



# Salt Spring Literacy Tutor Handbook



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# **Welcome to Salt Spring Literacy!**

Mission Statement

Salt Spring Literacy (SSL) Code of Ethics

SSL Programs & Volunteer Activities

## **Welcome To Salt Spring Literacy**

On behalf of the board, staff, tutors, and learners of Salt Spring Literacy we welcome you to our organization. Volunteer tutors are at the heart of what we do at Salt Spring Literacy. It is the tutor support that brings learners to us and it is the work that takes place in these relationships that transforms lives, gives hope, and opens doors. Thank you for giving your volunteer time and talents to Salt Spring Literacy and our learners.

This handbook is intended to give you a general overview of our organization, programs, and basic tutoring information.

### **Mission Statement**

***To promote literacy on Salt Spring and the other Southern Gulf Islands through building awareness, collaborative partnerships and service provision so that people can participate more fully in society.***

### **Goals & Objectives:**

1. Centralize Community Literacy Services
2. Provide Literacy Services for Adults
3. Support for Family Learning and Child Literacy

Salt Spring programs are “learner directed”. This means that programming content, whether for groups or individuals, is driven by the learner.

## Spring Literacy Code of Ethics

**The founding operating principle of the Society is 'Learner Directed'. This means that programming content whether for groups or individuals is driven by the learner. The learner(s) will be consulted at all reasonable opportunities and staff and volunteers will take direction and guidance where possible from the learner(s).**

1. The Society operates under a consensus decision-making model wherever possible.
2. The definition of the Society is broad based, where literacy is said to be those skills and abilities which empower individuals to fully participate in society through understanding and using information in their daily activities, at work and in the community.
3. The Society is guided by principles of inclusiveness. This impacts all levels of the organization. Participation from the wider community is encouraged in program development and delivery. The board should where possible represent a wide range of members from the community.
4. No person of the Society whether staff or volunteer should promote discriminatory viewpoints. This includes but is not limited to discrimination against race, gender, sexual orientation, poverty, disability, mental health or addiction issues.
5. The privacy of learners, volunteers, employees, contractors and members is imperative.
6. Salt Spring Literacy and the Elma Rubright Literacy Centre operate under principles of respect and non-violence. Board members, staff, volunteers and learners are entitled to be treated with respect. Any person found to be threatening or abusive may be asked to leave by the Executive Director or other staff or volunteers in her/his absence. This covers activities held at the ERLC and at programs using other venues.
7. Disputes regarding conduct governed by the Code of Ethics should first be raised with the appropriate person(s) where possible. Should the employee find the concern or issue unresolved after this process a complaint or appeal may be submitted in writing to the Board Chair. The decision of the Board of Directors is final.
8. Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the affected person shall a) fully disclose the nature of the interest and b) withdraw from discussion, lobbying, and voting on the matter. Any transaction or vote involving conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of Salt Spring Literacy Society to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval. An employee or independent contractor of the Society shall not be a director or officer of the Society while serving in that capacity.

## **Overview of our Programs:**



### **Learning Together**

One-to-One/Small Group Tutoring “Learning Together”

- reading
- writing
- math
- computers
- filling in forms
- coursework

**One-to-One Reading**

**Drop-In Computer Lab**

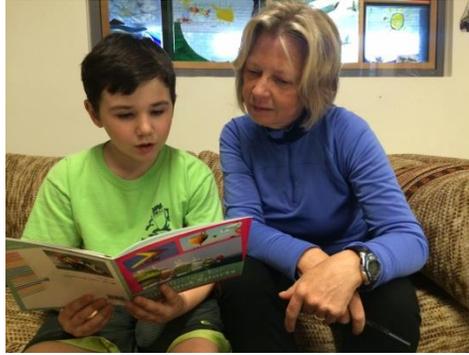
**Friendly Readers**

**Families Understanding Early Literacy (FUEL)**

### **Learning Together**

Adult learners are matched with volunteer tutors with compatible interests, needs, and availability. The location, time, duration, content, and goals of the tutoring sessions are determined by the learner-tutor pair. The program coordinator and other staff are available for any support required by either the learner or tutor.

Learning Together tutors usually meet once a week with their learner, although frequency is completely up to the pair to determine. Some meet at Salt Spring Literacy, others meet elsewhere in the community. Tutors record tutoring dates and hours on a monthly record sheet that is filed at the centre. Every three months goals are assessed. Biannual check-ins with the program coordinator are required in August and February regarding provincial literacy assessments.



### **One-to-One Reading**

The One-To-One Reading program sends volunteer tutors into local elementary schools twice a year in October and February for 12-week support sessions for students. Training and a handbook is provided. Tutors volunteer once a week to listen to students read and gently coach them on reading strategies. Other tutors volunteer to be “sub” tutors, going in when regular volunteers are away.

### **Drop-In Computer Lab**

Salt Spring Literacy operates a small computer lab, with three computers, open to the public during our operating hours.

### **Computer Tutoring**

Computer tutoring is available on Wednesdays by appointment with volunteer tutors.

### **Friendly Readers**

Our Friendly Reader program sends volunteers into seniors’ residences or private homes to read to older adults who can no longer do so. Volunteers usually visit once a week.

### **Families Understanding Early Literacy (FUEL)**

FUEL is SSL’s family literacy program, operated in partnership with School District 64. Sessions are held during the school year. A light supper and childcare is provided to enable more parents to attend.

## Definitions Of Literacy



We view literacy as those skills and abilities, which empower individuals to fully participate in society through understanding and using information in their daily activities, at work, and in the community.

“Literacy has been narrowly defined as reading and writing but a broader concept of literacy has evolved in response to changes in patterns of communication and the demands of the workplace... Thus, there is ***no single notion of literacy as a skill which people possess or not, but multiple literacies.***”

(The Global Literacy Challenge, UNESCO, 2008)

## **Essential Skills**

Essential Skills is a concept which is growing in importance in training, literacy and skills upgrading in the context of the workplace. “Essential Skills” was developed through research and interviews conducted by Human Resources and Skills Development Canada (HRSDC) with over 5000 Canadian workers. Rather than thinking only of a course or certificate needed for a job, Essential Skills looks at the actual skills used on the job and measures the skill level required.

## **Literacy and Essential Skills**

HRSDC and international partners have identified and validated 9 key skill areas for literacy and essential skills. According to HRSDC, “Literacy and Essential Skills:

- **are needed for work, learning and life;**
- **are the foundation for learning all other skills;**
- **help people evolve with their jobs and adapt to workplace change.”**

What are the key Literacy and Essential Skills?

According to HRSDC, literacy includes the following four skills:

- **Reading**
- **Writing**
- **Document Use**
- **Numeracy**

**Essential Skills** include the four skills associated with literacy above, as well as the following five skills:

- **Computer Use**
- **Thinking**
- **Oral Communication**
- **Working with Others**
- **Continuous Learning**

## **How can Essential Skills be useful?**

Literacy and Essential Skills are important because they are the very skills that are used in the workplace and in everyday life.

# Salt Spring Literacy's History...

## THE DREAM

Founder Elma Rubright envisioned a place where community volunteers would freely share their time assisting others build literacy skills.

## THE OPPORTUNITY

While volunteering at the old Mary Hawkins library Elma learned that Literacy Now, a Legacies 2010 initiative, was offering 3 years of funding to support literacy initiatives throughout the province, Elma quickly recruited a task force of dedicated community members to assist her pursue funding for a literacy society on Salt Spring.

## COMMUNITY CONSULTATION

Start-up funds from Literacy Now supported a community launch in April 2007 when a broad cross section of community members brainstormed literacy needs in the community. The task force held many additional discussions with people involved in the areas of early childhood education, public education, social services, and community education.

## START UP FUNDING

December 2007: The Salt Spring Literacy Society signed a contribution agreement with Literacy Now assuring three years of financial support.

## A GOVERNING BOARD

In order to register as a non-profit society the literacy task force elected a governing board at the June 2008 AGM. The founding board members were Elma Rubright (president), Herb Burnett (vice president), Joyce Sharpe (secretary), Carol Hall (treasurer), Judi Baker, Judi Francis, Bea Brewer and Jean Elder. The Society is still directed by a board of directors.

## COMMUNITY PRESENCE

Funding from Literacy Now for a half time Local Outreach Coordinator and program implementation meant that Elma's dream continued to unfold. Outreach activities began in earnest: an office was established; tutors were trained; a part-time coordinator was hired; and learning companions began to work together. Procedures were established through group processes and consultation.

## EXPANSION

When the society received ESLSAP (English as a Second Language Settlement Assistance Program) in 2009, the board employed a full time coordinator and programming expanded to support an ever increasing number of ESL learners joining the Salt Spring Island community.

CALP (Community Adult Literacy Program) currently provides core funding that is supplemented through support from individual community members and groups such as The Salt Spring Foundation, Rotary, the Salt Spring Library and Country Grocers. The annual Book Sale is now a major source of funding along with the Jewels for Literacy program, a recent innovation.

## PROGRAMMING

An increasing number of learners continue to register at the Adult Learning Centre. Programming has been expanded to include students in the One-to-One reading tutoring program in the local elementary schools.

Today Elma's dream is an active learning centre where community members work together to enrich their lives academically, creatively and socially. The philosophy is simple. The learner is in charge: you decide what you need to learn and you decide how you learn.

(adapted from Louise Shelley's Elma Rubright memorial poster, 2017)

## **Background Information**

### **Literacy Levels in BC**

- Over 500,000 British Columbians have challenges with literacy. (16% of British Columbians are at Level 1 literacy or below.) (1)
- Due in part to limited literacy skills, 45% of British Columbians aged 16 to 65 have in accomplishing some daily living tasks including filling out a form, comparison shopping and understanding instructions. (These are individuals who are at or below Level 2 literacy in the latest OECD international adult literacy survey.)(1)
- Due in part to limited numeracy skills, 52% of British Columbians aged 16 to 65 have in accomplishing some daily living tasks, including reading a scale, using information on a graph, creating a budget and calculating dosage for children’s medicine. (These are individuals who are at or below Level 2 numeracy in the latest OECD international adult literacy survey.) (1)
- Overall, higher levels of education are associated with higher level of skills, but results indicate that a proportion of those with higher levels of education score at the lowest level of skill and some with lower levels of education perform at the highest level of skills. (1)

1. Statistics Canada. (2013). Skills in Canada: First results from the Programme for the International Assessment of Adult Competencies (PIAAC). Retrieved from <http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf>

## **Causes Of Low Literacy and Essential Skills**

There is not one single cause for why adults have difficulty with literacy. The reasons are as varied as the individuals themselves, and depend upon past experiences, life situations, and personal strengths, challenges, and interests.

### **Home and Family**

Home environment is a large factor in a child's development of literacy skills, and his or her future abilities as an adult. Many adults with literacy difficulties were not exposed to the building blocks of literacy (books, magazines, crayons, paper, etc.) within the family circle when young. Social issues also play a role. Poverty can result in a lack of access to resources that promote literacy, while poor nutrition can cause health issues that make it more difficult to learn. Violence in a home can mean a child focuses on survival rather than schoolwork. Low literacy is often intergenerational.

### **Schooling**

Some adults didn't have the educational opportunities of others. They may have left school early for any number of reasons, including having to support their family financially, suffering from a prolonged illness, or moving frequently, resulting in a disruption of learning. Others may not have "fit-in" to a traditional school setting, and didn't get the learning support they needed or experienced a poor teaching, and missed crucial steps in building a comfort and ease with literacy. Undiagnosed vision and hearing problems can also have contributed to literacy difficulties.

### **Learning Styles**

Learning styles are ways of learning – how we, as individuals, take in and process information. One popular way of categorizing learning styles is whether a person is a visual, auditory or tactile learner. People with literacy challenges often depend upon one dominant learning style. At school, their teachers might not have taught them by appealing to their specific learning style.

<http://abclifeliteracy.ca/sites/default/files/CausesofLowLiteracy.pdf>

## Barriers To Adult Learning

- Trouble finding time to learn
- Lack of childcare
- Lack of money
- Location, lack of transportation
- Lack of family support
- Low self esteem
- Lack of English language skill
- Lack of program knowledge
- Negative school experiences

At Salt Spring Literacy we aim to help our learners get around some of these barriers. We have funds to help pay for childcare and for transportation to the centre. Please ask if this is a need your learner faces in order to participate in a program. Our tutors find a location for tutoring that works best for both tutor and learner.



## Characteristics of Adult Learners

When it comes to learning, adults are not oversized children. Maturity brings unique characteristics that affect how adults are motivated to learn. By appealing to the unique qualities of adult learners, we can provide more effective sessions. Here's a list of generalized characteristics common to many but not all adult learners.

- **Autonomy.** Adults typically prefer a sense of control and self-direction. They like options and choice in their learning environment. Even adults who feel anxiety from self-direction may learn to appreciate this approach if given proper initial support.
- **Goal-oriented.** Many adults have specific goals they are trying to achieve. They prefer to partake in learning activities that help them reach their goals.
- **Practical.** Adults in the workplace prefer practical knowledge and experiences that will make work easier or provide important skills. In other words, adults need personal relevance in learning activities.
- **Competence and mastery.** Adults like to gain competence in workplace skills as it boosts confidence and improves self-esteem.
- **Learning by experience.** Many adults prefer to learn by doing rather than listening to lectures.
- **Wealth of knowledge.** In the journey from childhood to adulthood, people accumulate a unique store of knowledge and experiences. They bring this depth and breadth of knowledge to the learning situation. They need to be shown respect for their knowledge.
- **Purposeful.** Workplace training is often part of an initiative that involves change. Adults want to know the purpose of training and the motivation underlying an organization's training initiative.
- **Emotional Barriers.** Through experience, adults may fear a subject, have anxiety about a subject or feel anger about forced changes in job responsibilities or policies. These emotions can interfere with the learning process.
- **Results-oriented.** Adults are results-oriented. They have specific expectations for what they will get out of learning activities and will often drop out of voluntary learning if their expectations aren't met.
- **Outside responsibilities.** Most adult learners have numerous responsibilities and commitments to family, friends, community and work. Carving out time for learning affects adult learners.
- **Potential physical limitations.** Depending on their age and physical condition, adult learners may acquire psychomotor skills more slowly than younger students and have more difficulties reading small fonts and seeing small images on the computer screen.
- **Big Picture.** Adults require the big picture view of what they're learning. They need to know how the small parts fit into the larger landscape.
- **Responsible for Self.** Adult learners often take responsibility for their own success or failure at learning.
- **Need for Community.** Many self-directed adult learners prefer a learning community with whom they can interact and discuss questions and issues.

(<http://thelearningcoach.com/learning/characteristics-of-adult-learners/>)

## Characteristics of ESL learners:

- courageous
- wide range of life experiences
- may experience stress in their new surroundings
- highly motivated but may be nervous about learning English • learn best when the information is linked to something they already know
- want practical lessons that are relevant to their own goals and needs
- may like to learn things they will use immediately
- have responsibilities outside of the classroom (family, home, job etc.)
- share a desire to learn English

Adapted from Rutten-James (2003).

ESL learner motivations ESL learners have hopes and dreams for themselves and their children. They are motivated to learn English for many different reasons, including:

**To become a Canadian citizen.** Many ESL learners would like to immigrate to Canada and improving their English language skills is an integral part of the immigration process.

**To support their children's education.** Parents need English language skills to read their children's report cards, meet with their children's teachers, and help their children with their homework. By improving their English language skills, parents can become full partners in the educational development of their children.

**To connect with their community.** Improving their English language skills will make it possible for learners to communicate with neighbors and community members and reduce feelings of isolation.

**To get a job or find a better job.** To apply for a job you must be able to fill out the application form, write a resume and communicate in an interview. Job opportunities for ESL learners may be restricted because they cannot transfer their work skills to the English-speaking job market. English literacy is the foundational skills for all other types of learning.

Adapted from Colvin (1997), House et al. (1991), National Center for Family Literacy (2004).

## Working With Adult Learners

## **Our Tutoring Philosophy**

Based on these characteristics our tutoring philosophy for tutors of adult learners is that our tutoring should be:

- Learner centered: based on what the learner wants to learn
- Strength-based approach: builds from the learner's strengths and life experience
- Tutor & learners are equal partners in the learning process, with respect at its foundation

## **Working With Learners**

### **Qualities of Effective Tutors**

- Patience
- Understanding
- Concentration
- Adaptability & creativity
- Enthusiasm & encouragement
- Sense of humour
- Awareness of special problems
- Dedication, perseverance & commitment!

### **General Guidelines:**

- Create an atmosphere where the learner is active
- Let learners choose what they want to learn
- Let learners set their own goals
- Use activities in the lessons to help learners achieve their goals
- Start lessons with what learners already know and build on their strengths
- Encourage learners to judge what helps them learn and what does not
- Design programs to meet the needs of the learners

***Consider ESL learners....***

***“To emigrate is always to dismantle the center of the world”  
(Berger, 1984).***

Imagine how difficult it would be to move away from everything familiar, to a place that was completely new. You would have to learn everything again. Now consider how difficult it would be to move to a place where you couldn't speak the language or perhaps even read the street signs. Some of the challenges ESL learners may face include:

**Culture shock** Immigrants may need to learn a new language, and possibly a very different way of life. This can create feelings of frustration and anxiety in learners who might be experiencing a change in status, a loss of their support system and difficulty in accomplishing tasks they once found simple.

**Societal Prejudice** Immigrants may face discrimination, misunderstanding and prejudice. A common misconception of immigrants who have lived in BC for years and haven't learned English is that they are 'lazy'. There are many reasons why immigrants don't learn English: some need to find work as soon as they arrive to support themselves or their families, some stay at home to raise their families and don't have the opportunity to attend English classes and others are dealing with trauma that makes learning difficult if not impossible.

**Trauma** A common belief is that newcomers have chosen to come to Canada. While for many newcomers this is true, there are some people who have been forced to leave their former homes out of necessity. A change in economic situation Learners may have left high-ranking, well-paid jobs to come to BC and may be forced to work in jobs for which they are overqualified. This change in status can affect a learner's self-confidence as well as their economic well-being.

**Role reversal** It is often easier for children to learn a new language than it is for their parents and this can create a reversal in roles. Children may take on more of an adult role in the family, as they translate for their parents and speak on their parent's behalf. An ESL learner in this position may find this role reversal difficult.

**Geography or climate** If the learner is coming from a warmer climate, it may be difficult to become accustomed to BC's heavy rainfall, grey days, cold and snow. A change from a rural to urban setting or vice versa Learners coming from rural centres and smaller, more intimate communities may find the impersonal nature of the city difficult to adjust to.

Adapted from Rutten-James (2003), VIRCS (2009).

## **Goal Setting**

*"A dream is just a dream; a goal is a dream with a plan and a deadline"*

Helping learners to set realistic, relevant and achievable short and long-term goals is critical to motivate learning and therefore to retain learners. The Ontario Literacy Coalition's *"Seeing the Need; Meeting the Need"* research report found that having specific goals to work towards were key factors in retention.

Student goals should be at the forefront of all literacy activities. Students should be active partners in the goal-setting process so that they feel a strong sense of ownership and commitment towards their goals.

A useful, easy way to think of goal setting is to help students to set "SMART" goals: goals that are:

**Specific**

**Measurable**

**Attainable**

**Realistic**

**Tangible.** As well, helping students to set short-term goals where they can quickly experience success is a useful retention strategy.

In terms of overall, broad goals, statistics from the Ministry of Training, Colleges and Universities' Information Management System for the period of April 1, 2004 to March 31, 2005 showed that there were a total of 38,462 adult learners enrolled in literacy programs in Ontario. For these learners, their stated overall training goals (all sectors and streams) were as follows: further education/training (55%); employment (29%) and independence (16%).

Naturally, within these broad goals, adult students have a wide variety of long and short-term goals such as preparing for a specific college or training course, writing and reading for specific purposes (letters, forms, work-related documents), personal budgeting, preparing an effective resume, and personal reasons such as reading to children, or understanding their child's report card, etc.

## ***Goal Setting and Assessment***

Goal setting begins with an effective assessment process. Assessment is an ongoing process that begins the moment a learner enters the program. The assessment process is an important tool for retaining students as it

gives practitioners the chance to understand and support the learning goals and needs of each adult.

At Salt Spring Literacy we use two sets of benchmarks to assess learners and measure their progress:

### **Canadian Language Benchmarks – for ESL learners**

Covers:

- Speaking
- Listening
- Reading
- Writing

### **Community Literacy Benchmarks- for native English speakers**

Covers:

- Reading
- Writing
- Oral Communication
- Information Technology
- Strategies & Participation

## **Attaining Goals: Planning For Your Tutoring Sessions**

We encourage flexibility in tutoring sessions while recognizing the importance of targeting instruction to meet learners' needs. Research shows that having a plan to address learners' learning goals is crucial to student progress.

When choosing teaching and learning methods to use, you need to bear in mind that:

- People choose to learn for different reasons
- Different people learn in different ways
- Our attention span is short
- We take in information through a number of senses
- We learn best when actively involved.

**From: Starting off, Guidelines for tutors and adults learning together:  
Some key ideas about learning to inform your sessions**

There are many theories about how people learn and from the studies that have been done it is possible to sort out some important ideas which apply in most situations.

*People respond to praise*    Make a point of saying something encouraging about work done and suggest amendments only after you have commented on good points. “Yes, a good idea. Would you consider....? What about....?”

*People need success*        Organise your sessions so that learners experience a sense of achievement and satisfaction from small steps successfully taken.

*All contributions in a group have value*        Thank people for their ideas and opinions and if working in a group, ask others to add to what has been offered. If they have special knowledge, welcome what they can bring to your course.

*The way material is presented is as important as the actual information*                    People learn best when they work actively in ways such as trying out techniques, working in a group, talking about ideas, presenting information in their own words or acting out situations.

*People learn well when they are clear about their goals*                    Start each session by letting people know what you expect to achieve (objectives or expected outcomes) and how it fits in with the overall plan of the course.

*Learning is enhanced when it is the result of direct experience*

Field work, hands-on practice, demonstrations, games, videos and other active or visual means help learning.

*Learning is more effective if information is presented in more than one way*

Involve your learners in a variety of listening, looking, talking and doing activities. Give opportunities for people to question and talk about the material

*People need time to come to grips with new material*

Introduce only a few ideas in each session.

*Effective learning changes people*

Check how your learners will use their learning outside the course. Challenge them to put their learning into practice.

## **YOUR PLAN**

***Make sure that you have a clear idea of exactly what you want to cover in each session. How will you do this? How long should each activity take?***

Work out what your learner can reasonable be expected to cope with in the time available.

Prepare more work for each session than you expect to use and thus allow for flexibility. Sometimes your learner will complete the work you have planned in less time than you expect. On other occasions the opposite may be true.

At the beginning of each session, again briefly tell your learner what you aim to cover.

At the end of each session briefly review what has been achieved and indicate what has been planned for the next session.

Interest is heightened if teaching/learning methods are varied.

**I HEAR AND I FORGET. I SEE AND I REMEMBER. I DO AND I UNDERSTAND**

**OLD CHINESE PROVERB**

Consider different approaches and resources. You may wish to try:

Individual or group presentations	Slides
Group discussions	Audio tapes/CDs
Working together	Models and or diagrams
Panel discussions	Pictures/posters
Role play	Demonstrations
Controversial readings	Video/DVD

Handouts may be useful – to summarize the material covered or to provide extra material.

Each session needs to be broken up to give a variety of approaches. Try to ensure that every learning occasion involves using as many learning methods as possible – hearing, looking, talking and doing.

**THE MOST SUCCESSFUL SESSIONS ARE THOSE IN WHICH LEARNERS FEEL THEY HAVE TAKEN AN ACTIVE PART**

## Summary of session planning

## **BEFORE**

WHAT DO YOU WANT TO ACHIEVE?

- PLAN AN OUTLINE
- ORGANISE THE CONTENT INTO MANAGEABLE PORTIONS
  - GATHER RESOURCES

## **DURING**

CHECK UNDERSTANDING BY:

- OBSERVING THE LEARNER
- ASKING FOR COMMENT
- ASKING KEY QUESTIONS
- ENCOURAGING SHARED PROBLEM SOLVING

## **AFTER**

REVIEW:

- WHAT HAS HAPPENED?
- HOW COULD IT BE IMPROVED?
- HOW DID THE LEARNER FEEL
- ADAPT/AMEND YOUR PLANS FOR NEXT TIME

## **Reflecting On Your Session**

**It is important for you to pause from time to time and think about how the session is going.**

This can be done by giving consideration to the following questions.

### **1 MONITORING (CHECKING AS YOU GO)**

- Am I happy with the way the session is going?
- What does the learner think about the progress of the course? Regularly invite feedback. Ask key questions. Observe what the learner is doing. Observe their body language
- Are we achieving what we set out to achieve?
- Am I making use of a range of resources and teaching methods?
- Does the learner get a chance to take part in discussions and activities?
- Can I adapt when I need to do so?
- Am I enjoying the challenges of this job?

If you have doubts about the answers to those questions discuss the issues with the coordinator, another tutor or a friend who understands what you are doing.

**From:**

**Starting off, Guidelines for tutors and adults learning together, ACE Aotearoa publication**

## **Tips for Working with the Challenges Faced by Adult**

## Learners

Potential Challenge	Tutoring Tips
Lack of self-confidence	<ul style="list-style-type: none"> <li>- Be assured yourself that your learner can learn.</li> <li>- Help them gain confidence by building on small successes.</li> <li>- Assure your learner that he or she can learn.</li> <li>- Use an Asset-Based <u>approach</u> to learning - what strengths does your learner already have? More than they likely think!</li> </ul>
Fear of school - past unpleasant experiences	<ul style="list-style-type: none"> <li>- Avoid making sessions (especially early sessions) similar to a classroom setting</li> <li>- Customize to their needs, start slow and build on strength, humour, fun, et c.</li> <li>- Avoid sarcasm. Never ridicule.</li> <li>- Accept learner warmly and uncritically.</li> </ul>
Unaccustomed to the tedium of long, quiet concentration.	<ul style="list-style-type: none"> <li>- Provide variety in your tutoring methods.</li> <li>- Take breaks. Have fun .Play games. Tell stories.</li> </ul>
May have attitudes, values and goals which differ from yours.	<ul style="list-style-type: none"> <li>- Make an honest attempt to see through your learner's eyes.</li> <li>- Ask yourself, "What is it like...?"</li> </ul>
Lack or weakness of motivation	<ul style="list-style-type: none"> <li>- Discuss and establish learning goals <i>with</i> your learner. Do this early on in your time together.</li> <li>- Establish Specific, Measurable, Attainable, Realistic, and Timely sub-goals</li> <li>- Provide opportunities for success and positive experiences that will boost your learner's confidence.</li> </ul>
Exceedingly sensitive to non-verbal forms of communication.	<ul style="list-style-type: none"> <li>- Watch yourself! Be very sensitive and aware of what you are revealing about your own inner attitudes, not by your words, but by your manner, expressions, etc.</li> </ul>
Feelings of powerlessness.	<ul style="list-style-type: none"> <li>- Be a mentor rather than an authority figure.</li> <li>- Involve the learner in all aspects of his or her own learning.</li> </ul>
Limited experience in English Canadian culture.	<ul style="list-style-type: none"> <li>- Be aware of cultural issues that may impact the relationship such as personal space, eye contact, gender roles, etc.</li> </ul>

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**TUTORING LESSON PLAN**

**Date:** \_\_\_\_\_

**Tutoring Time: 1.5 hours**

**Objectives (from class and student):**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

<b>Warm-up (10 min)</b>	
<b>Review (10 min)</b>	
<b>Primary Lesson (Class skills and homework Support) (30-40 min)</b> <ul style="list-style-type: none"><li>• I do</li><li>• We do</li><li>• You do</li><li>• Assessment</li></ul>	
<b>Break (5 min)</b>	5-minute break (Or you can take this break somewhere in the middle of the primary lesson!)
<b>Mini-Lesson (Student's personal objectives) (20-30 min)</b>	
<b>Wrap-up (5 min)</b>	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Analyze	<ul style="list-style-type: none"> <li>-match letters to sounds</li> <li>-recognize personal and social sight words in text and in isolation</li> <li>-understand basic reading practices such as read from left to right and top to bottom</li> <li>-locate specific information in predictable, functional, personally relevant, or repetitive text</li> <li>-recall information in predictable text or retell a story</li> </ul>	<ul style="list-style-type: none"> <li>-use a variety of strategies to figure out unfamiliar words in text and in isolation (e.g., word families, phonics, prediction)</li> <li>-recognize high frequency sight words in text and in isolation</li> <li>-describe the purpose of simple punctuation (e.g., capital letters, end punctuation)</li> <li>-locate specific information in a single piece of text and/or document</li> <li>-use the organization of text to understand it (e.g., title, pictures, paragraphing)</li> </ul>	<ul style="list-style-type: none"> <li>-use appropriate strategies to figure out words with two or more syllables in text and in isolation (e.g., structural analysis)</li> <li>-describe the purpose of the comma, colon, semicolon, apostrophes, brackets</li> <li>-locate information in a book or a document, using appropriate strategies and graphic organizers (e.g., pictures, index, headings)</li> <li>-use the form and structure of poetry to understand it (e.g., rhymes, stanzas, haiku, limericks)</li> </ul>	<ul style="list-style-type: none"> <li>-use appropriate strategies to figure out difficult words (e.g., word families, phonics, prediction, structural analysis)</li> <li>-recognize complex and technical words by sight</li> <li>-describe the purpose of various punctuation used in written English</li> <li>-locate and compare information in books, documents or on the internet</li> <li>-use the form and structure of text to understand popular media (e.g., newspapers, magazines, online information)</li> </ul>
Interpret	<ul style="list-style-type: none"> <li>-use context cues (meaning and language) to figure out words in familiar text</li> <li>-use print or sound cues (phonics) to figure out unfamiliar words</li> <li>-make a prediction and/or inference after listening to a fictional piece of text read by another person</li> <li>-identify the theme, after listening to a fictional piece of text read by another person</li> <li>-identify the main idea, after listening to a non-fictional piece of text read by another person</li> <li>-relate text to prior knowledge, after listening to a piece of text</li> <li>-identify the difference between fact and opinion, after listening to a passage read by another person</li> </ul>	<ul style="list-style-type: none"> <li>-use context cues (meaning and language) to predict words and their meaning</li> <li>-make inferences and predictions after reading a piece of fiction</li> <li>-identify the theme, after reading a piece of fiction</li> <li>-identify the main idea, after reading a non-fictional piece of text</li> <li>-relate text to prior knowledge, after reading a piece of text</li> <li>-identify the difference between fact and opinion after reading a non-fictional piece of text</li> </ul>	<ul style="list-style-type: none"> <li>-use context to determine meaning of difficult vocabulary</li> <li>-understand how a dictionary works</li> <li>-make inferences, predictions, and/or draw conclusions in a piece of text or document</li> <li>-identify and analyze features of themes conveyed through characters, actions and images</li> <li>-state main idea, details, and sequence in a short, non-fictional piece of text</li> <li>-form opinions after reading a piece of text or document</li> </ul>	<ul style="list-style-type: none"> <li>-use context to help determine the meaning of abstract words and figures of speech (e.g., metaphors, analogies)</li> <li>-use a dictionary to find meanings of unknown words</li> <li>-identify inferences and conclusions in text or document</li> <li>-identify universal themes in fiction (e.g., loss, sacrifice, heroism)</li> <li>-summarize non-fictional text</li> <li>-identify propaganda in popular media</li> </ul>
Monitor	<ul style="list-style-type: none"> <li>-understand that print has meaning and some personal application</li> <li>-recognize when unable to understand text</li> <li>-recognize when unable to figure out words (decode)</li> </ul>	<ul style="list-style-type: none"> <li>-Make links to prior knowledge</li> <li>-ask questions when unable to comprehend text and/or graphic material</li> <li>-Identify that reading difficulties may be because reading material is not at the right level</li> <li>-use appropriate strategies to assist comprehension and/or decoding difficulties (e.g., re-reading, context clues, looking at the title)</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions when unable to understand text or graphic material</li> <li>-Initiate strategies to assist comprehension and decoding (e.g., re-reading, context clues, looking at the title, memory association techniques)</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

Reader increases automaticity and fluency  
Text becomes increasingly difficult

The following table illustrates how the CLB are organized.

**Stage I - Basic Language Ability**

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 1: Initial CLB 2: Developing CLB 3: Adequate CLB 4: Fluent	Interpreting simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple spoken communication in routine, non-demanding contexts of language use within the four Competency Areas.	Interpreting simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.	Creating simple written communication in routine, non-demanding contexts of language use within the four Competency Areas.

**Stage II - Intermediate Language Ability**

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 5: Initial CLB 6: Developing CLB 7: Adequate CLB 8: Fluent	Interpreting moderately complex spoken communication in moderately demanding contexts of language use within the four Competency Areas.	Creating moderately complex spoken communication in moderately demanding contexts of language use within the four Competency Areas.	Interpreting moderately complex written communication in moderately demanding contexts of language use within the four Competency Areas.	Creating moderately complex written communication in moderately demanding contexts of language use within the four Competency Areas.

**Stage III - Advanced Language Ability**

Benchmark and Ability Level	Listening	Speaking	Reading	Writing
CLB 9: Initial CLB 10: Developing CLB 11: Adequate CLB 12: Fluent	Interpreting complex spoken communication in demanding contexts of language use within the four Competency Areas.	Creating complex spoken communication in demanding contexts of language use within the four Competency Areas.	Interpreting complex written communication in demanding contexts of language use within the four Competency Areas.	Creating complex written communication in demanding contexts of language use within the four Competency Areas.