

Laubach Links



Volume III No. 3

May 2004

NLLLC Provincial Newsletter

The President's Corner



Once again Volunteer Week has come and gone. It doesn't seem like a year has passed since we had our volunteer appreciation night. Volunteers are now a vital part of our society. Voluntarism enhances cooperation and brings people together in good productive relationships. I would like to take this opportunity to thank all of you who volunteer their time so freely.

There are many changes in the near future for Laubach Literacy of Canada and the Provincial Councils. Some of these were discussed at meetings in Ottawa on April 16 and 17.

Our next issue will have registration forms for our AGM in October, 2004. Summer is just around the corner and it's time again to get busy with your fundraising to send delegates to the AGM. I hope to see many of you there!

Monnie Moores, NLLLC President



To all our
Volunteers

Many will be shocked to find
When the day of judgement nears,
That there's a special place in heaven
Set aside for volunteers.
Furnished with big recliners
Satin couches and footstools,
Where there is no committee chairman
No group leaders or car pools.
No eager team that needs a coach
No bazaars and no bake sales,
There will be nothing to staple
And not one thing to fold or mail.
Telephone lists will be outlawed
But a finger snap will bring,
Cool drinks and gourmet dinners
And rare treats fit for a king.

You ask, who'll serve these privileged few
and work for all they're worth?
Why all those who reaped the benefits,
And not once, volunteered on Earth!

Author: Unknown

Important Dates to Remember!

June 6-7 LLC AGM and Conference

August 31 deadline for dues for 2003 - 2004

October 21-23 NLLLC AGM and conference



An Invitation to Explore a Provincial Literacy Network

There are many individuals and organizations involved with literacy work in the province. Some are local, some are regional and some are provincial in scope. The need for an organization/network that is both "bottom-up" and provincial has been evident for some time. Attempts have been made over the years to build such a network. To date, despite good efforts and the best of intentions, such a network does not exist. It seems to some in the literacy community that the time might be right to explore this again.

As many of you are aware, there has recently been an evaluation of the Literacy Development Council of Newfoundland and Labrador. Through the evaluation's public consultations, members of the literacy community expressed a strong interest in establishing a new network for literacy in the province.

Many expressed their view of the LDC as a government entity that could never be "grassroots".

As models from other provinces and territories demonstrate, having a network provides a more effective means of sharing information and resources along with a backdrop for more meaningful collaboration. As well, having a grassroots network would give the province a voice at the tables of national organizations connected to literacy.

Recently, an ad hoc group of individuals with an interest in literacy took part in an informal discussion on the possibility of such a network for our province. A desire was expressed to move literacy forward in the province through the building of a network.

Given our past experiences, a priority for this group is to develop an inclusive process which aims to ensure that the many voices of individuals and organizations can be honoured and included. It is believed that any network exploration will have to involve the building of relationships among individuals and organizations. As well, it is believed that before any structure is considered, we need to hear (and listen to) the voices of the literacy community.

This group felt that a starting point would be to engage others in conversation(s) around establishing a network. This group is interested in hearing your

feedback on what the next steps could be, as well as, your thoughts around questions like:

- Are you interested in engaging in discussions regarding a provincial network?
- Do you think it is valuable to have a provincial network?
- Do you think we should or need to spend time building relationships among groups?
- What are some innovative ways to help relationship building in light of our fiscal and geographical challenges?

This group is interested in having individuals and organizations continue this type of discussion by becoming a member of a listserv. To do so, just email webmaster@nald.ca and request your email address be added to the LNAG listserv. If you experience any technical difficulties or if you want any further information, please contact any one of the individuals listed below:

Ed Brown - Ed.Brown@mi.mun.ca
 Barbara Burnaby - bburnaby@mun.ca
 Tom Dawe - literacy@teacheronwheels.nf.net
 Isabella Fry - laubach@nf.aibn.com
 Kim Gillard - kgillard@literacydevelopmentcouncil.nf.net
 Lynne Gregory - lynneg@nf.aibn.com
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 Caroline Vaughan - frontiercollege@nf.aibn.com

We welcome your participation and look forward to an open dialogue among the supporters of literacy in this province. Please feel free to forward this message to anyone within the province you feel would like to engage in this discussion

Make Learning Fun

By Bessie Merrigan

Students of all ages need to enjoy learning. Teaching numeracy and literacy skills by using games makes learning fun for everyone. Here are a few strategies and suggested activities for your students.

Problem Solving: Many students have trouble thinking creatively when they encounter a problem. This exercise allows students to spend time creating possible solutions to specific self-identified problems.

Activity: Create a “Bug List”. Have students identify five things/situations that really bug them. Then ask the student to choose two of the five and create a number of possible solutions. Discuss with the student which solutions are better and why.

Time and Sequence: Students need to understand this organizational concept in order to follow ideas in a story.

Activity: Select a cartoon strip from the newspaper, photocopy it, cut the frames apart and have the student rearrange the frames into sequential order. If you can find cartoons without words, these work well. Or take out the words and have the student fill in each frame with their own words.

Sentence Building: Recognizing the “who” (subject) and “what” it does (verb) is essential to recognizing complete sentences, yet students often find this difficult.

Activity: Cut pictures from newspapers or magazines. Take turns with the student to identify “who” is doing “what”. Then make up sentences using this information. Once students have mastered the “who” and “what”, this can be expanded to include the “where”, “when” and “why”.

Source: Tutor and Instructor Training and Certification – Nova Scotia

Student Assessment

By Lillian Moores

The purpose of assessment is to help the tutor and student determine what are the student’s needs and interests, and what skills and learning objectives ought to be addressed. It begins when a tutor and student meet for the first time and carries on throughout the learning process. The assessment is usually completed by the Student - Tutor Coordinator from your council.

The Diagnostic Inventory is an aid for completing this assessment. Its purposes are both to assign students the appropriate reading materials and to give the tutor a detailed record of the student’s present reading skills. By profiling a student’s strengths and weaknesses in reading, the Diagnostic Inventory alerts the tutor to the skills that need to receive special emphasis during lessons.

The basic Laubach Way to Reading (LWR) series is designed for adults and can provide the tutor with an excellent tool for developing reading skills. It offers systematic instruction in the sound and structure of words, word meaning, reading comprehension, and writing practice. Material increases in difficulty and complexity as a student progresses from Skillbook I through Skillbook IV.

To make the best use of time for learning and teaching basic skills, it is useful to determine what a student knows about reading. When this is established, instruction and leaning may begin at an appropriate level, and the tutor has guidance as to which skill areas to stress. The Diagnostic Inventory is a valuable tool for achieving this end.



Strategic Directions
for NLLLC
by **Isabella Fry**

The provincial Board has been busy making leadership decisions for the provincial Board and councils under their umbrella. Many provincial members were contacted and have helped contribute to the decisions. Some were asked to participate in this plan by completing questionnaires and others contributed by attending focus groups. Also, an opportunity was provided at the Annual General Meeting for those present to contribute to the plan. This is the last opportunity for those of you who have not yet been afforded an opportunity to contribute your thoughts and ideas.

- 18. raising funds to meet council needs
- 19. developing fliers and posters
- 20. accessing a space to house materials and let tutors and students meet
- 21. conducting effective meetings
- 22. screening volunteers
- 23. screening students
- 24. helping you market your programs
- 25. developing other programs for your community
- 26. approaching government leaders for funding for programs
- 27. approaching business leaders for help and support
- 28. accessing money for a paid employee
- 29. developing Level I materials
- 30. writing proposals.

A. Circle the statements which indicate where your council members need help.

- 1. conducting assessments to determine a student's literacy strengths and weaknesses, goals and special needs
- 2. attracting students to your program
- 3. referring students to other organizations when their goals cannot be met
- 4. matching students with individual tutors
- 5. providing tutors with information to help them refine their methods and/or address a particular students needs
- 6. monitoring student-tutor progress
- 7. offering other training courses for tutors
- 8. providing opportunities for students to meet other students in support groups
- 9. identifying potential volunteers beyond the immediate contacts of the members of the Council
- 10. developing strategies to attract volunteers
- 11. monitoring tutors' instructional activities
- 12. protecting the confidentiality of the students
- 13. providing ways to help the volunteer understand the variety of things they can do
- 14. giving presentations to community groups
- 15. using the media to draw interest
- 16. providing in-service training opportunities for volunteers
- 17. developing community partnerships

B. Please list **the five items** you think NLLLC should concentrate on first.

Please send this sheet with any additional comments to:

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