# Creating Learning Partners:

## Training Tutors Who Work With Adult Literacy Learners

**Facilitator Manual**

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## Facilitator Manual

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**Note: This facilitator manual uses icons to guide your understanding of the material. They are as follows:**

 NOTE

 MATERIALS USED

## Table of Contents

# Introduction

This workshop focuses on *Creating Learning Partners: A facilitator's guide for training effective adult literacy tutors.*

In this facilitator manual, we will refer to *Creating Learning Partners* variously by its title, or as CLP or the Guide.

The development of *Creating Learning Partners* was funded by Alberta Advanced Education and Technology in 2007. The Guide was both written and developed by experienced Alberta literacy practitioners.

Many of the other materials in the Guide were also developed by literacy workers from programs in Alberta, in Canada and abroad, and were used with their permission.

In other words, the Guide is built on the real-world work of literacy practitioners.

By facilitating this workshop, you will be able to demonstrate to program facilitators that:

- The information and activities in the Guide are tailored specifically for volunteer tutor literacy programs.

- The information in the Guide is wide-ranging and comprehensive. While it may seem daunting at first glance, on the whole it is a treasure trove of important information, with activities designed to engage volunteers while taking the brunt of planning off the facilitator.

- The content and activities in Creating Learning Partners can be adapted to suit different program contexts.

This training workshop attempts to balance the needs of volunteer tutors and adult learners with the realities of working in the Community Adult Learning Program context.

You will see several internet links mentioned in each unit. Many of these are no longer live.

## Notes About Facilitation

**Philosophy of adult learning**

These quotations sum up our philosophy of adult learning, and we attempt to model them in this workshop manual. We encourage you to think through the facilitations you plan so that you incorporate this perspective of adult learning.

> "People learn best when learning starts with what they already know, builds on their strengths, engages them in the learning process and enables them to accomplish something they want to accomplish".
>
> > Elsa Roberts Auerbach
> > ***Creating Learning Partners,*** Unit 2, page 13

> "It is when you open the door and ask students to share their knowledge or help others achieve some task that true learning takes place for everyone, and trust emerges from this sharing".
>
> > Sharing the Journey with Indigenous Learners
> > ***Alberta Reading Benchmarks***, page 8

## Facilitation techniques and principles guiding facilitation

CALP staff will learn as much from how you facilitate their learning as they will from the content you're presenting. As you facilitate, you will provide participants with a model of good practices to use for tutor training.

We have added this section on the techniques and principles that guide a good facilitation. The recommendations below are adapted from the facilitation tips found on page 6 and 7 of the *CLP Introduction*, and from the *Introduction to Adult Foundational Learning (IAFL) Facilitator's Guide.*

**As facilitators, we begin with these assumptions:**

- We only ask people to do things we feel comfortable doing ourselves. The intent is to strike a balance between stretching participants beyond the familiar and avoiding embarrassing them.

- Participatory activities are purposeful rather than simply games for entertainment.

- We are mindful of our attitudes. The way we facilitate reflects how we see ourselves in relation to other people. If we see ourselves as the experts, for example, that attitude has an impact on how we treat others, and could lead us to demonstrate, however unintentionally, that we do not value their knowledge.

- Learning is an evolving process of discovery rather than a process of filling an empty vessel. We are creating knowledge together. We don't necessarily know where we will end up.

**Our role as facilitators**

As facilitators, our role is one of "power with" rather than "power over" participants:

- We are not using power to control but, rather, sharing power with the participants in a process of shared learning.

- Remember this equation: learner voice + learner experience = learner engagement. This holds true whether you are working with the participants in this workshop or learners in your program.

- If we trust the process and have faith in the wisdom of the people taking part, we accept that they hold many of the answers to their questions. Our role is to support their process of figuring out solutions.

- Whenever possible, try to elicit participants' personal examples rather than using your own. You will be pulling meaningful and relevant information from the learners, and building their confidence. Their experiences and perceptions are their starting point for engaging with this content.

- Try not to get hung up on "right" and "wrong." Try not to focus on details of content. Instead, build the learners' understanding up from wherever they begin.

- Some people share very simple ideas, and others extremely complex ideas. Some people will have obvious experience or knowledge to share. Others, with seemingly limited background and experience, will at times promote deep discussion, and reveal surprising knowledge or insight.

- Participants will learn both from each other and from the facilitator. As facilitators, we legitimately add new information. Our most crucial role is to create the conditions for discovery and new understanding as partners in learning.

- When we educate for change, we take learning beyond the superficial and connect it with people's day-to-day lived experience. This kind of learning is based on a continuous learning spiral that asks *What?, So What?* and *Now What?* Or to put it differently, *What is our experience?, What does it mean?*, and *What can we do about it?*

**Planning ahead**

Good facilitation requires advance planning:

- To be effective, our role starts long before we walk through the door.

- We can speak with key players in advance and learn about the history, dynamics and expectations of the participants.

- We can ask participants about their hopes and "hope-nots" for the learning experience. We can pick up clues from the participants' feedback about a format that will fit for a particular group.

- We blend the insights gained from the participants with our knowledge of the content of the training workshop.


**Helping participants feel heard**

Good facilitators can help each person feel heard:

- Many people have been discouraged from letting their voices be heard, particularly women, people of colour, and people from minority cultures.

- As facilitators we must be committed to ensuring every voice is heard.

- We need an array of approaches that break down barriers to participation in an atmosphere of mutual respect. For example, we recommend using icebreakers, as you see below.

**Working with the whole person**

Facilitators must be intentional about working with the whole person:

- We bring all parts of ourselves into the room – feelings, beliefs, past experiences, knowledge, skills, bodies and spirit.

- People have a variety of ways of acquiring new knowledge and expressing themselves. We can open doors to learning by using a variety of approaches for learning. For example, we recommend providing opportunities for writing and reflection, as well as opportunities for group discussion. We recommend activities that involve getting up and moving, activities that involve listening, others that involve reading or watching. We urge you to become aware of your own preferred learning style, and to very consciously integrate other styles as well when you plan a workshop.

- If we pay close attention to cues such as tone of voice, body language, eye contact and gut instincts, we can move with the energy of the people in the room.

- If we feel tension, we can name it and ask for guidance from the participants. The chances are that they know what is going on. Together we can create a solution to the problem.

## About icebreakers

We use icebreakers for many reasons. Their key characteristic is that they are meant to build a sense of comfort and connection at a point when people are uncertain and perhaps nervous. Even when working one-to-one, we create comfort or discomfort by the way we begin.

If people start by saying or doing something that is familiar and non-threatening, they are more likely to relax. If they use their voice to say something that comes easily, they are all the more likely to speak up during the session. Icebreakers help us accomplish this.

Most of the icebreakers in this workshop are taken from *Creating Learning Partners.*

**Here are two examples from the CLP Introduction, pages 9 and 10:**

**For introductions:**

Provide name cards for each participant. They are easy to make using 8 ½" x 11" paper on card stock folded lengthwise:

- Participants put their names, as well as a symbol or picture of one of their passions on a name card, using coloured markers.

- These name cards serve as a starting point for introducing themselves.


**As a lead-in to content:**

- Provide a variety of photographs for participants to choose from.

- Each participant selects a photograph that fits with their views on the particular topic.

- They explain their choice to a partner or the full group.

## About energizers

Energizers are a variation on icebreakers. They usually involve some kind of body movement that is fun and non-threatening. You can use them to stimulate energy at the beginning of a program. You can also use them during a program when energy slides and people need a break from thinking, when they want to get up and move around.

Here are some examples of energizers that will allow people to move around and recharge.  The following 2 energizers were taken from *CLP, Introduction*, pages 9 to 10.

1. Gather participants in groups according to where they were born, the number of children in the household where they grew up, their birth order or the length of time they have lived in their community. Even if they've been working together, this will have people introducing themselves in new ways within the group.

2. Ask participants to form a line according to how far they are right now from the place they were born, or according to the length of time they have lived in their community. This exercise necessitates people speaking with one another, and the group can make observations about the results.

This energizer, "Get Connected," was taken from www.bsc.coop/docs/FacilitationGames.pdf

You need a hula hoop.

- The group forms a circle. Be sure they introduce themselves to the people on their right and left if they have not already done so.

- Have one person put the hula hoop over one arm.

- Then ask everyone in the group to join hands, including the person holding the hula hoop.

- Attempt to pass the hula hoop around the whole circle without breaking hands.

Some variations:

- Add a decreasing time limit and do it four or five times.

- Do it without talking and everyone blindfolded.

- Do it with the people touching the hula hoop blind, and everyone else telling them what to do.

## Preparing for the Workshop

### Focus of this workshop

This workshop will answer the following questions:

- How is the information in *Creating Learning Partners* organized?

- How can CALP staff use materials in the CLP to support tutors?

- How can they plan and deliver tutor training best suited to their CALP and volunteers?

Be sure you are familiar with each activity you will be facilitating, and that you have prepared for each one in advance. For details of what advance preparation is required, see each activity's detailed instructions in *Activities that require advance preparation*, below.

- Be sure you have a copy of the Participant Workbook.

- Take time to become familiar with this document as well.

## General strategy for facilitating this learning

Elicit what participants already know.

Participants share and learn new things.

Participants practice new learning.

Participants reflect on new learning.

Participants plan how to apply new learning in their own CALP Program after training.
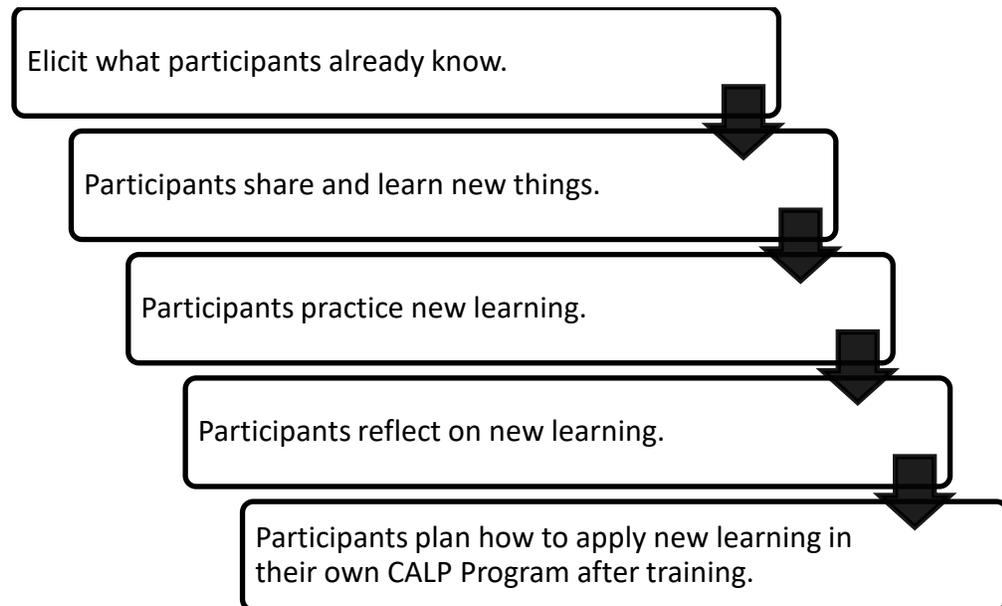
## Reference materials

The following resources are the ones we used to create this workshop.

To facilitate the workshop effectively, you need to be familiar with them too, both for the facilitation process and to help you answer the participants' questions.



All of the *Creating Learning Partners* resources are available on the CALP portal. You must sign into the CALP portal to access these resources.

**References:**

The first two resources listed were used to create this workshop. The *Alberta Reading Benchmarks* modules are an additional reference for staff who are working with volunteer tutors.

1. *Creating Learning Partners: A facilitator's guide for training effective adult literacy tutors*, including:

   - *The Creating Learning Partners* videos

   - *The Creating Learning Partners* handouts

   - *The Creating Learning Partners* overheads

2. *Introduction to Adult Foundational Learning (IAFL) Facilitator's Guide*

   The IAFL Guide has lots of useful information about facilitation and ways to structure workshop information to make it most useful to participants.

3. *Alberta Reading Benchmark* modules

   As facilitator, you may want to mention this resource to CALP Staff. Tutors can use the ARB with their learners when teaching reading. www.arbforadults.ca/tutor-training/.

# Materials required

To facilitate this workshop, you will need the following supplies and handouts.

## General supplies

| Flip charts | 1 flip chart for your use |
| | 1 flip chart for participant group work |
| | You will need to share the participants' work by hanging the flip charts on the wall. We suggest you either use sticky flip charts, or green or blue painter's tape that won't harm the walls |
| 100 or more markers in assorted colours for facilitators and participants to use | |
| Whiteboard markers if there are whiteboards in the room | |
| Sticky notes | Blocks of small, 3x3 sticky notes – 3 for each table |
| | Blocks of large 4x6 (or larger) sticky notes – 1 for each table |
| Thick coloured paper for making name cards – 1 sheet for each participant | |
| 2 packs of lined paper | |
| 20 or more ballpoint pens | |

**PowerPoint slides**

The PowerPoint slides used in this workshop are available from the CALP portal.

| Slide 1 | Welcome |
|---------|---------|
| Slides 2 - 7 | Activity 2: Working with Volunteers |
| Slides 8 - 12 | Activity 3: How the Manual is organized |
| Slides 13 - 25 | Activity 4: CLP Videos, Overheads and Handouts |
| Slides 24 – 26 | Activity 5: Planning a tutor training |

**Handouts for participants**

| The Participant Workbook for each participant in this workshop. |
|---|
| For the closing activity: The standardized CALP evaluation form about the workshop, 1 per participant. |

**For your own use and reference during the workshop**

| Your copy of *Creating Learning Partners* |
|---|
| Your copy of the Participant Workbook, which includes all the documents you will be referring to during the workshop |
| The CLP video, which participants can access from the CALP portal after the workshop |
| The CLP PowerPoint slides, which participants can also access from the CALP portal |

**Optional supplies**

You may also want to have some manipulatives on each table. Participants can use them to keep their hands busy and their creative juices flowing:

- Pipe cleaners
- Lego blocks
- Popsicle sticks
- Play-Doh

## Activities that require advance preparation

To be fully ready for the workshop, and confident in your facilitation, you need to do some advance preparation.

In addition to having on hand the materials and handouts listed above, some activities require more preparation in advance of the workshop.



When you invite participants to the workshop, ask them to bring a copy of *Creating Learning Partners* with them, OR to bring a laptop or device that will allow them to connect to the CALP Portal.

### Agenda

Copy the workshop agenda on a flip chart.

### PowerPoint slides

Be sure you have access to the slides you will be using.

**Preparing for Activity 1: KWL and Paired Listening**

Three sheets of flip chart paper, with one of the three KWL questions on each:

- What do you KNOW about tutor training and the CLP?

- What do you WANT to know about tutor training and the CLP?

- What have you LEARNED about tutor training and the CLP?

Review the following explanation of the process of **paired listening** from [www.seedsforchange.org.uk](http://www.seedsforchange.org.uk), and prepare to use whatever part of it you think would be useful to explain the process to your group.

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**Paired Listening**

- The Paired Listening process creates a space where everyone is heard, enabling participants to explore and formulate their own thoughts or feelings on an issue without interruption.

- It can help in uncovering and resolving conflict as well as allowing people to gather and consolidate their thoughts before a group discussion.

- Listening in pairs is also a good way of developing skills in active listening.

- Split the group into pairs. In each pair, one person is the listener, the other the speaker.

- The speaker talks about their thoughts or feelings on the issue that you've chosen. Encourage the speaker to speak first thoughts – that is to speak as thoughts enter their mind without analyzing or holding back. This may seem difficult at first – think of it as holding an internal monologue, but out loud.

- The role of the listener is to give full attention to the speaker without interrupting, questioning or commenting. The listener can provide an attentive and supportive atmosphere through eye contact, body language, encouraging noises, smiles and nods.

- If the speaker gets stuck, the listener may ask neutral questions such as "How does that make you feel? Why do you think that?"

- After a set time (one to four minutes is usually plenty) speaker and listener swap roles.

- This exercise can be followed by a go-round in the full group, with every participant summarizing the thoughts of their partner.

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**Preparing for Activity 2: Review slide #6, Forms for Tutors.**

Review the "Tutor Information Form" and the "Confidentiality Code" forms in participant workbook under Activity 2.

**Preparing for Activity 4: CLP Videos, Overheads and Handouts**

Become familiar with the list of CLP videos, which is included in the Participant Workbook's section on Activity 4.

- For this activity, participants may use the videos from Units 2 through 5.
- The Participant Workbook includes a full listing of CLP videos for future reference.

Become familiar with the slides provided for this activity. They are taken from the CLP, and show various handouts and overheads.

Prepare a package of handouts for each participant. Each document can be downloaded from the CALP Portal. Include the following in each package:

- Scrambled Letters, Unit 6, Overhead 6.5
- Adult Learning, Unit 2, Overhead 2.1
- Learning Plan, Unit4, Handout 4.2
- Learning Plan, Sample for Learners, Unit 4, Overhead 4.5
- Lesson Plans, Unit 4, Handout 4.13
- Lesson Plan Example A, Unit 4, Overhead 4.7
- Setting Goals, Unit 4, Handout 4.8
- Setting Goals, Sample for Learners, Unit 4, Overhead 4.3

**Preparing for Activity 5: Planning a tutor training**

Review and become familiar with the Pig Psychological Test. It comes from CLP Unit 3, about Learning Styles.

- Ask participants to take a blank piece of paper and draw a picture of a pig.

- When participants have drawn their pigs, explain that pigs serve as a test of their personality traits.

- Read through the list explaining the meaning of their drawn pigs. At the end, tell participants this is all in fun.

- If you drew the pig:

    o Towards the top of the paper, you are positive and optimistic.

    o Towards the middle, you are a realist.

    o Towards the bottom, you are a pessimist and have a tendency to behave negatively.

    o Facing left, you believe in tradition, are friendly and remember dates such as birthdays.

    o Facing right, you are innovative and active, but don't have a strong sense of family, nor do you remember dates.

    o Facing front (looking at you), you are direct; you enjoy playing devil's advocate and you neither fear nor avoid discussions.

    o With many details, you are analytical, cautious and distrustful.

    o With few details, you are emotional and naïve, you care little for details and are a risk-taker.

    o With four legs showing, you are secure, stubborn and stick to your ideals.

    o With fewer than four legs showing, you are insecure or are living through a period of major change.

    o The size of the ears indicates how good a listener you are – the bigger, the better.

    o The length of the tail indicates the quality of your love life. (Again, more is better!) – Okay, who didn't draw a tail?

**Preparing for Closing: Evaluation**

Participants will complete the standardized CALP system evaluation.

## On the day of the workshop

Check your computer:

- Be sure it is connected to the internet

- Be sure the PowerPoint presentation is working


Collect the materials listed in Materials Required (page 18), above. Be sure you have everything ready on the day of your workshop.

**On each table put the following items from the list of materials:**

- The Participant Workbooks, 1 for each person attending

- Coloured paper for name cards

- Coloured markers

- 3 blocks of 3x3 sticky notes

- 1 block of 4x6 sticky notes

- Lined paper and a few pens

- Any manipulatives you have chosen to use: pipe cleaners, Play-Doh, etc.


**This leaves you with the following at hand to use or distribute:**

- Your copy of the Participant Workbook

- For each participant, have a copy of the evaluation

- The flip charts for yourself and for the participants

- Green or blue painter's tape if you aren't using sticky flip charts

- All the materials you have prepared in advance

**Tape sheets of flip chart paper on the wall for the following purposes:**

The parking lot:

- Use this sheet to record important items, issues and ideas that may not be usefully discussed during the workshop

- The principle is to return to them later

- They are "parked" for now

The day's agenda:

- List the day's activities, including the timing of lunch, breaks and finish

- See the agenda below as a model, but make it work for you

**Training agenda**

- The workshop activities will take around six hours. If the group is large, some activities may take a bit more time. The workshop may be tailored to suit a shorter timeline or a small group.

- You will need added time for lunch – we suggest 45 minutes – and two breaks of 15 minutes each.

- After lunch, allow time for review and questions about the morning's work, and check-in from the morning's activities.

- We also suggest you expect to use at least one energizer and allow time for that activity.

- You'll see that we have not added in a specific time for energizers or reflection because the need for them will differ from group to group. The times estimated for each activity are flexible, so that you can fit in an energizer or time for review, as needed.

| Activity | Minutes |
|---|---|
| Welcome | 15 |
| Introductions and the value of icebreakers | 20 |
| Logistics:<br>Ground rules for the workshop<br>Parking lot explained<br>Housekeeping<br>Agenda<br>Introduction to Participant Workbooks | 15 |
| Activity 1: KWL and Paired Listening | 25 |
| Activity 2:  Working with Volunteers | 45 |
| Activity 3:  How the manual is organized | 15 |
| Activity 4: CLP Videos, Overheads and Handouts | 65 |
| Activity 5: Planning a tutor training | 75 |
| Activity 6: Review KWL | 15 |
| Activity 7: Reflections and intentions | 20 |
| Closing activity, Q and A, and evaluation | 20 |
| Total time | 330 |

**Workshop Activities**

**Welcome**

1. Be sure the Acknowledge the Indigenous Treaty and Metis peoples on whose land the workshop is hosted.

2. Introduce yourself as facilitator(s).

3. Show slide #1, which will introduce *Creating Learning Partners*.

4. Tell participants this workshop focuses on *Creating Learning Partners: A facilitator's guide for training effective adult literacy tutors*. The workshop is based in part on feedback that CALP staff provided in face to face interviews and surveys.

5. Provide some background on CLP:

   - The CLP was funded by Alberta Advanced Education and Technology in 2007. It was written and developed by experienced adult educators and literacy practitioners from Alberta:

     Ann Goldblatt

     Rebecca Still

     Sandi Loschnig

     Linda Weir

   - In addition to all the content that the authors developed, CLP uses materials created by literacy workers and programs in Alberta, in Canada and abroad.

     o We also use materials from the provincial and federal governments.

     o All materials are used with permission.

6. Assure participants of the value of CLP. It may seem daunting because of its size, but it is, on the whole, a treasure trove:

   - The information is wide-ranging and comprehensive, and tailored specifically for volunteer tutor literacy programs.

   - The activities are designed to engage volunteer tutors, while taking the brunt of planning off the facilitator.

   - The content and activities can be adapted to suit different program contexts.

7. This training workshop attempts to balance the realities of working in the Community Adult Learning Program context with the needs of volunteer tutors and adult learners.

8. Invite participants to use the Welcome section in their Participant Workbooks to record:

   - One or two questions they would like answered about tutor training and the CLP guide.

   - Their thoughts on ground rules for the workshop. Explain that you will be deciding together on ground rules, and to think about this in advance.

## Introductions and the value of icebreakers

The following icebreaker comes from the CLP Introduction, page 9.

1. Invite participants to use the name cards:

   - They put their name and a symbol or picture of one of their passions on a card, using the coloured markers.

2. Participants then introduce themselves to the whole group.

3. Make explicit that this is an icebreaker. Ask the group: Why are icebreakers useful? Look for answers such as:

   - They build a sense of comfort and connection.

   - They help people relax by starting with something familiar and non-threatening.

   - They allow people to use their voices, so that they may speak more comfortably later.

4. Record their answers on flipcharts.

5. Refer participants to *Creating Learning Partners* Introduction, pages 9 to 11 for more icebreaker ideas and facilitation tips, which may be useful as they plan training for tutors.

## Logistics

Ground rules

- Point out that it is good practice to set ground rules in a tutor training workshop.

- Ask participants for suggestions for ground rules for the workshop based on what they've written in the Welcome section of their Participant Workbooks.

- Record their suggestions on a flipchart.

- Ask: "Why do we establish ground rules"?

  o To ensure that everyone is heard

  o To ensure that participants work together toward greater understanding

- Examples of ground rules:

  o Listen actively and respect others when they are talking

  o Ask for clarification if you are confused

  o Build on one another's comments; work toward shared understanding.

  o Do not monopolize discussion

  o Speak from your own experience, without generalizing

  o If you are offended by anything said during discussion, acknowledge it immediately

  o Turn your cell phone off


Parking lot

- Point out the Parking Lot flip chart, and explain that it will be used to store participant questions and to list things that require clarification.

- Explain that you will respond to the list by the end of the workshop.

- Tell participants that they can use sticky notes to add to the parking lot.

Housekeeping

- Tell participants:

  o The location of washrooms

  o The workshop timing, including breaks, lunch and finishing time

  o Any particular points about the facility you are in

Agenda

- Briefly review the workshop agenda on a flip chart or white board.

- Ask if there are any questions about the agenda. Either answer the questions or, if they are not relevant to the agenda, note them on the Parking Lot and return to them when appropriate.

Participant Workbooks

- Tell the participants that the Workbooks are theirs to keep.

- They can be a place to take notes and to work through each activity.

- The last page in the workbook provides space to write contact information for other CALP staff whom they may meet.

## Activity 1: KWL and Paired Listening

1. Review the preparations required for this activity, as listed in *Activities that require advance preparation*, above.

2. Post the three flip chart pages you prepared with the KWL questions on them.

3. Show participants the first two KWL questions:

   - What do you KNOW about tutor training and the CLP?

   - What do you WANT to know about tutor training and the CLP?

4. Explain that at the end of the workshop you will complete this exercise by asking:

   - What have you LEARNED about tutor training the CLP?

5. Explain the value of KWL:

   - It allows people to acknowledge what they already know.

   - It is a technique that can be adapted to almost any topic.

   - Tutors can it use with their learners as a good starting point for setting learner goals.

6. Paired listening:

   - Refer to the instructions for the paired listening process in the section on *Activities that required advance preparation*, above, and let participants know that the instructions are also in their Workbooks under Activity 1.

   - Ask participants to work with one other person.

   - Each person takes a turn answering the first two KWL questions.

   - Each listener summarizes what they heard from their partner on the small sticky notes.

   - When both people have had a turn as speaker and listener, ask that they post their sticky notes on the relevant flip chart papers.

7. Once participants have posted their sticky notes on the flip chart pages labelled "Know" and "Want to know", read the collected responses aloud. Move any issues to the Parking Lot if necessary, and let participants know that these will be addressed later in the workshop.

## Activity 2:  Working with volunteer tutors

**Locating, monitoring and supporting**

1.  Show slide #2, "Working with Volunteers".

2.  Lead a group discussion using the following questions. Invite responses from the group, and note responses on a flip chart or white board.

    - How do participants find volunteers who are interested in tutoring?

    - What are the qualities of an effective tutor?

        o   After noting some responses, show slides #3 and #4, which come from the CLP handouts for Unit 2: Adults as Learners.

        o   Explain that the slides only show part of the handout to give an example of the kind of information available in the Unit 2 handouts.

3.  Show slide #5, the cover page to Unit 1.

    - Refer participants to Unit 1, Orientation, Activity D: Being a tutor.

    - Ask participants to find this section in their copy of *Creating Learning Partners*.

4.  Show participants Slide #6: "List of Forms".

    - Refer participants to the chart in the Participant Workbook under Activity 2, which lists various administrative forms for tutors.

    - Ask participants to consider whether or not these forms are available in their program files:

        o   a tutor job description

        o   a tutor registration form

        o   a tutor agreement around confidentiality

        o   a list of questions or a screening form when interviewing prospective tutors

        o   program policy concerning ending a volunteer's involvement with the program

    - Allow time for participants to fill in the chart.

5.  Refer participants to the Confidentiality Code found in the Participant Workbook. Note that this form is a sample only.  All forms should be adapted to meet the needs of individual programs.

6.  Lead a group discussion and invite responses from participants to these questions:

    - What is the process followed when matching a learner and tutor?

    - How do participants monitor tutor-learner pairs?

    - What are some ways that tutors are recognized for their contributions?

7.  Show slide #7, Unit 4: Planning for Learning Handouts.

    - Tell participants that handouts for Unit 4, Planning for Learning, include a significant amount of information to support tutors, including:

        o  Learner questionnaires, to help them get to know their learner

        o  Tutoring suggestions that will help the learner get the most from the tutoring experience

        o  Templates to help with goal setting and lesson planning

8.  Explain to participants that they will have the opportunity to see more of the CLP handouts and overheads in a short while.

**For CALP staff who are responsible for coordinating, training and supervising tutors:**

- As a new CALP staff, you will probably have inherited a few tutors. Some of them will have been in your organization for a long time.

- It is a wise practice to introduce yourself to all of your tutors. Let them know who you are, and develop a shared understanding of roles and expectations.

- Make time to meet with tutors on an ongoing basis.

  o Take time to talk about their current learner: what works, what challenges they face, and what support and resources you might be able to bring to them.

  o Regular check-ins with the tutors can make a big difference to both learner and tutor satisfaction.  This gives tutors a chance to ask questions, and gives staff an opportunity to see how the tutor/learner pair is working.

- Their tutor contract should be reviewed and renewed if it is mutually agreeable.

- Tutor training is an investment in your program, your tutors and your learners.

  o If tutors are leaving a program because they don't have time to be trained or feel intimidated at the thought of training, then maybe they aren't the best fit for the program.

  o Learners need and deserve someone who's ready for the challenge and willing to be prepared for the job.

## Activity 3: How the manual is organized

1.  Review the preparations required for this activity, as listed in *Activities that require advance preparation*, above.

2.  Show slide #8, "Contents of CLP". Explain the following:

    -   There are 13 units in Creating Learning Partners.

    -   Each unit has its own table of contents, and pages are numbered within the individual units, so each unit stands on its own.

    -   Each unit is composed of several sections. Within each section there are several activities. Some of the activities are designated as "core" and some as "optional."

3.  Show slide #9, "How each Unit is Organized", and slide #10, the cover page of Unit 2. Explain that you will be using Unit 2 to demonstrate how the units are organized.

4.  Show slide #11. This shows how the material is organized in Unit 2 – and in every other unit – with the Unit title, the Section and the Activities:

    -   There is the unit, in this case Unit 2: Adults as Learners.

    -   There are the sections within the units, in this case Section 1, which focuses on the characteristics of adult learners.

    -   And there are the activities within the section, in this case Activities A, B and C, which will help volunteers explore and understand the subject of the section – the characteristics of adult learners.

5.  Show slide #12. This shows the reverse side of the title page for Unit 2. As with every other unit, it shows:

    -   Each section of that unit

    -   That section's activities

    -   Whether the activities are core or optional

    -   The optional approaches to any activity, if there are options

    -   And an estimate of how long the activity will take

Review each section in Unit 2, as well as the activities in each section. Invite participants to follow along with their copy of *Creating Learning Partners*.

6. Choose one or two of the units from Units 2 through 5. Direct participants to the outline of their chosen Unit. Ask the question:

   - "What are two or three important points to know about this unit?"

   - For example, Unit 1, Orientation, gives suggestions about how to acquaint volunteers with the literacy program.

7. Participants may want to make notes about the unit summaries in their Workbook. Space is provided for this in the section for Activity 3.

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**It's important to let participants know that:**

- The CLP was designed for staff:

   o It is not intended as curriculum for tutors.

   o Every unit (except Unit 13 Essential Skills) has handouts which will help tutors as they plan with learners.

- The CLP units were created 10 years ago:

   o Therefore, the internet links may no longer be active.

   o The basic information provided, however, is still useful for staff and tutors.

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> **If participants need more help understanding how CLP is organized, consider demonstrating it this way:**
>
> - Use a basket, which you can identify as the "unit."
>
> - Inside the basket are a number of sticky note pads, called the "sections."
>
> - And inside each of the sticky note pads are the list of "activities."

**About the information on the CLP tab dividers:**

- The information on each unit's tab provides the big picture map of that unit.

  o This makes it clear for each unit or section what the content is and how long each activity will take.

- There are core activities and optional activities:

  o Activities identified as "core" can help staff set priorities when organizing tutor training.

  o The optional activities are related to the main content and are offered as enrichment activities.

  o As a facilitator, you decide which activities are suitable and what is the best time to introduce them.

## Activity 4: CLP Videos, Overheads and Handouts

1.  Explain that now you will be looking at the resources provided in Creating Learning Partners to help with workshop facilitation. First we look at the videos that are part of CLP.

2.  Show Slide #13, "CLP Videos". Tell participants that information about the videos is reproduced in their Workbook in the section on Activity 4, including the length of each segment and which activity each video is related to. Note the following information for participants:

    -   Point out which units from the CLP have corresponding video segments.

    -   How the video clips may be used with specific units and activities, or may be used on their own and for other audiences. For example, "Some Learner Stories" might be a good introduction to adult learners for Board members.

    -   The length of video clips varies widely and participants should take this into account when planning a tutor training session.

    -   All of the videos are available through the CALP portal.

3.  Show participants an example of the videos: "Some Learners Stories" from Unit 2: Adults as Learners. This is a six-minute video segment, and might serve as a good introduction for tutors who have not worked with an adult learner.

4.  Following the video, ask participants:

    -   What did you learn about adult learners from the video clip?

    -   Explain that this process of showing a video and asking participants to reflect on it can be a powerful component of tutor training.

5.  Now we will look at the handouts that *Creating Learning Partners* includes for you to use when working with each unit. Show slide #14, "CLP Handouts". Point out to participants that each unit in CLP has accompanying handouts. All of the handouts are available through the CALP portal.

6. Refer participants to Handout 4.4, "Learning Situations" from Unit 4, which is reproduced in the Participant workbook under Activity 4.

   - Introduce this activity by pointing out to participants that we have all encountered difficult situations and have used our background knowledge to resolve them.  This is an important point to reinforce with tutors, and one that they can discuss with their learners.

   - Invite participants to choose two of the situations from Handout 4.4 and brainstorm with another person ways to resolve these challenges.

   - Allow participants time to complete the activity and ask several participants to share their results with the whole group.

7. Mention to participants that they will be introduced to more of the CLP handouts later in this activity.

8. Distribute the CLP handout package to participants (see preparing for Activity 4, page 24 of the manual). Explain that you will be reviewing these handouts, which participants may find useful as they plan a tutor training. The handouts are ready to be copied, and can also be found on the CALP Portal. We now look at some of the overheads and a sample. Show slide #15, "CLP Overheads".

   - Note which units have overheads.

   - Point out that these too are available on the CALP portal, and can be copied as handouts if desired.

   - Tell participants you'll now show them a few examples of overheads as well as a few examples of handouts from CLP.

9.  Show slide #16, "Scrambled Letters." Refer participants to the corresponding handout in their package. This is CLP overhead 6.5, meant to be used in Unit 6: Reading, in an activity that helps tutors look at the process we use when reading.

    - This overhead is meant to be used in Unit 6: Reading, in an activity that helps tutors look at the process we use when reading.

    - Give participants a few moments to see if they can read the text.

    - The text on the slide describes the process we use when reading unfamiliar text.

    - The correct text reads: "According to research at an English university, it doesn't matter in what order the letters of a word are; the only important thing is that the first and last letter is at the right place. The rest can be a total mess and you can still read it without problems. This is because we do not read every letter by itself, but the word as a whole."

10. Show slide #17, "Adult Learners". Refer participants to the corresponding handout in their package. This is CLP overhead 2.1 from Unit 2: Adults as Learners. It has lots of helpful information for beginning tutors.

    - Review the information on the overhead.  Ask participants to reflect on their own journey as an adult learner and discuss how this information can be useful in the tutor-learner relationship.

11. Show slide #18, "Learning Plan", Refer participants to Overhead 4.2 from Unit 4: Planning for Learning, included in their handout package.

    Ask participants for their ideas regarding the difference between a Learning Plan and a Lesson Plan. Look for answers such as that:

    - A Learning Plan is a "big picture" depiction of what skills the learner will learn over time, as well as the resources required.

    - A Lesson Plan is a detailed description of what the learner and tutor will do together each time they meet.

12. Show Slide #19,"Learning Plan – Sample for Learners". Refer participants to the corresponding handout in their package. This Overhead 4.5 from Unit 4: Planning for Learning, shows a partially completed, Sample Learning Plan for students.

13. Show slide #20, "Lesson Plans".  Review the components of a good lesson plan, and the five questions that a tutor should ask when preparing a lesson plan. Refer participants to the corresponding handouts. This is handout 4.13 from Unit 4: Planning for Learning.

14. Show slide #21, "Lesson Plan Example A", Overhead 4.7 from Unit 4: Planning for Learning.  This lesson plan example covers two pages and answers the five questions outlined in Slide #20. Review the five questions and invite participants to follow along with the handout included in their package.

15. Show the next two slides #22 "Setting Goals", Handout 4.8 from Unit 4 and slide #23, "Setting Goals, Sample for Learners", Overhead 4.3 from Unit 4. Participants can view these in their handout package.

- These slides show a template for learners to use when setting goals, and a partially completed, sample Setting Goals template.

- Note to participants that CALP reporting requirements include reporting on whether or not a learner has met his or her learning goals.

*The activities in Creating Learning Partners list a step-by-step process to introduce such tools to tutors and to teach them how to use these tools with adult learners.*

**Activity 5: Planning a tutor training**

1.  Review the preparations required for this activity, as listed in *Activities that require advance preparation*, above.

    - This includes being sure you can present the Pig Psychological Test effectively. The instructions for it are in the *Activities that require advance preparation*.

2.  Introduce the Pig Psychological Test, which is from Unit 3: Learning Styles.

    - Make sure all participants have blank paper and a pencil or pen.

    - Ask to draw a picture of a pig.

    - Explain that the pigs they drew serve as a test of their personality traits.

    - Go through the explanation of what each aspect of their drawings mean, per the instructions in the section on advance preparation.

    - At the end, tell participants this is all in fun.

3.  Show Slide #24, Preparing To Plan A Tutor Training.

    - Ask the group for their ideas about these four questions:

        o   What should be considered when starting to plan for tutor training?

        o   What might be included in an introductory tutor training?

        o   What information could be used for tutor training at a later date?

        o   What kinds of information could tutors learn on their own?

    - Record their answers on flip chart paper or white board.

4.  Show slide #25, Example of a Training Schedule.

    - Tell participants that this is one way to present material to tutors.

    - The entire example is in the CLP Introduction, pages 14 and 15.

5.  Point out to participants the two sample agendas in their Participant Workbooks, in the section on Activity 5.

    - Tell them the agendas can be found in the CLP Introduction on pages 16 and 17.

    - Show slide #26, which shows one of the sample agendas. Review how the agenda is organized.

6. Draw participants' attention to CLP Units 2 through 5.

   - Ask participants to view the handouts and overheads online.

   - Ask them to consider how they might use them as part of a tutor training workshop.

7. Ask participants to plan an introductory tutor training workshop.

   - They may choose to complete this activity individually or with another CALP staff, for example, someone whose program context is similar to theirs.

   - They are to imagine that their audience is a group of new tutors.

   - They will be asked to make a six-minute presentation to the group, describing their plan for tutor training.

   - Suggest that participants use material from this list to help with the planning:

     o The points gathered during Activity 4

     o The sample agendas provided. Let them know there is a blank template for an agenda in their Participant Workbook in the section for Activity 5.

     o Information from CLP units 2 through 5, including handouts and overheads

     o The table of contents from the CLP video

8. Ask them to record their plan on a flip chart, and to include:

   - An agenda

   - The total time allotted for the workshop

   - The estimated times for each activity or discussion

   - The handouts or overheads to be included in the workshop

9. Allow them time to complete the task. Circulate around the room and offer support as needed.

10. Bring the group together and allow time for each individual or small group to present their tutor training plan to the large group.

11. Post all of the tutor training agendas around the room so the information is shared with all participants.

- Participants may want to take photos of any of the flip charts to use or adapt in their own program.

## Activity 6: Review KWL

1. As a group, review the sticky notes from the beginning of the day.

2. Direct participants' attention to the final part of KWL, which is "Learn".

3. Allow time for participants to reflect on their learning, and to make notes in the section of their Workbooks for Activity 6.

4. Ask participants:

   - What have you LEARNED about tutor training the CLP?

5. Note their answers on the final flip chart.

**Activity 7: Reflections and intentions (Slide #19)**

1. Give participants a few minutes to reflect on what they have learned and how they might use this information.

2. Ask them to name two actions they intend to take to help them improve their tutor training when they return to their program. Have them write these intended actions in their Workbook sections for Activity 7.

3. Ask them to consider what supports or preparation they will need to carry out these actions.

4. Invite them to share with one other person about their intentions and the support they will need.

## Closing activity: Q and A, and evaluation

1.  Question and answer:

    - Answer questions from participants, or review parking lot questions, or both.

2.  Snowball, from www.edutopia.org :

    - On a piece of scratch paper, each participant writes down one thing they intend to do with what they learned.

    - Then they wad up the piece of paper.

    - At a given signal, they throw their paper snowballs in the air.

    - Then each participant picks up a nearby response and reads it aloud.

3.  Evaluations:

    - Distribute the evaluation forms and allow participants time to complete the form.