Creating informal literacy and language opportunities within a formal learning environment

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Poll Question:
How do you like to learn?

a) Classroom/computer lab in a group setting
b) Field trip – group setting
c) Learning at home, autonomously or via online platform
d) Alone, one-to-one tutoring, or self-guided studying
DIVERSEcity
Community Resources Society

New Directions for New Canadians
Diversity:

- Age
- Gender/Gender Identity
- Culture
- Ethnicity
- Colour
- Physical Appearance
- Education
- Cognitive style
- Ability (mental, physical, learning)
- Religious or Spiritual Beliefs
- Political Affiliation
- Economic background
- Geographic background
- Language(s)
- Marital/partnered status
- Sexual orientation

Learning
Diverse learning environments affect learners’ attitudes, self-esteem and achievements.
Literacy and Essential Skills Outcomes Model:

“LINC Prep” and “Literacy Success”

- Promotes and facilitates literacy skills essential for work and everyday use
- Increases individual’s literacy skills by using learning activities with real life and meaningful context
- Learners develop self-assessment skills, to assist with Portfolio development
- Learners set goals and realize their individual learning styles
- Learners develop computer skills to develop communication skills within the group
“LINC Prep” and “Literacy Success”

Community Integration Impact:

• Increased capacity with social and connection skills
• Informal networking with other participants
• Increased knowledge levels about community resources
• Learned information regarding settlement-related issues is practiced (e.g. employment, housing, health, transportation, etc.)
• Transitioning into other learning environments and programs
Program Impact:

Instructors:
• Recognized the value of co-facilitating with volunteers
• Embraced more individualized lessons, within the main curriculum

Learners:
• Improved general confidence, attitude and self esteem
• Increased speaking and reading levels, and comprehension
• Increased feelings of connection to volunteers and peers

Volunteers:
• High sense of satisfaction re: “giving back and sharing skills/learnings”
• Gained better awareness about newcomers’ aspirations and goals
Poll Question:
How do you physically instruct or guide learners?

- Consistently stand/sit behind a desk, podium or computer
- Move to a different location once or twice
- Move to a different location regularly
- Sit/stand with learners
- Strike a yoga position whenever I can!
Understanding Your Instructional Self

• Interaction with, and belief about, learners

• Interaction with, and belief about, volunteers
The Value of Volunteers Guides

• Life and learning experiences and skills
• Connection and relationship building
• Partnership for success
• Varying strengths and abilities
• Languages
Volunteer Guides: Effective Facilitation

- Self-confidence – be yourself
- Be prepared with lesson plans, resources, etc
- Give clear explanations when introducing activities
- Promote learning by doing when possible – bake the cake, sew the sock, walk to the park, dance to music, etc
- Listen, listen, listen
- Learn from any mistakes
- Enjoy your time with learners
Poll Question:

When was the last time you sang or read to a child?

a) Today or yesterday
b) Often – in the last week or two
c) Once or twice in a blue moon
d) Very rarely, or I don’t do it anymore
e) Sing?? I’ve been asked to stop when I try!
General Principles for Family Literacy

• Intergenerational in nature
• Responsive to community needs
• Inclusive
• Strength based
• Instrumental in reducing barriers
Resources:

“How People Learn: Brain, Mind, Experience and School; Expanded Edition”
by John D Bransford, M. Suzanne Dononvan, and James W. Pellegrino
http://isites.harvard.edu/fs/docs/icb.topic38998.files/Bransford_Brown_Cocking.pdf

Canadian Literacy and Learning Network
http://www.literacy.ca/

Decoda LITERACY SOLUTIONS
http://www.decosa.ca/

CALP (Community Adult Learning Program)
https://www.calp.ca/

English Language Programs in Surrey, BC
Thank You!
Questions?

Language Training & Literacy Programs
http://www.dcrs.ca/services/language-programs/

Acknowledging National Pink Shirt Day