:
  - The Beginning Reader: Basics
  - Techniques for Teaching Reading, Writing and Spelling
  - Communications: Learners in Transition
3. ANY TWO other modules:
  - Teaching Math: Basic Principles
  - Teaching Math: Keeping It Real
  - Learning Challenges
  - Or, more of the options given in number 2, above

# Frequently Asked Questions

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## **What if I'm not sure my computer skills are good enough to take an online course?**

The orientation, "Getting Started Online" is made for you. It will introduce you to the site you will work on for each module. Besides a written manual and some independent work, a facilitator and a technician will offer to walk you through it by phone or in person, and make sure you know how to manage the site, how to post messages to the course facilitator and other participants, and how to keep track of the material.

## **How long does the program take?**

You may take the modules as quickly as they are available, if you wish, and complete the program in six months or less, or you may take breaks between modules and take up to two years to complete the program.

### *Can I take more than six modules?*

Yes. You will be granted a certificate as soon as you complete the requirements of the program, but you may go on to take more modules as you wish.

### *What about non-teaching staff?*

Coordinators, supervisors, other administrators, receptionists, board members and so on will benefit from the following modules, and could take them as a matter of professional development: "Literacy, Adult Learners and YOU!" and "Learning Challenges."

# Description of Modules and Practicum

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## **Orientation: Getting Started Online**

The on-line orientation will introduce you to the website for the program; orientation activities will ensure that you can navigate the site and read and post messages to the facilitator and other participants. Your facilitator and computer technician will be available by phone if necessary. The orientation activities may take less than hour if you are very comfortable with e-mail and other software, or a couple of hours if you have more to learn.

## **Literacy, Adult Learners and YOU!**

Who are the adults who come back to school to do the basics? You'll meet some in print, in video and in person. You'll broaden your knowledge of the Nova Scotia School of Adult Learning, and the programs and resources it offers, as well as taking a look at adult literacy through the lens of Literacy Nova Scotia. Finally, you'll think about yourself as a practitioner. What do you have to offer? What do you need to develop? What are the joys and satisfactions that come with working with learners in the adult learning program? Is this the place for you?

## **What's Your Message? Relating to the Adult Learner**

This module is a one-day workshop, delivered at various places in Nova Scotia. It puts you in the same room with your facilitator and other practitioners taking the course. Relationships with learners are carried on in complex situations—often in public, each of you with assumptions and expectations, and both of you pressured by time and the need to cover content. You will spend the day looking at some common scenarios that happen between adult learners and instructors and tutors. You will learn some techniques you can use to make your relationships with learners less difficult, so you can do what you really came for—teaching and learning.

We'll let you know when and where it is offered, so you can pick the one you want to attend.

## **Integrating Information Technology (IT) Skills into Your Teaching**

There is more variety now in teaching reading and math because of the resources you'll find on the internet, and because of new computer programs designed to help learners with the subjects. Learners also use and want to learn to use the internet and everyday software to keep up with friends, to look for information, to share photos, to write, to organize a family tree, etc. You may be very new to this technology or an old hand, but you'll find a richness of resources in this module, and a chance to think about some of the issues that come with the technology.

## **The Beginning Reader: Basics**

In this module, videos of tutors and instructors working with beginning readers are used to illustrate some of the principles of teaching the skills of reading, writing, listening and speaking, with an emphasis on using those skills in a real-life situation. Some specific teaching techniques are introduced.

This module is recommended for practitioners working with learners in Levels I and II.

## **Techniques for Teaching Reading, Writing and Spelling**

How do we teach these basic skills? How do we “mark” learner writing? How can we improve skills and self confidence at the same time? Some very specific techniques and strategies are introduced in this module to get you started, or to supplement the work you already do.

This module is recommended for practitioners working with learners in Levels I and II.

## **Communications: Learners in Transition**

The learner who is making a transition to further education or training needs to take all the communications skills s/he has learned and apply them to ever more academic, more abstract, more complex reading material and writing assignments. The skills are the same, but suddenly the newspaper story becomes a biology text book and the language experience story becomes a five paragraph essay with a very strict form!

This module is recommended for practitioners working with learners in Levels II and III who are planning to go on to higher levels of the adult learning program, or to other training, or to take the GED.

## **Teaching Math: Basic Principles**

What’s current in teaching basic math to adult learners? How can I help learners develop the ability to do mental math? How can I help them remember facts and processes automatically? How can I deal with learner resistance? This module uses content from Levels I – III and the GED to illustrate some techniques and strategies for teaching, using manipulatives, games, models, diagrams, and print and internet resources.

## **Teaching Math: Keeping It Real**

Topics in this module include developing number sense, using real life applications of math, finding and sharing links to interactive online sites for learners, marking for confidence and test preparation. It uses content from Levels I – III and the GED to illustrate some techniques and strategies for teaching

## **Learning Challenges**

Learners in the Adult Learning Program face many challenges—learning difficulties, experiences of violence or trauma, physical and mental health issues, lack of money,

family responsibilities... Our focus in this module is on how practitioners can teach so that learners can deal with the challenges and achieve their educational goals. We will see that we don't need a different kind of teaching program or a different set of strategies to deal with each kind of challenge. Rather, teaching practices that support learners to overcome one challenge have a lot in common with strategies to support their efforts to overcome other challenges.

## **The Practicum**

It is expected that after the first module, "Literacy, Adult Learners and YOU!" participants in the program will be working with a learner or a group of learners. Many of the modules include an assignment or activity that asks participants to try something out with a learner. If you are not working with a learner at the time of taking a particular module, alternative activities are provided.

At any time after taking "Literacy, Adult Learners and YOU!" a participant in the program may complete the "floating assignment," which consists of planning a session with a learner, carrying it out, and reflecting on the experience, with the help of a mentor who is an experienced practitioner. This assignment will complete the practicum.

The certificate will not be awarded until the practicum is completed.

# Orientation: Getting Started Online

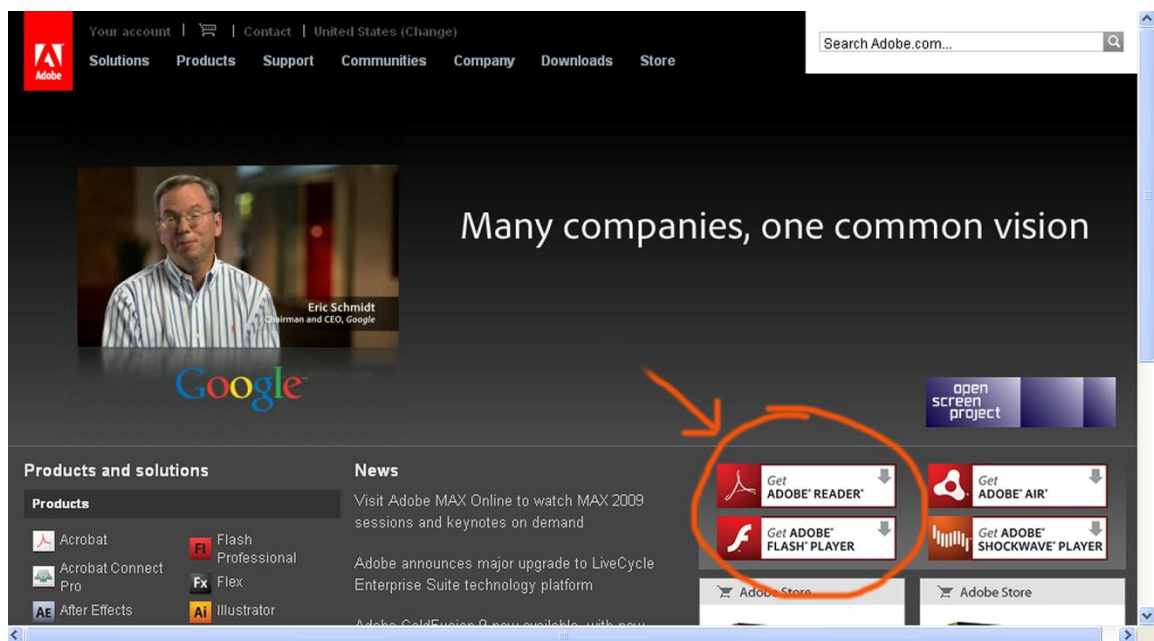
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## Download Adobe Reader and Adobe Flash Player

You will need these programs to participate in this and other modules.

To download these programs free, go to <http://www.adobe.com/> and, click on the button marked “Get Adobe Reader.” Follow the instructions on your screen.

When the download is complete, return to <http://www.adobe.com/> and click on the button marked “Get Adobe Flash Player.”

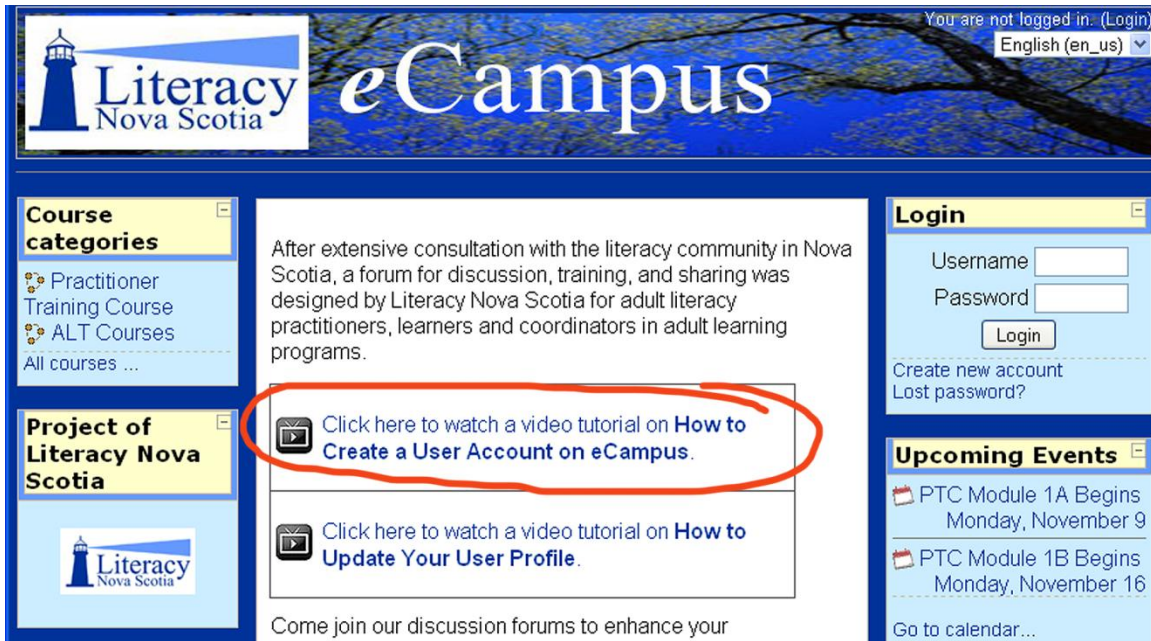


## The Practitioner Training Site

The website for the practitioner training course is the Literacy Nova Scotia e-campus, at <http://ecampus.ns.literacy.ca/>. Most people like to bookmark that site, so they can get back to it easily. To begin a module, you will need a user account, and, the first time you log in to a module you will need the enrollment key sent to you by Literacy Nova Scotia.

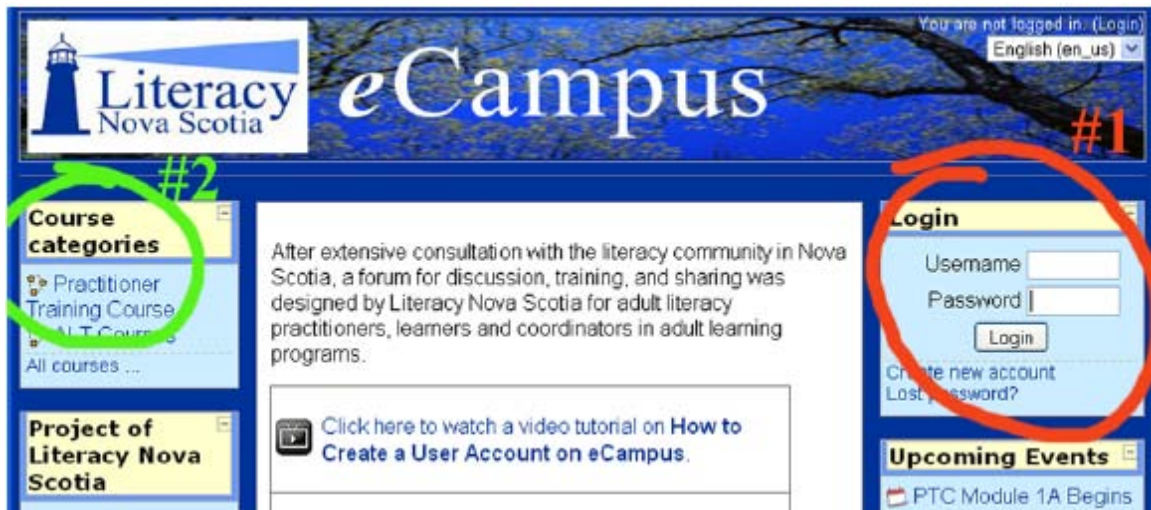
### *Get a user account*

If you already have a user account on the e-campus, skip this step. If you do not have a user account, go to <http://ecampus.ns.literacy.ca/>, where you will see “Click here to watch a video tutorial on how to create a user account on e-campus.” Click and follow the instructions.



### Get into the module

Go to the e-campus (<http://alt.ns.literacy.ca/>). Log on the site by putting in your user name and password. Then click on Practitioner Training Course and click on the name of your module.



Enter the four digit enrollment key you received from Literacy Nova Scotia, and you are into the module. You will not need to enter that code again—every time you log into the site, all the courses you are currently registered in will be open to you.

## Update Your Personal Profile

On the main page of the module, look at the second box in the left hand column, marked “People.” Click on “Participants” and a list of names will open up. Click on your name, and your profile will appear. Click on the second tab, marked “Edit profile.”

There are three parts to editing your profile: first, some personal information and preferences; second, your bio; and, third, your photo. You can work on each part separately, but **in order to save your work**, you must scroll all the way to the bottom of the page and click on “Update profile.” Until you have clicked “Update profile,” do not close the panel or use the “back” button, or you will lose the work you have done.

### *Personal Preferences*

When you click on the second tab, “Edit profile,” you will see a section (“General”) which includes a set of questions; type your answers in the space provided. Questions marked with a red asterisk (\*) are required. Save your work by scrolling to the bottom of the page and clicking on “Update profile.”

At the top right of your screen you can show/hide “advanced.” If you click on the word “advanced” you will get a longer list which includes settings about your preferences. Many people find it useful to check “Yes,” under forum tracking, so that they can easily see what’s new when they return to the site.

### *Your Bio*

At the bottom of the “General” section, there is a box for your description of yourself, so give us a brief bio. Please give the name and location of the ALP program you are associated with, and tell us about your involvement in literacy. You may want to compose your bio in a word processing program, then copy and paste it into the box. There is a separate box (optional) for your interests. Save your work by scrolling to the bottom of the page and clicking on “Update profile.”

### *Your Photo*

The next section is for your picture. This picture must be stored on your computer, and be no more than 8 MB in size. Click on the “Browse” button and find the picture file on your computer. Click on the file name, then on “Open” in the same window. If you are not sure how to get a photo of yourself onto your computer, ask someone with a digital camera to take a picture and show you how to save it to your computer, or ask for help. Save your work by scrolling to the bottom of the page and clicking on “Update profile.”



## Post a New Message

The image shows a screenshot of a forum post form titled "Your reply". At the top, there is a "Subject\*" field with the text "Re: Instructions" and a "Message\*" field with a question mark icon. Below these fields is a rich text editor toolbar with various icons for text formatting (bold, italic, underline, strikethrough, text color, background color, link, unlink, list, indent, outdent, undo, redo) and an emoticon button. The main text area contains several paragraphs of instructional text. On the right side of the text area, there are two vertical scroll bars. At the bottom of the form, there are several options: "Format" set to "HTML format", "Subscription" set to "Send me email copies of posts to this forum", an "Attachment (Max size: 500KB)" field with a "Browse..." button, and a "Mail now" checkbox. A "Post to forum" button is highlighted with a yellow circle. Annotations include: an orange circle around the toolbar with the label "Formatting buttons"; a purple circle around the emoticon button with the label "Emoticon button"; a green arrow pointing to the right scroll bar with the label "This scroll bar moves the message up and down"; a purple arrow pointing to the left scroll bar with the label "This scroll bar moves the page up and down"; and a yellow circle around the "Post to forum" button with the label "Click this button to save and post your message".

Subject\* Re: Instructions

Message\* ?

Formatting buttons

Emoticon button

This scroll bar moves the message up and down

This scroll bar moves the page up and down

Click this button to save and post your message

Post to forum

There are required fields in this form marked\*.

Use the “breadcrumbs” (scroll down to the bottom of the page) and click on “forums.” Click on the name of the forum you want to post a message to. When the screen changes, you will see a grey bar that says, “Add a new discussion topic.” Click on that bar, and write your message in the box that appears. Take some care with writing the subject of your message. It should give readers a clear idea of what your message is, and differentiate it from other topics in the same forum.

When you have finished typing, scroll down to the bottom of the page and click on “Post to forum.” Remember, if you close the message form or use the “back” button before posting, you will lose everything you have written! For this reason, you may wish to compose and save your message in a word processing program, then copy and paste it into the message form when it is finished.

As your message gets longer, another scroll bar will appear on the right of the page. This makes two scroll bars. The scroll bar on the far right controls the whole page. Use it

to scroll to the bottom to post your message. The other scroll bar, to the left of the one we've just talked about, lets you move up and down in your message only.

**When you are finished your message, scroll down to the bottom of the page and click “Post to forum.”** You will see a message that you will have 30 minutes to edit your message, or delete it, before it is posted to the forum. (This allows for sober second thought.) Click “Continue,” and you will see your message as it will appear in the forum. You can click on “delete” to make your message disappear before anyone sees it. If you want to make changes to your message, click on “edit,” and make any changes you want. Then scroll to the bottom of the page and click on “save changes.” Once again, you will have 30 minutes to edit your message before it appears for all to see.

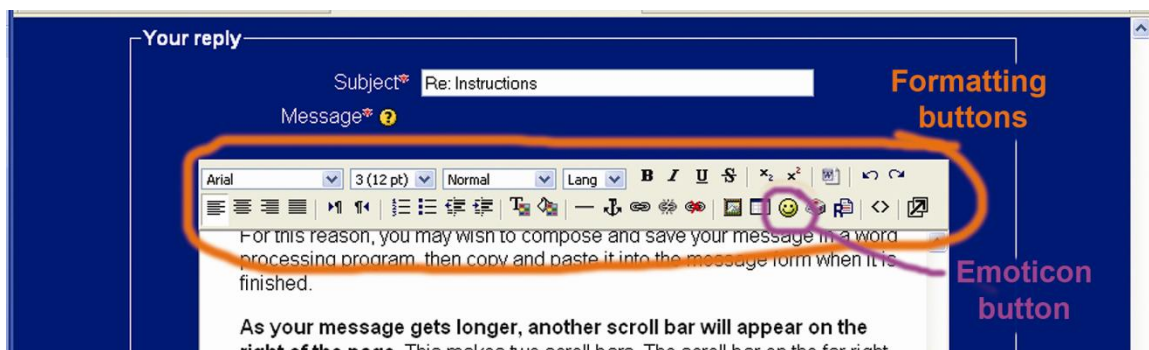
**Note to prevent “lost” messages:** When composing in Moodle, it's important to remember that if you close the message form or use the “back” button before clicking on “Post to forum,” you will lose everything you have written! To prevent this, many people like to compose and save their messages in a word processing program, then copy and paste them into Moodle's message form. Then if the worst happens and their message is lost before it is saved, they still have the original in their word processing program, and don't have to start all over again. Others compose right in the Moodle reply form, but if they have to backtrack for any reason before they post, they select and copy what they have written so far, then they can leave the screen, and when they come back, the message form will be blank, but they can paste in their message and carry on.

## Reply to a Message

If you wish to reply to a message, look at the bottom right corner of the message and click on the word “Reply.” A new box will open up below the message. Type your reply here, and scroll down to the bottom of the page and click on “Post to forum.” Remember, if you close the message form or use the “back” button before posting, you will lose everything you have written! After you click “Post to forum” and “Continue,” you will have 30 minutes to delete to edit your reply, just as when you post a new message.

## Format your Message

**You will find formatting buttons in the panel at the top of the text box,** which will allow you to use color, emoticons and other styles.



**To insert an “emoticon,”** click on the smiley face, and then choose the emotion you'd like to show, and click on it. Emoticons are useful to show how you are feeling about

what you are writing, because you can't show your feelings by your tone of voice or body language, which you would naturally do if you were meeting in person. Especially useful if you are joking. 😊 😄 😊

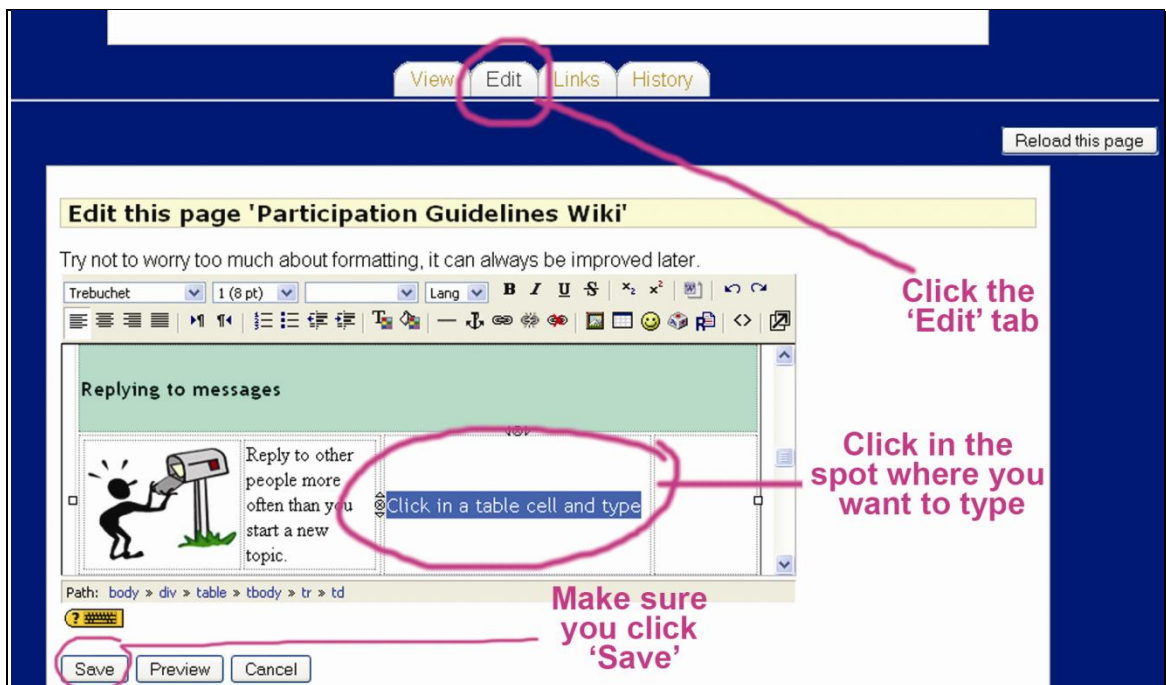
The two buttons that let you use color can be useful to highlight parts of your message, or to quote from the previous message. Click on the large **T** with the box of colors to format the color of the font; click on the pail with the box of colors to shade in the background to the text. 😎 Cool!

## Contribute to a Wiki

Click on the link in the module to connect to the wiki. When you want to add something to it, click on the tab marked "Edit," then click in the spot where you want to add something, and type in your contribution.

Scroll to the bottom and click on "Preview." You will get a chance to see what your contribution will look like. If you like what you see, click on "Save." If it's not quite right, click on "Cancel" and try again.

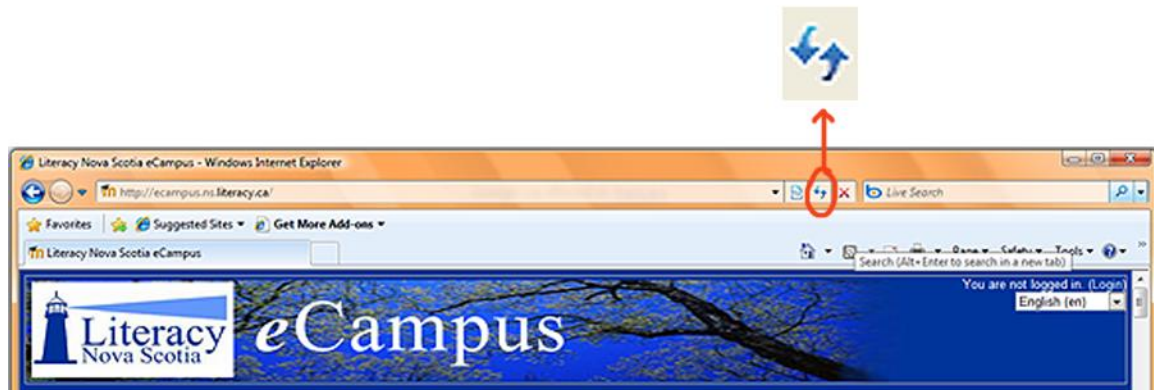
If you leave the page before you click "Save," all your changes will be lost.



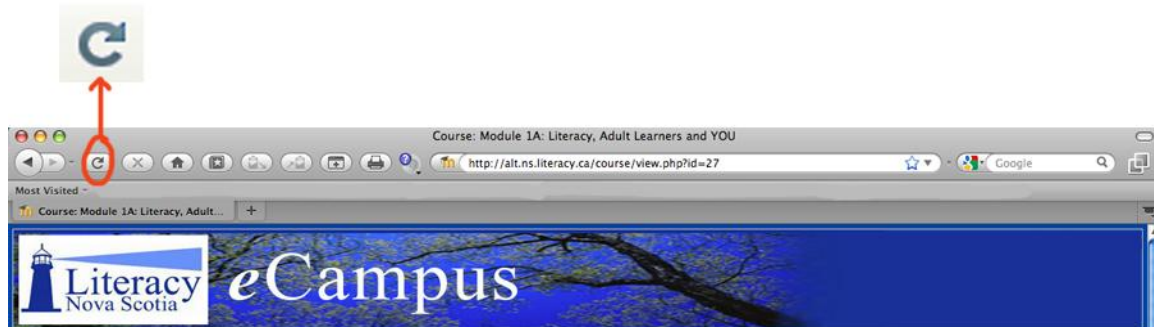
## Refresh Your Screen

When you open a forum, the screen will remain static until you close it. When you open it again, it will show any changes you may have made, for example to your profile or to your settings, or to show posts you have read.

If you would like these changes to show without closing the forum and opening it again, you can click on the Refresh button on the tool bar on your web browser, as shown here.



**Refresh button in Internet Explorer browser on a PC computer**



**Refresh button in Mozilla Firefox browser on a Mac computer**

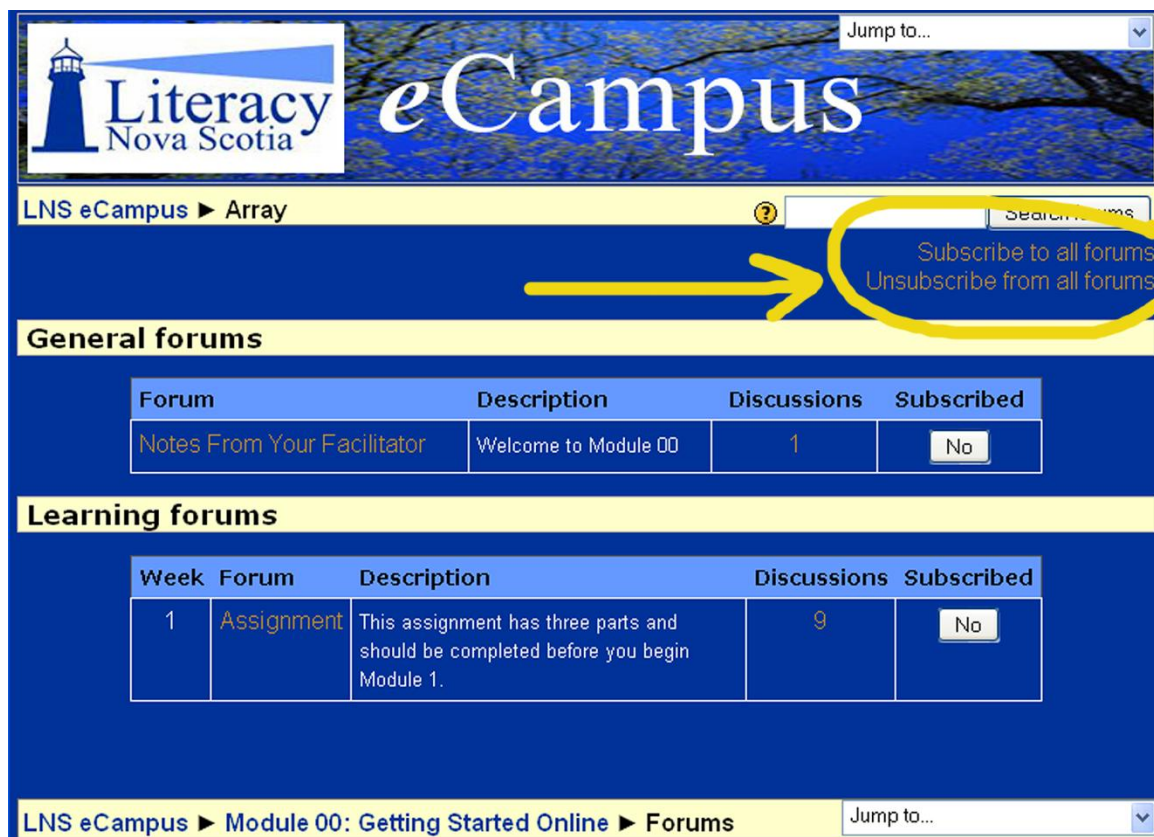
## Managing your Messages

**Email notification of new posts:** *If you subscribe to email notification, every time someone posts a message in the forum, you will get a copy of the message at your regular email address.*

This may be useful because it reminds you to check the Moodle site whenever something has changed. Also, you can flag messages in your e-mail that you want to come back to later, so you don't have to search the whole Moodle site looking for that message you wanted to reply to.

However, you may find that you don't want to get copies of these messages in your e-mail, that you would rather check the Moodle site when you have time to pay attention to the messages.

You can choose to subscribe or unsubscribe to **all** the messages in your course at once, or you can choose on a **forum-by-forum** basis.



The screenshot shows the Moodle eCampus interface. At the top left is the Literacy Nova Scotia logo. The main header area contains the text "eCampus" and a "Jump to..." dropdown menu. Below the header is a navigation bar with "LNS eCampus" and "Array". A search box is visible on the right. A yellow arrow points to a yellow box containing the links "Subscribe to all forums" and "Unsubscribe from all forums". Below this are two forum sections: "General forums" and "Learning forums".

Forum	Description	Discussions	Subscribed
Notes From Your Facilitator	Welcome to Module 00	1	No

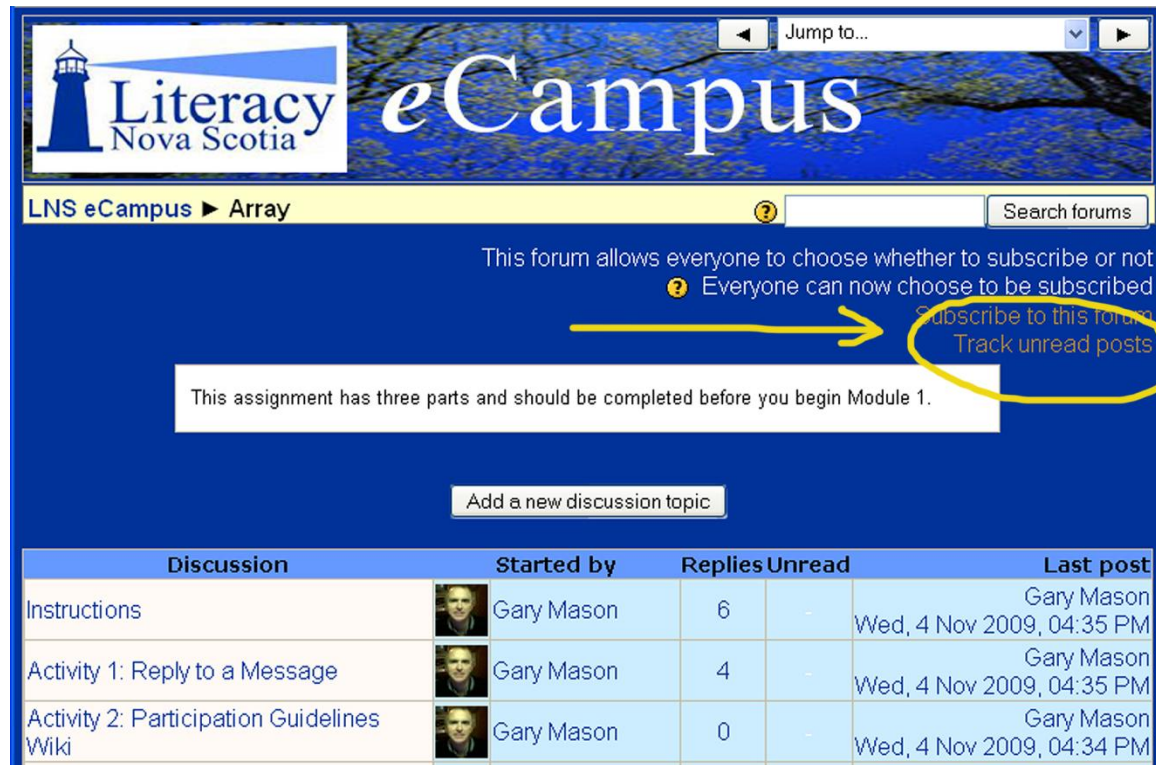
Week	Forum	Description	Discussions	Subscribed
1	Assignment	This assignment has three parts and should be completed before you begin Module 1.	9	No

### *Keep Track of Unread Messages*

The Moodle site will keep track of which message you have not yet read.

To choose this option, open any forum. You will get a screen that looks like the one shown here.




If you would like have unread posts marked, click on the words “Track Unread Posts.”



The screenshot shows the Moodle forum interface for 'Literacy Nova Scotia eCampus'. At the top, there is a navigation bar with the logo and the text 'LNS eCampus ► Array'. Below this, there is a search bar and a 'Search forums' button. The main content area has a blue background and contains the following text:

This forum allows everyone to choose whether to subscribe or not  
Everyone can now choose to be subscribed  
Subscribe to this forum  
Track unread posts

A yellow arrow points to the 'Track unread posts' link. Below this text is a white box with the message: 'This assignment has three parts and should be completed before you begin Module 1.' Below the box is a button labeled 'Add a new discussion topic'. At the bottom, there is a table with the following columns: Discussion, Started by, Replies, Unread, and Last post.

Discussion	Started by	Replies	Unread	Last post
Instructions	 Gary Mason	6	-	Gary Mason Wed, 4 Nov 2009, 04:35 PM
Activity 1: Reply to a Message	 Gary Mason	4	-	Gary Mason Wed, 4 Nov 2009, 04:35 PM
Activity 2: Participation Guidelines Wiki	 Gary Mason	0	-	Gary Mason Wed, 4 Nov 2009, 04:34 PM

# Literacy, Adult Learners and YOU!

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## Adult Literacy Learners

### *Who are adult learners?*

Adult literacy learners do not fit a specific stereotype. Although they share the same purpose (enhancing their literacy skills) in returning to education, their motives and goals can be as diverse as their backgrounds. They may be male or female, of any age; they may be single, married, living common-law or divorced; they may be parents or grandparents. They may come from a lower, middle or upper class background and currently be employed, unemployed, retired, or disabled.

They may be high school graduates who have managed to move through the educational system without actually gaining the necessary skills. They may have dropped out of school voluntarily to work, to travel, to start a family, or because they were frustrated with the system. They may have been forced to leave school.

Their reasons for seeking literacy upgrading may be purely personal (to help their children with homework, to read or write letters, etc.), as a requirement for further educational attainment (community college, university, etc.), as a condition of present or future employment, or as a result of their status in the justice system (e.g., awaiting sentencing, on parole, or fighting for child custody).

### *What are some characteristics of adult learners?*

There are specific characteristics that all adult learners bring to a literacy program. These include:

- a wealth of life experience
- the choice to attend voluntarily (in most cases)
- lives full of other responsibilities
- the memories of good and bad learning experiences
- an understanding of why they have come to the literacy program
- goals (which may not be the same as the goals of the program)
- a desire to be treated with respect, in an environment where they feel safe, comfortable, and supported
- a need for relevancy and practicality in the course material, combined with a good system of assessment and positive feedback
- the hope that they will be successful

In the development of any program, one-on-one or group, these characteristics must be taken into consideration and used as guidelines. Learners may well drop out of a program

where they feel misunderstood or where they think that their needs and desires are not taken seriously.

### *What barriers do adult learners face?*

There are many barriers that adult learners may face while trying to access and attend literacy programs. Two of the biggest are time and money. Learners who are involved in Nova Scotia's seasonal industries, farming and fishing, may be required to work for a defined period of time in order to maintain their social benefits for the rest of the year. This may mean that they cannot attend classes that require attendance throughout the school year.

The location of programs and transportation can prevent people from attending programs, especially in rural areas of the province. Many learners do not have their own transportation; they may make arrangements to get a ride with other learners or with family members, but if that transportation plan falls through, they are left with no ride to school. Learners with a physical disability might need special forms of transportation, or might find the location of the program is not accessible physically.

An individual's family may play a negative role in their acquisition of literacy skills. Other members of the family may feel that returning to education is a waste of time, especially if it takes the learner away from work, or from responsibilities for caring for children or other dependents.

Emotional factors may make people hesitate to sign up, and reluctant to attend or take part. Low self esteem and a lack of confidence in their ability to complete the program may prevent them from throwing themselves into the work. They may fear the program will result in a repetition of their previous failed attempts at school. They may over-estimate their own abilities, and/or be unaware of the breadth and depth of skills people with higher levels of literacy use and enjoy, and so expect to gain those skills more quickly than is likely to happen. Frustration and disappointment can result when those expectations do not materialize.

## **Adult Literacy Practitioners**

### *What are the roles and responsibilities of literacy practitioners?*

Tutors and instructors are the core of community learning programs, and are ultimately responsible for the quality and success of those programs. These are some of their key roles and responsibilities:

- **They establish a safe, comfortable and positive learning environment.** Among other things, this includes respect, confidentiality, and encouragement.



- **They provide interesting and relevant materials and activities.**  
They build on the skills, knowledge, experiences and interests of the learner when preparing classes or sessions. They involve the learner(s) in the choice of topics, activities and materials.
- **They use a variety of tutoring methods based on their assessment of learner needs.**  
They encourage and listen to learner feedback.
- **They continuously assess the learner’s progress and needs.**  
They provide on-going participatory assessment as part of the instruction, meeting regularly with the learner to review his or her needs, goals, objectives and progress.
- **They communicate on a regular basis with program coordinators regarding the learners and the program.**
- **They dedicate enough time to carry out their responsibilities.**

*What qualities do they need to be effective?*

Effective tutors and instructors share the following characteristics:

- **They are committed to learning about adult literacy and learners.**  
Effective tutors and instructors make real commitments to their jobs and the learner, whether in a paying or voluntary position. They participate in basic skills training and continue to upgrade their skills through workshops, peer get-togethers and personal development activities. They recognize that the field of adult literacy is not static, and requires continued effort on the part of the tutor/instructor to stay current.
- **They are flexible.**  
Learners are all very different and have other lives outside the program. Effective literacy practitioners are prepared to adjust their teaching and lesson plans to suit the needs of the individuals, taking into consideration the learner’s interests, abilities, and learning style. Flexibility in the approach to daily programming will accommodate interruptions because of the learner’s “other life.”
- **They have respect for learners and their decisions.**  
Effective literacy practitioners do not always agree with decisions that learners make, but they always acknowledge that the learner is the person charged with making the decision. They respect the fact that the learner may decide not to continue with the work, or to limit it in certain ways, or to concentrate on some areas and to discontinue other areas. They understand that learners make these decisions based on what the learners think is right for their circumstances; effective practitioners find a way to support learners’ in their decisions.

- **They are understanding.**

Recognizing that all learners learn in different ways and at different speeds, the effective literacy practitioner is patient and enjoys the process. If s/he is frustrated when learning happens slowly, s/he recognizes that s/he is frustrated at the process, and lets the learner know that the frustration is not with the learner. S/he is encouraging and thoughtful about the learning process. S/he makes every effort to understand and accommodate aspects of the learner's life experiences that may be having a direct effect on his/her learning ability.

- **They are enthusiastic.**

Learners require genuine enthusiasm and encouragement. Many of their past educational experiences have produced bad memories and low self-esteem, so it becomes the added responsibility of the literacy practitioner to try to diminish these negatives with as many positives as possible. Recognition of small successes can provide a great sense of accomplishment.

- **They are creative.**

Effective literacy practitioners are creative in their approaches and techniques. They use materials that are relevant to the learner and are prepared to experiment, trying new approaches when lessons begin to grow stale or seem to lack results. They should also make sure to include the learner in the development of the lessons and materials used.

- **They are not judgmental.**

Learners, like practitioners, do not fit a stereotypical mold. The practitioner shows respect for people of different social and racial backgrounds, and for values and politics s/he doesn't share. Learners, like practitioners, have learned how to cope with what life has thrown at them, and they make decisions based on what they think is best for themselves and their families. Practitioners respect the decisions learners have made.

- **They have respect for themselves and their work.**

Effective literacy practitioners are aware of their own boundaries, and take care of themselves to avoid burnout. They know what they can give and what they can't take on, and are committed to being clear with learners about what they are willing to do.