

# **Creating Learning Partners:**

## **Training Tutors Who Work With Adult Literacy Learners**

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**Creating Learning Partners:  
Training Tutors Who Work With Adult Literacy Learners**

**Participant Workbook**

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Developed for Alberta's



With support from the Government of Alberta

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# Welcome!

Volunteer tutors play a crucial role in delivering literacy services to adult learners. To help you prepare the tutors in your program, *Creating Learning Partners* is a tutor training resource based on practitioner research and experience.

Use this workbook to record your ideas, questions, and notes from the workshop, and to refresh your memory about *Creating Learning Partners* when you return to your program.

## Description of this workshop

The workshop will focus on these questions:

- How is *Creating Learning Partners* designed?
- How can I use material in the CLP to support tutors?
- How do I plan and deliver tutor training best suited to my CALP and volunteers?

**What questions are you bringing to the workshop?**

Note them here.

**What ground rules do you think are important for the day?**

- What will make it possible for everyone in the group to work and learn?
- Write two or three rules that you think are important.

## **Activity 1: KWL (Know - Want to know - Learn) and Paired Listening**

### **Purpose**

KWL is a technique that can help learners focus their attention on a topic. It can be an effective guide to reading unfamiliar text, or a way to organize thoughts on a topic. People often record their ideas on a chart.

We can use the KWL technique to brainstorm what we know about tutor training what we want to know (or what we wonder) and, at the end of this workshop, what we have learned.

### **Your task**

1. Use the paired listening technique explained below.
2. Work with one other person. Each person takes a turn answering the first two questions:
  - What do you KNOW about tutor training and the CLP?
  - What do you WANT to know about tutor training and the CLP?
3. When both people have had a turn as speaker and listener, post ideas on sticky notes and place them on the flip chart papers.

### ***Paired Listening from [www.seedsforchange.org.uk](http://www.seedsforchange.org.uk)***

- 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.



## Activity 2: Working with volunteers

### Purpose

The purpose of this activity is to discuss issues related to volunteer recruitment, monitoring and support.

### Your task

Review the following list and check the appropriate spots.

Form	Yes, this type of form exists already in my program	No, I have not seen this type of form	I'm not sure	Action Required
Tutor job description				
Tutor registration form				
Tutor confidentiality agreement				
Initial interview questions for tutors				
Program policy concerning volunteers				

## Samples of volunteer forms

TUTOR INFORMATION			
Name: _____			
Address: _____			Postal Code: _____
Phone Number: Home: _____		Business: _____ Cell: _____	
E-mail Address: _____			
How would you prefer to be contacted? _____			
Emergency Contact: (in case of accident or illness) _____			
Educational Background: _____			
Occupation: _____			
Previous Volunteer Experience: <input type="radio"/> Yes <input type="radio"/> No			
If Yes please give examples: _____			
How did you learn about the adult literacy tutoring opportunity? _____			
Why did you decide to volunteer for this program? _____			
Do you speak another language? <input type="radio"/> Yes <input type="radio"/> No Which one(s) _____			
Special areas of tutoring interest: (Check as many as you wish)			
<input type="radio"/> Basic Math	<input type="radio"/> Reading and Writing	<input type="radio"/> Computer Literacy	<input type="radio"/> Lifeline to Literacy
Availability: <input type="radio"/> AM <input type="radio"/> PM <input type="radio"/> Evenings			
Do you have references from previous volunteer experience? <input type="radio"/> Yes <input type="radio"/> No			
If Yes then please provide names and contact information.			
Have you ever completed a Vulnerable Sector Police Check? <input type="radio"/> Yes <input type="radio"/> No			
If Yes then can you provide a copy of that form to us? <input type="radio"/> Yes <input type="radio"/> No			
Signature _____		Date _____	
<i>This sample used with permission of Bow Valley College.</i>			

## CONFIDENTIALITY CODE

**Volunteer tutors in the Bow Valley College literacy programs offer their unique gifts of time, knowledge, caring and support to both the instructor and the learners in the classroom. They are supported by the program administrator and the learning team. Volunteer tutors become an important part of the learning team.**

**These learners are adults and must be respected as such.**

**This code is meant to guide tutors in maintaining the privacy and dignity of our learners.**

**Volunteer tutors who support adult learners in literacy programs at Bow Valley College are required to:**

- Respect learner's privacy and confidentiality.
- Not discuss with family or community members any facts which could reveal the identity of a learner.
- Not respond to requests from, or advocate on behalf of, outside agencies, employers or family members with any details about a learner.
- Respectfully limit their involvement with the learners to the role of classroom tutor.

**If there are any comments, questions or concerns during your volunteer time here please contact the program administrator as indicated below.**

**Please sign below to indicate your acceptance of this code.**

**Volunteer Name (please print)** \_\_\_\_\_

**Volunteer Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Program Administrator Signature** \_\_\_\_\_

*This sample used with permission of Bow Valley College.*

**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.

- 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.
- Regular check-ins with the tutors can make a big difference to both learner and tutor satisfaction.

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.

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.

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

### Note:

All of the Creating Learning Partners resources are available on the CALP portal. Once you are signed into the portal, click on “Resources”. On the left side of the screen, under “Relevancy Settings”, choose “Collection”. Select “Creating Learning Partners” and click “Submit”.

### Purpose

This activity invites you to explore how the CLP manual is organized.

### Your task

Review the Unit outline chosen by the facilitator, and be prepared to answer the question: “What are 2 or 3 important points to know about this Unit?” For example, Unit 1, Orientation, gives suggestions about how to acquaint volunteers with the background of the literacy program, program staff and the program facility.

You may want to make notes about the unit summaries in this Workbook.

### Unit 1: Orientation

A. Welcome	Core	Icebreaker, reflection, discussion	15 min
B. Background of our program	Core	Discussion, viewing objects	10 min
C. Our students	Core	Talk about the program	5-10 min
D. Being a tutor	Core	Discussion, completion of necessary forms	15-20 min
E. Program staff and facility	Core if tour is possible	Talk about the program staff, tour	10 min

**Notes on Unit summaries:**

## Activity 4: CLP videos, handouts and overheads

### A list of the videos in the CLP Guide

Unit	Section and Activity	Video Title	Length
Unit 2: Adults as Learners	Section 1, Activity C	Learners Stories	27 minutes
Unit 3: Learning Styles	Section 4, Activity C	Cultural Differences	15 minutes
Unit 4: Planning for Learning	Section 1, Activity B	First Meeting	11 minutes
	Section 3, Activity D	Some Learners' Stories	6 minutes
Unit 7: Writing	Section 4, Activity A	Language Experience	7 minutes
Unit 8: Spelling	Section 3, Activity A	Learn General Spelling Techniques	7 minutes
Unit 10: Learning Disabilities	Section 3, Activity B	Meeting Someone with a learning disability	13 minutes
Unit 11: ESL Learner & Tutor	Section 1, Activity C	Meeting ESL Learners	14 minutes
	Section 1, Activity E	Culture Shock	5 minutes
	Section 3, Activity C	Sound Production	4 minutes
	Section 4, Activity A	Building Vocabulary using a Theme	8 minutes
	Section 5, Activity C	Complex Dialogue	5 minutes
	Section 6, Activity G	Grammar Practice	3 minutes
Unit 12: ESL: Tutoring Basics	Section 8, Activity A	ESL Learner Profile	17 minutes

#### Learning Situations - CLP Handout 4.4

Your learner works a lot and has very little time for learning. She says it is too noisy at home “so I can’t study or do homework.” Therefore, whatever happens in your tutoring session is the only learning that occurs.

Your learner tells you that she has lost or broken her glasses and is not able to get new ones for a variety of reasons. There’s not much learning that can be done until she finds a way to get new glasses.

Your learner reveals that he is often short of money and has a family to feed. He needs to get food somewhere. The family is Asian and they don’t like the usual kinds of foods that are in a basket from the food bank.

Your learner reveals that she is in an abusive situation and is very fearful. She misses a lot of meetings and when she comes, most of the time is taken up with listening to her story about the situation and her fears. She indicates that she does not know where to turn for a resolution to her situation.

Your learner talks about past bad treatment he has experienced because “everyone said I was stupid. But I really want to learn. I know I can learn.” But in every meeting, time is taken up as your learner repeats this story about his past.

Your learner comes to a session looking sad. After a bit of small talk, she says, “I was working on my writing. My husband saw me and said, ‘Why are you doing that? You’re wasting your time.’”

Your learner is a new immigrant who was initially very keen on the sessions. Five months later, he can hardly drag himself into the sessions. He is exhausted all the time and often feels sick.

Your learner has trouble remembering. She sometimes forgets things that you think she learned well and she has to relearn them. One of the things that she forgets is to come to sessions, even when you phone the day before.

Your learner feels that he is a long way from reaching his goal. He says, “I’m so slow.” As his tutor, you know that he has made good progress.

Your learner has accomplished all her goals, but she doesn’t seem to want to end the sessions.



## Activity 5: Planning a tutor training

### Purpose

Create a tutor training agenda.

### Your task

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

1. Plan an introductory tutor training workshop, using the sample agendas provided, the Unit handouts and overheads, and information from the following four CLP units:
  - Unit 2: Adults as Learners.
  - Unit 3: Learning Styles.
  - Unit 4: Planning for Learning.
  - Unit 5: About Literacy.
2. Be sure to think about and include the following:
  - An agenda that you can present to participants.
  - The total time allotted for the workshop.
  - The estimated times for each activity/discussion.
  - The handouts for each activity.
3. Once you have completed your training plan, you will be asked to make a six-minute presentation to the group on part of the tutor training agenda:
  - Imagine that your audience is a group of new tutors.
  - You may wish to use the CLP handouts, Overheads and relevant parts of the CLP video.

## Other resources for your planning process

The sample agenda from the CLP Introduction.

Use this sample agenda as a guide only.

Plan your agenda according to the needs of your program.

<b>9:00 – 9:05 Welcome</b>	
<b>9:05 – 10:30 Unit 3 Learning Styles</b>	
Section 1: Introduction to Learning Styles	Section 2: Auditory/Visual/Kinesthetic
Activity A. Pig Psychological Test Activity B. Preferred learning environment Activity C. We learn in different ways	Activity A. We use different ways to learn new things Activity B. Determining your learning style Activity C. Characteristics and tutoring strategies for each style
<b>10:30 – 10:45 Break</b>	
<b>10:45 – 12:15 Unit 3 Learning Styles (continued)</b>	
Section 3: Right/Left Brain Dominance	Section 4: Culture and Learning
Activity A. The two sides of the brain Activity B. Determining which side is dominant Activity C. Characteristics and tutoring strategies	Activity A. The meaning of culture Activity B. Cultural attitudes that may impact learning Activity C. Cultural differences
<b>12:15 – 1:00 Lunch</b>	
<b>1:00 – 2:15 Unit 4 Planning for Learning</b>	
Section 1: First Steps	Section 2: Learning Situations
Activity A. Getting to know your learner Activity B. First meeting	Activity A. Problem-solving skills Activity B. Ways to handle difficult situations
<b>2:15 – 2:30 Break</b>	

<b>2:30 – 4:50 Unit 4 Planning for Learning (continued)</b>	
Section 3: Developing a Learning Plan	Section 4: Lesson Planning
Activity A. Why we use goals Activity B. How to set goals Activity C. Developing your own learning plan Activity D. Developing a learning plan for your learner	Activity A. Planning a lesson Activity B. Components of a lesson Activity C. Developing a lesson plan Activity D. Assessing lesson plans
Section 5: Portfolio Development	
Activity A. Developing a portfolio	
<b>4:50 – 5:00 Evaluation</b>	

A sample table for presenting the tutor training workshop agenda

Total time:

<b>Activity</b>	<b>Minutes</b>

## **Activity 6: Review KWL**

### **Your task:**

Use this space to complete the KWL process by answering the question:

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

## **Activity 7: Reflections and intentions**

### **Purpose**

To think about how you will use this information when you're back at work.

### **Your task**

1. Individually, create and write two actions around tutor training that you intend to carry out when you return to your program.
2. Think about what supports or preparation you will need to carry out these intentions.



## Networking Notes

Name and Organization	Contact Info	Notes