

The Maturing of a Profession:
An Overview of Workplace Education
Practitioner Development Opportunities

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Practitioner Development Opportunities

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INTRODUCTION

This report profiles some of the professional development opportunities made available to Workplace Education practitioners across Canada at the local, regional or national level in recent years⁽¹⁾. The report was prepared for the National Literacy Secretariat to catalogue some of the training models and programs designed specifically for Workplace Education practitioners, as well as to discover common needs and innovative initiatives.

Information was gathered through surveys and phone calls with over 35 representatives of practitioner development programs. The Internet was used to determine if other Canadian practitioner training programs existed. Information was then compiled in the program summaries on the following pages.

While an effort was made to provide a thorough and representative sample of practitioner training opportunities across Canada, some programs or details may not have been included in this report. Please contact Brigid Hayes at the address below if you would like to add information or program profiles.

Finally, sincere thanks to all the individuals who took time away from busy schedules to send materials and answer questions. They are named as contacts or as training coordinators in the profiles. This report would have been impossible without them. A particular thank you to Sue Folinsbee who provided the historical overview for the Ontario section.

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1 For the purposes of this report, "practitioners" refers to teachers, consultants, researchers, peer facilitators/instructors and field officers involved directly with the delivery of Workplace Education through colleges, government departments, labour groups, community organizations or independent businesses.

EXECUTIVE SUMMARY

The Role of Practitioner Development

The future of Workplace Education, more so than many other fields, is dependent on strong collaboration between organizations and individuals who play different but equally important roles. To maintain the momentum of Workplace Essential Skills training, and to address the challenges of this field in the next decade and beyond, all stakeholders must build on their current experience and expertise to reach a new level of public recognition and professionalism.

In particular, the practitioners' ability to "deliver the goods", to respond successfully to the changing needs of local, regional or national stakeholders, will be important. There is increased attention on training outcomes and service quality. As well, new fiscal priorities and experience with successful programs have raised stakeholders' expectations. Not only must practitioners be skilled and knowledgeable in a wide variety of areas and roles, but they must continue to respond to challenges with versatility and creativity.

This means that practitioner development plays a central role in the development of Workplace Education as a field and as a profession. New practitioners need an awareness of fundamental Workplace Education issues and teaching techniques. They may also require specific skills in program planning, evaluation or promotion. More experienced practitioners need information and training to develop specializations and to find applications for cutting-edge research. They should also take opportunities to learn from other stakeholders and related professions. Practitioners who have been active for a longer time may want to consider Workplace Education from a more theoretical perspective, to broaden the current research base and create conceptual frameworks which will in turn create new delivery or programming models.

In short, just as companies and labour groups benefit from taking a strategic approach to employee development, so Workplace Education stakeholders benefit from considering themselves part of a "learning organization" which promotes professional growth at all levels of experience.

Before planning for the future development of the profession however, it is useful to be aware of practitioner training efforts to date. This document profiles a variety of practitioner development initiatives which have taken place in these first, formative stages of Workplace Education in Canada. Ranging from local workshops to national conferences, these efforts reflect the local character of Workplace Education and show grass-roots needs which have been addressed in a way that suits the local or regional purpose and participants. This review of practitioner development also points out commonalities across the country, and suggests new directions to encourage the further maturing of the profession.

Research

To research practitioner development as it has been delivered across Canada in recent years, in-person interviews were conducted with administrators and planners directly involved with Workplace Education. In addition, research into other organizations offering practitioner training was conducted on the Internet. In all, over 35 people (representing each province and territory) were asked to describe local and/or regional practitioner development opportunities.

The primary focus was on structured training designed specifically for Workplace Education practitioners. This means that although Workplace Education issues may also be addressed in training programs offered for other educators and professionals (eg. high school teachers, HR personnel, community literacy teachers, etc), these could not be included in detail in this report. Similarly, a number of informal professional development options were identified in the interviews, but could not be discussed in detail. They are listed in brief in "[Other Professional Development Opportunities](#)".

Overview of Findings

Audience: Professional development generally addresses one or both of the following groups of Workplace Education practitioners:

- adult educators working in related fields and interested in joining Workplace Education;
- adult educators with experience in the planning, delivery and/or evaluation of Workplace Essential Skills;

A few programs have been designed for employees and labour activists/ educators who will be taking on peer instructor responsibilities. A few programs were also delivered for planners and field officers whose main responsibility was for marketing, organizing and monitoring Workplace Education programs.

Scope: To date, practitioner development programs have been achieved primarily through provincial or local efforts, although collaboration with specialists from other provinces and regions is very common, either in the development stages or through guest presentations. Participation in regional and national events, such as the popular Summer Institutes and the first national ABC CANADA "Moving Forward" conference, suggests that practitioners also have a need for broader networking and expertise-sharing.

Frequency: In most provinces, professional development has been offered to practitioners as pilot programs on a one-time, "as-needed" basis. The need is initially defined by those administrators or organizations trying to create or increase delivery capacity in an area. Once a group of experienced and/or trained practitioners exists, more advanced or specialized topics may be included: learning disabilities, prior learning assessment, sustainable partnerships, proposal-writing, theoretical issues, etc. If a training program is repeated (which is rare), the original program is revised to reflect the most current needs and interests. The B.E.S.T.,

W.E.S.T. and Laubach training programs are three of the few programs that have been delivered on a regular and longer-term basis.

Level: Because the focus in many regions is to create a delivery capacity, many programs are offered at the introductory level. They often target employees or adult educators from related areas and focus on general awareness and practical skill development in needs assessment, programming, and teaching. More recently, introductory courses have included a marketing component. Advanced courses or programs are offered in areas where Workplace Education is more established or actively expanding. As a result, advanced courses are less common.

Links: Practitioner development is generally not linked to existing academic or certification programs at recognized institutions. Instead, attendance and achievement are recognized by the groups or organizations offering the training. In some cases, transfer credits are negotiated with universities and colleges, so that Workplace Education training can be counted towards an adult education certificate or post-baccalaureate degree.

Format: Practitioner training, whether introductory or advanced, is delivered as either a one- or two-week intensive program or as a workshop or workshop series. It is not delivered as an multi-component, multi-year training program. Only one practitioner development opportunity was structured as a mentored practicum. Distance delivery methods (Internet, teleconference, correspondence) are not currently employed.

Content: The workshops and programs concentrate on Canadian methods, perspectives and information. Developers and facilitators come from within Canada and its Workplace Education field; interdisciplinary or international components are rare. Theoretical, philosophical or academic components are less common because of the focus on practical skills development.

<i>Topics addressed by the majority of programs</i>	<i>Topics addressed by several programs</i>	<i>Specialty topics offered by only a few programs</i>
<ul style="list-style-type: none"> - the larger context of Workplace Education - basic principles and processes in Workplace Education - industry and labour perspectives on Workplace Education - needs assessment within the organization - needs assessment of individuals - information-gathering tools and methods - program design / delivery models - program evaluation tools and techniques 	<ul style="list-style-type: none"> - task analysis and essential skills profiles - materials development - marketing to companies - promotion to employees - educators' views on Workplace Education - developing recommendations - developing action plans - principles of good practice - adult education principles - industry tours - learner evaluation 	<ul style="list-style-type: none"> - workplace math - workplace English - Document Literacy - learning disabilities - cross-cultural considerations - history of Workplace Education - IALS Project - ESL Literacy - a comparison of different delivery models - industrial organization and management trends - union structure and approaches - Readability and Plain Language - unions and education - teaching reading and writing - learning styles - alternative learning environments - working with authentic language and text - prior learning assessment - working with the project team - GED - quality assurance and Workplace Education - creating multi-media promotional materials

Delivery: All programs use a variety of hands-on activities and delivery formats including presentations, group work, interactive seminars and panel discussions. Many incorporate industry tours to illustrate the reality of Workplace Education. An effort is made to represent business, government and labour perspectives in the practitioner training events.

Funding: The vast majority of practitioner development programs have been funded directly or indirectly through organizations or governmental departments supporting workplace literacy. The National Literacy Secretariat has been particularly active. In some training programs, individual employers or affiliated labour groups fund the training. In virtually all cases participants enjoy either partially or fully subsidized training. Only a few training programs are offered on a cost-recovery basis through participant fees.

Other Professional Development Opportunities: A variety of other professional development opportunities were identified in interviews. These included unstructured practitioner development opportunities as well as courses which were not specifically designed for Workplace Education practitioners. They are listed below as points of interest.

Unstructured Professional Development Opportunities:

- Meetings of adult educators and/or workplace educators at which ideas, expertise and materials are shared
- Membership in related organizations: human resources and training professionals, business administration, assessment, ESL, industrial quality, etc
- Participation in conferences
- Contact with consulting firms involved with organizational development, skills training, skills assessment, etc
- Contact with private companies offering basic skills training to adults (usually for GED and similar certifications)
- Contact with industry and labour associations interested in training
- Contact with community associations (eg. learning disabilities)
- Contact with vocational, apprenticeship or trades organizations
- Contact with school boards, colleges and related service providers
- Public speakers on business, labour and education themes
- Internet access to organizations looking at skills standards, job profiling, PLAR, evaluation and assessment and other workforce education initiatives
- Informal mentorship and team collaborations
- Resources at academic and public libraries and/or information centres

Related Courses and Programs:

- Certificate in Adult and Continuing Education programs
- Post-Baccalaureate programs in Adult Education
- Adult Education degrees and diplomas
- Human Resource Development programs on organizational culture, training and development, team-building, etc
- Business administration courses on management trends, new production processes, quality initiatives, etc

Content-specific courses on blueprint reading, ISO 9000, AutoCad, etc.

Looking to The Future

A number of suggestions were made for future practitioner development during the interviews. It was suggested to ...

- encourage networking and expertise-sharing across the country
- focus more of the professional development time on the building of partnerships with different stakeholders in Workplace Education
- try to define the skills desired/required for different types of Workplace Education practitioners, and use that as a template for planning professional development
- include more training on marketing skills
- improve organizational needs assessment skills

- look for opportunities to certify practitioners, in order to increase credibility and perception of professionalism
- define "best practices" for different types of practitioners
- include theoretical and philosophical discussions about Workplace Education as well as practical skill-building in training
- look for links to established programs like the CACE or Post-Baccalaureate Certificates
- encourage, support and model informal methods of professional development
- explore distance education as a means of national and international professional development
- contribute to a Canadian listserv on Workplace Education
- explore the potential of the Internet as an information source and communications hub for Workplace Education practitioners
- encourage academic and scientific research in the field
- develop more comprehensive education programs with recognized institutions

PRACTITIONER TRAINING IN THE YUKON

- General Information

The Yukon Territory is currently in the process of developing its Workplace Education delivery capacity. Practitioner development is being considered for the near future, but no date has been set at this time.

Contact Information:

Liesel Briggs, Executive Director
Yukon Learn
308 Hanson Street
Whitehorse, Yukon
Y1A 1Y6
(867) 668-6280
(403) 633-4576 fax
learn@yknet.yk.ca

WORKPLACE LITERACY TRAINING EVENT

- **General Information**

A one-week training event for educators across the N.W.T. to build their capacity to develop and deliver workplace literacy initiatives.

Hosted by: Aurora College

Contact Information: Alexandra Milburn, Workplace Education

Co-ordinator

Aurora College, Yellowknife Campus

Bag Service 9700

Yellowknife, N.W.T.

X1A 2R3

(403) 920-3030

(867) 920-2226 fax

Alexandra_milburn@learnnet.nt.ca

Date offered: 1997

- **Participants**

Number attending: 30

Eligibility / background: Adult educators from a wide variety of backgrounds, including some with previous experience in Workplace Education, were invited to attend the session. Participants came from different regions in the Western Territories and Nunavut.

Workplace Education experience: The majority of participants were working through community colleges or institutes. Many had experience in vocational training and/or community-based literacy programs. Some had previous experience with the delivery of Workplace Education.

Current Workplace Education work: Workplace Education programs are just beginning to become established in the N.W.T. Of the adult educators who participated in the training event, many are now teaching ABE in local colleges and workplaces. In some regions, itinerant instructors provide Workplace Education courses to smaller communities. Some participants are carrying out needs assessments or delivering programs as independent consultants, working closely with local colleges.

- Program

Developed by: Sue Folinsbee (ABC CANADA) and Nancy Steel (ABC CANADA West) in collaboration with a Steering Committee consisting of Cate Sills (Literacy and ABE, GNWT), Glenys Dawson (Aurora College) and local educators.

Length: 35 hours, over one week

Objectives / expected outcomes:

- To identify principles which underlie good practice in Workplace Education
- To develop strategies for building successful partnership among workers, management, education providers, government and others
- To develop and enhance specific skills (ONA, program set up, program evaluation, curriculum development, etc)
- To build a marketing strategy
- To establish networking ties between a dispersed group of practitioners

Topics:

- Developing a Framework for Workplace Literacy (Sue Folinsbee)
- Planning and Conducting Workplace Basic Skills Needs Assessments (Sue Folinsbee)
- Linking Essential Skills Profiles with Workplace Needs Assessments (Julian Evetts and Conrad Murphy)
- Worker-Centred Assessment (Karen Bennet)
- Program and Curriculum Design / Developing Materials (Karen Bennet)
- Planning a Program Evaluation (Nancy Steel)
- Community and Workplace Marketing (Nancy Steel)

Teaching Approach: The program was developed as an interactive seminar-style course. Besides presentations by the different training leaders, participants were involved in group work and discussions to share expertise.

Materials: Participants received a wide variety handouts containing materials related to each day's topic, as well as general resources.

Training leaders: Sue Folinsbee and Nancy Steel

Evaluation methods: Learning was not formally evaluated. The programs were formally evaluated through questionnaires.

Certification / recognition: Not applicable

- Administrative Details

Fees: No fees

Funding support from: Government of Northwest Territories, Department of Education, Culture and Employment

Funding support for: Program and materials development, travel and accommodation

- **Comments**

The number of Workplace Education programs in the different regions of the Northwest Territories is expected to increase over the next few years as Workplace Education continues to gain profile and new companies and organizations get involved. As well, there is a relatively high turnover of Workplace Education instructors. Another formal training program for new and experienced workplace educators is therefore being considered for 1998.

SUMMER LITERACY INSTITUTE

- General Information

A two-week training program, with optional four-month practicum, for instructors working in Workplace Education

Hosted by: Literacy B.C.

Contact Information: Stacey Huget
Literacy B.C.
622-510 West Hastings Street
Vancouver, BC
V6B 1L8
(604) 438-3901
(604) 438-3906 fax
shuget@netcom.ca

Date(s) offered: July 1996 (expanded from the one-week July 1994 Summer Institute for literacy and ABE instructors)

- Participants

Number attending: 25 (1994)⁽²⁾, 25 (1996)⁽³⁾

Eligibility / background: The majority of participants in the 1996 Summer Literacy Institute were adult educators (both employed and unemployed).

2 In total, 75 instructors attended the different tracks of the 1994 Summer Institute. 25 participants were enrolled in the Workplace Education component.

3 In total, 50 instructors took part in the 1996 Summer Institute. 25 took part in the Workplace Education component.

Workplace Education experience: Many of the participants had not been involved directly with the delivery of Workplace Education programs prior to the Summer Institute. Some however had worked with Workplace Education-related issues in community-based programs. A few participants had planned and/or delivered Workplace Education training before taking part.

Current Workplace Education work: Many of the participants who took part in the Workplace Education Summer Institute are integrating Workplace Education elements into other literacy programs while searching for specific Workplace Education employment. Several are employed with existing programs administered through community colleges and independent consulting firms. A few have started their own consulting businesses and are including skills learned during the Summer Institute in their line of services.

- **Program**

Developed by: Sue Folinsbee, in conjunction with local practitioners and planners (1994).
Revised by Sue Folinsbee and Nancy Steel (1996). Co-ordinated through Mary Thompson Boyd, Literacy B.C. Co-ordinator of Training and Regional Development.

Length: approximately 40 hours over 10 days

Objectives / expected outcomes:

- to examine and analyze a framework for setting up Workplace Education programs
- to discuss and identify principles of good practice
- to develop strategies for building successful partnerships among workers, management, education providers, government and others
- to hear business, labour and local provider perspectives
- to enhance skills in conducting needs assessments appropriate to different phases of the planning process
- to identify how to decide on priorities and develop an action plan based on organizational needs assessment findings
- to plan a collaborative program evaluation
- to design and develop workplace-specific curriculum
- to develop a marketing strategy

Topics:

- Day 1: Workplace Education: Definitions, Principles, Process, Critical Issues and Success Stories
- Day 2 : Understanding Motivations for Workplace Education Upgrading: Business and Labour Perspectives
- Day 3 : Understanding Workplace Education: An Educator's Perspective
- Day 4 : Planning and Conducting a Workplace Basic Skills Needs Assessment
- Day 5 : Developing Recommendations and an Action Plan
- Day 5 : Workplace Basic Skills Analysis
- Day 6 : Presenting Programs to Employees

- Days 7 & 8 : Designing Curriculum and Developing Materials
- Day 9 : Planning a Program Evaluation
- Day 10 : Developing a Promotion/Marketing Strategy
- Day 10 : Wrap-Up and Evaluation

Teaching Approach: The program was planned to include a wide variety of teaching formats. The course was tailored to participant needs, interests and experience. Small and large group discussions, case studies, practical working sessions and individual reflective work represent some of the learning strategies used. Afternoon workshops were scheduled to reflect issues from the main course components. Panel discussions made it possible to provide first-hand information on labour and industry perspectives on literacy issues.

Materials: A comprehensive facilitator's manual provides an overview of objectives, activities and handouts.

Training leaders: Sue Folinsbee, Nancy Steel along with course facilitators Dini Steyn, Tracy Defoe, Lynda Fownes, Lori Milmine.

Evaluation methods: Individual learning was assessed through reflective self-assessment. The program was evaluated through on-going feedback and a final survey.

Certification / recognition: All participants received certificates of participation from Literacy B.C. Participants were also eligible to apply for a transfer credit to University of British Columbia's CACE program.

- **Administrative Details**

Fees: Registration, as well as room and board costs were subsidized. Participants paid approximately \$425 for the course.

Funding support from: In 1996 a cost-shared grant by the Province of British Columbia, Ministry of Education, Skills and Training and the [National Literacy Secretariat](#) funded the Institute. The practicum component was funded through the [National Literacy Secretariat](#).

Funding support for: development, administration, materials development, participant subsidies.

- **Comments**

It has been suggested that in the near future, the Summer Institute might be more closely linked with a local university or community college.

SUMMER LITERACY INSTITUTE - MENTORED PRACTICUM

- General Information

An optional four-month practicum for instructors who completed the Workplace Education course, followed by a three-day advanced seminar

Hosted by: Literacy B.C. and ABC CANADA

Contact Information: Stacey Huget

Literacy B.C.

622-510 West Hastings Street

Vancouver, BC

V6B 1L8

(604) 438-3901

(604) 438-3906 fax

shuget@netcom.ca

Date(s) offered: October to June 1997 (Mentored Practicum), April 97 (Advanced Seminar)

- Participants

Number attending: 10

Eligibility / background: Ten B.C. workplace educators participated in this pilot project after completing the 1996 Summer Institute.

Workplace Education experience: While some participants in the Mentored Practicums did not have direct experience with the planning and delivery of Workplace Education programs, they had a thorough understanding of issues and techniques from their participation in the 1996 Summer Institute. Only a few of the mentees had been directly involved with Workplace Education research or instruction.

Current Workplace Education work: Many of the participants in the mentored practicums are now involved with the planning and delivery of Workplace Education programs on a part- or full-time basis.

- Program

Developed by: Sue Folinsbee (Workplace Education Centre, ABC CANADA) and Mary Thompson Boyd (Literacy B.C.)

Length: Four months (Practicum), 14 hours over two days (Advanced Seminar)

Objectives / expected outcomes (Mentored Practicum):

- to develop skills and confidence of practitioners in workplace basic skills education
- to build on experience available in the field
- to build a pool of qualified workplace educators
- to develop, pilot and document a model for professional development training
- to involve participants in all phases of the professional development

Objectives / expected outcomes (Advanced Seminar):

- to identify participants' learning and barriers in the Workplace Education practicums
- to identify and solve problems around participants' outstanding issues and questions
- to examine and discuss what worked well and what could be improved in the mentored practicum process
- to provide examples and demonstrations of written proposals and bids for Workplace Education contracts
- to present information and resources on creating opportunities for work in the field

Topics (Advanced Seminar):

- Day 1 : Report Back and Discussions of Practicums, Writing Proposals and Bids, Opportunities for Work in the Field

Day 2 : Opportunities for Work in the Field and Discussion of Outstanding Issues, Evaluation of the Mentoring Process, Wrap-Up, Seminar Evaluation, Next Steps

Teaching Approach: Course participants who developed practicums chose mentors on the basis of their knowledge and expertise, as well as location. The Mentored Practicums were learner-centred to accommodate a variety of learning styles, interests and levels of commitment. Guidelines were provided to facilitate the mentoring process, and learning contracts were developed by each of the learning pairs.

Materials: A final report provides a complete overview of mentorship pairs, learning objectives, activities and materials

Mentors: Tracy Defoe, Sue Folinsbee, Lynda Fownes, Nancy Steel, Dini Steyn

Evaluation methods: Individual learning was assessed through reflective self-assessment. The Mentored Practicums and the Advanced Seminar were evaluated through on-going feedback and a final survey.

Certification / recognition: n/a

- Administrative Details

Fees: n/a

Funding support from: the [National Literacy Secretariat](#)

Funding support for: development, administration, materials development, and participant subsidies for travel, accommodation and meals for the Advanced Seminar.

BURNABY, BRITISH COLUMBIA

B.C. CONSTRUCTION INDUSTRY SKILLS IMPROVEMENT COUNCIL - WORKSHOPS

- General Information

Training opportunities offered on demand to workforce/workplace educators and administrators

Contact Information: B.C. Construction Industry Skills Improvement Council (SkillPlan)

Lynda Fownes, Manager

4303 Canada Way

Burnaby, BC

V56 1J3

(604) 436-1126

(604) 437-7539 fax

Date(s) offered: On demand

- Participants

Eligibility / background: Workshops are offered for any group of interested practitioners or planners

Workplace Education experience: Many participants do have some Workplace Education experience. However the majority are adult educators, trainers, high school teachers, administrators or industry representatives looking to learn more about Workplace Education issues and techniques.

Current Workplace Education work: Participants apply the acquired knowledge and skills in a variety of areas, including human resource management, high school curriculum development, industrial training and Workplace Education delivery.

- Workshops

A. Workplace Basic Skills Analysis (WBSA)

Length: Flexible, ranging from three hours to four days

Objectives / expected outcomes:

- to provide a methodology for defining basic skills in a workplace context
- to create awareness of potential applications for WBSA
- to develop skills through practice opportunities

Teaching Approach: Workshops are tailored to the participant group and include presentations on background, methodology and applications. Where possible, practice opportunities include interviews with job incumbents.

Materials: Handouts and/or participant binders are provided during the workshop.

Training leader: Lynda Fownes

Evaluation methods: Learning is not formally evaluated. Workshops are evaluated through informal feedback or surveys, depending on the format and circumstances.

Certification / recognition: On extended programs of 3 - 4 days, SkillPlan issues a certificate of completion.

B. Math at Work, English at Work, Document Literacy

Length: Flexible, ranging from three hours to four days

Objectives / expected outcomes (Math, English):

- to provide teaching professionals with hands-on experiences of how language skills or math skills are applied at work
- to create a network connecting educators, trainers and industry
- to provide opportunities for teachers/instructors to share curriculum ideas among other teaching professionals

Objectives / expected outcomes (Document Literacy):

- to familiarize a wide range of educators with the complexities of document use in the workplace
- to assist instructors and trainers in preparing adult learners for the documentary literacy demands of the workplace
- to provide some motivation and suggestions for the further study of document literacy

Teaching Approach: Workshops are presented in the context of three different trades. Participants perform work tasks using language skills. Best described as "experiential".

Materials: Handouts and/or participant binders are provided during the workshop.

Training leaders: Julian Evetts, Lynda Fownes, Sheila Whincup, Sue Grecki and a number of trades technical instructors: Steve Salloway (Electrical), John Little (Plumbing), Bob Potvin (Painters).

Evaluation methods: Learning is not formally evaluated. Workshops are evaluated through informal feedback or surveys, depending on the format and circumstances.

Certification / recognition: On extended programs of 3-4 days, SkillPlan issues a certificate of completion.

- Administrative Details

Fees: Most workshops are offered on a cost-recovery basis.

Funding support: The Ministry of Education (provincial) has provided funding support for sessions conducted with K - 12 teachers. [National Literacy Secretariat](#) and the provincial department of Adult Education have contributed funding for delivery to ABE instructors. One workshop was also funded by Woodlinks, a forest sector organization sponsoring high school teachers of "Wood Science".

B.C. CONSTRUCTION INDUSTRY SKILLS IMPROVEMENT COUNCIL - JOB PROFILING ESSENTIAL SKILLS

- General Information

A training opportunity for workforce/workplace educators and administrators based on research conducted in the Essential Skills Project.

Contact Information: B.C. Construction Industry Skills Improvement Council (SkillPlan)
Lynda Fownes, Manager
4303 Canada Way
Burnaby, BC
V5G 1J3
(604) 436-1126
(604) 437-7539 fax

Date(s) offered: On demand

- Participants

Eligibility / background: Workshops are offered for any group of interested planners, consultants or program designers. Participants have come from across Canada.

Workplace Education experience: Many participants have direct experience with Essential Skills issues in workforce development. Participants have included administrators, directors of needs assessments, instructional designers, service providers, vocational instructors, trades trainers, etc. Many hold positions of authority and responsibility.

Current Workplace Education work: Participants apply the acquired knowledge and skills in a variety of areas, including human resource management, program administration, high school curriculum development, industrial training and Workplace Education delivery.

- Program

Length: 3 days, plus pre-reading assignments and post-workshop assignments (totaling another 5 - 10 hours)

Objectives / expected outcomes:

- to familiarize participants with the ESRP and profiles
- to train participants in using ESR methodology
- to provide examples of a range of job profiling applications
- to provide practice opportunities for participants to develop skills
- to create a network of individuals using job profiling in the context of workplaces.

Teaching Approach: Workshops are tailored to the participant group and include presentations on background, methodology and applications.

Materials: Participants receive a comprehensive binder with a Reader's Guide to the ESRP and video tape assignments.

Training leaders: Carol McLeod, Glenda Lewe, Lynda Fownes

Evaluation methods: The program is evaluated through informal feedback and surveys.

Certification / recognition: A certificate from SkillPlan is issued on completion of the assignment.

- Administrative Details

Fees: \$495 plus GST

Funding support: Pilot funded by [National Literacy Secretariat](#)

FROM THE CLASSROOM TO THE WORKPLACE - TRAINING WORKPLACE TRAINERS -

- General Information

A comprehensive five-day training program for adult educators interested in developing and delivering Workplace Education

Hosted by: Alberta Vocational College - Edmonton

Contact Information: Karen Bennett
Community Education and Training
Alberta Vocational College - Edmonton
10215 - 108 St.
Edmonton, Alberta
T5J 1L6
(403) 427-7855
(403) 415-2543
KBennett@edma.avc.calgary.ab.ca

Dates offered: 1993 - 1998 (1-2 times a year) Workshops related to English in the Workplace were offered as early as 1988.

- Participants

Number attending: Approximately 18 per session

Eligibility / background: Participants from a wide variety of backgrounds participate in the training. Although primarily composed of adult educators, the participant group may also include HR personnel, vocational instructors and independent consultants working with community colleges.

Workplace Education experience: Most participants have not had much direct exposure to Workplace Education.

Current Workplace Education work: Once trained, participants become service providers for community colleges or other organizations offering Workplace Education programming. Some instructors incorporate their awareness of Workplace Education issues in related literacy work.

- Program

Developed by: Karen Bennett, AVC Edmonton

Length: 35 - 40 hours, over five days

Objectives / expected outcomes:

- to prepare instructors to effectively teach in and for a workplace
- to develop skills in organizational and/or training needs assessments in order to customize training to the needs of the workplace
- to create an understanding of issues involved in training in or for a workplace
- to develop the effectiveness of different training techniques for Workplace Education
- to respond to the variety of learners which may be encountered

Topics:

- Introduction to Workplace Education
- Needs Assessment
- Needs Assessment Part II: Marketing and Promotion
- Workplace Considerations
- Curriculum Orientation and Course Design
- Assessment and Evaluation
- Numeracy
- Learning Disabilities
- Cross Cultural Considerations
- English in the Workplace

Teaching Approach: The program is planned as a facilitator-led course with a variety of presentation formats including panel discussions, lectures, group work, industry tours, role plays, etc.

Materials: The program package consists of a professionally-produced facilitator's guide with overhead masters and handouts, participants' guide, and either a video or laserdisc. Available for purchase at the above address.

Training leaders: One or two facilitators lead the program.

Evaluation methods: Learning is not formally evaluated. The program is formally evaluated through questionnaires.

Certification / recognition: Participants receive a certificate from Alberta Vocational College

- **Administrative Details**

Fees: Participants pay approximately \$300 in registration fees.

Initial funding support from: National Literacy Secretariat, with an additional contribution from Alberta Advanced Education and Career Development

Funding support for: Program and materials development

CALGARY, ALBERTA

WORKPLACE TRAINER DEVELOPMENT

- **General Information**

A two-day training program to introduce adult educators to fundamental principles and techniques in Workplace Education

Hosted by: Alberta Vocational College - Calgary (AVC) (Bow Valley College)

Contact Information: Karen Hammond

Assessment Centre

AVC Calgary

332 -6 th Avenue SE

Calgary, Alberta

T20 4S6

(403) 297-4776

(403) 297-4070

khammond@avc.calgary.ab.ca

or ...

2832 - 63 rd Avenue SW

Calgary, Alberta

T3E 5J9

(403) 249-9860

Dates offered: June 1997

- **Participants**

Number attending: 12

Eligibility / background: Participants were selected for their experience and expertise in the areas of workplace training, literacy and English as a second language. As well, participants were selected for the willingness and ability to become high quality service providers for AVC - Calgary. Prior to the program, participants were required to complete a file of readings on a wide range of topics.

Workplace Education experience: Although some participants had been exposed to Workplace Education, the majority had not been directly involved with programming or teaching in this area.

Current Workplace Education work: Participants who have completed the training apply their knowledge in different areas. Some provide contract services to the college, while others continue as independent consultants.

- Program

Developed by: Karen Hammond and Julian Evetts

Length: 2-3 days

Objectives / expected outcomes:

- to develop a team of workplace trainers and consultants for the Workplace Essential Skills Training (WEST) arm of the Business Training Unit.
- to provide a general introduction to Workplace Education topics and processes
- to learn and practice key strategies for data collection and analysis in a workplace setting
- to develop skill in job profiling and the use of a locally-developed training matrix
- to develop skills in Document Literacy, readability and useability

Topics:

- Setting the Context: Workplace Education
 - History and Rationale
 - Basic Skills Research
 - International Adult Literacy Survey
 - Challenges for Second Language Learners
- Five Education Models
 - Sectoral
 - Peer Tutoring
 - Stand-Up Delivery
 - Integrated Models
 - Learning Centre
- Organizational Needs Assessment
 - Rationale
 - Process Model
 - Case Study
- Principles of Good Practice
- Industrial Organization and Union Structure
- Tools of the Trade (Questionnaires, Surveys and Focus Groups)
 - Basic Skills Interviews
 - Basic Skills Profiles
- Mock Interview and Analysis
- Data Analysis
 - Chart Comparison
 - Visual Representation
 - Training Matrix

- Document Literacy and Plain Language
- Wrap up and Evaluation

Teaching Approach: The program includes readings, presentations, role plays, a case study, videos and a variety of activity types. Hands-on practice followed presentation of the information.

Materials: Participants received an extensive binder of reading before the program. This included a bibliography and sample materials. Throughout the program, handouts were added to the binder.

Training leaders: Karen Hammond and Julian Evetts

Evaluation methods: The program is formally evaluated through a survey of all participants.

Certification / recognition: Participants received a certificate of participation from Alberta Vocational College

- Administrative Details

Fees: n/a

Initial funding support from: Alberta Vocational College - Calgary

Funding support for: Administration, program and materials development, participant support

WORKPLACE LITERACY IN THE FIELD

- General Information

A 56 hour workplace literacy train-the-trainer program that builds on the expertise of community literacy coordinators so that they might offer services to business and labour in their communities.

Hosted by: Calgary Learning Centre

Contact Information:

Anne Price, Exec. Director
Calgary Learning Centre
3930 - 20th Street SW
Calgary, Alberta
(403) 686-9300
(403) 686-0627 fax
calernc@cadvision.com

Nancy Steel
c/o Literacy Co-ordinator of Alberta
Alberta Vocational College
332-6 Avenue S.E.
Calgary, Alberta
T2G 4S6
(403) 297-4777
(403)297-4949 fax

Dates offered: Fall 1997

- Participants

Number attending: 12-15

Eligibility / background: Participants were experienced practitioners and community literacy co-ordinators across Alberta.

Workplace Education experience: Most participants had not worked formally with business and labour, but had considerable experience addressing work-related literacy needs of learners.

Current Workplace Education work: Many participants have since begun to work as consultants, either independently or with educational institutions.

- Program

Developed by: Nancy Steel

Length: Four 2-day sessions, totaling 56 hours

Objectives / expected outcomes:

- to provide literacy coordinators with the knowledge, skills and approach to enable them to develop, market and implement workplace literacy programs in their communities.
- to develop the confidence and ability to respond to inquiries from potential clients
- to generate discussion on issues and principles of workplace literacy
- to understand and apply principles of ROI and economics to sell the programs
- to be familiar with different means and media of marketing workplace education
- to develop skills and knowledge to undertake marketing, needs assessment, program development and implementation, and evaluation
- to support the workplace literacy efforts of coordinators in a mentoring fashion

Topics:

- Module 1 : A Framework for Thinking About Workplace Literacy
 - Towards a definition of workplace literacy
 - Trends affecting the need for workplace literacy programming
 - Understanding the stakeholders and their roles
 - Workplace literacy as a winning partnership
- Module 2 : A Framework for Thinking About Workplace Literacy (cont'd)
 - Principles of Good Practice
 - Broadening the view of workplace basic skills education
 - Ethical issues
 - Resource Fair - What tools are out there?
 - Introduction to ONA
- Module 3 : Organizational Needs Assessment
 - Researching the company
 - Building the team
 - Planning the assessment strategy
 - Developing the tool
 - Undertaking the assessment
 - Reporting findings
 - Making recommendations
 - Assessing ESL Needs
 - Cultures in the workplace
 - Differences in WPL and EWP needs assessments
 - ESL and ESL Literacy
- Module 4 : Models of Curriculum Development
 - Models of delivery
 - Curriculum development
 - From curriculum to materials
 - Documentation literacy
- Module 5 : Individualized Needs Assessment and Learning Difficulties
 - Testing vs Assessment

- Developing an individual needs assessment tool
 - Learning difficulties in the workplace
- Module 6 : Program Evaluation and Administration
 - Why conduct an evaluation
 - What is collaborative evaluation
 - Steps to planning and evaluation
 - Elements of program administration
- Module 7 : Marketing Workplace Literacy
 - Marketing literacy as an issue - current practice
 - Analyzing your audience
 - Understanding your competitive edge
 - Making the pitch
 - Developing the marketing plan
 - Positioning workplace basic skills education with employees

Teaching Approach: The program consisted of a wide variety of activities, presenters and approaches. Guest speakers and panelists from government, labour and industry contributed ideas and experience. Throughout, participants had ample opportunity to work through information and consider its applications. Role plays, hands-on activities and group discussions allowed for exchange of ideas and practical skill development. Displays of resource materials supplemented program activities.

Materials: A manual outlining the program was prepared by Nancy Steel. Participants received binders with materials, handouts and reference materials.

Training leaders: Nancy Steel

Guest speakers: Karen Bennet (AVC Edmonton), Julian Evetts (AVC Calgary), Greg Maruca (U.N.I.T.E.), Ian Thorn (C.E.P.U.), Dave Nichols (Imperial Oil), Gayle Reid (Calgary Learning Centre)

Evaluation methods: Individual training sessions were evaluated through group feedback and through surveys by an evaluation committee.

Certification / recognition: Participants received an informal certificate to document participation.

- Administrative Details

Fees: n/a

Initial funding support from: [National Literacy Secretariat](#)

Funding support for: Pilot development, subsidies for participants, program development and administration, participant materials, travel support.

STAYING IN THE GAME: WORKPLACE EDUCATION

- General Information

A one-week introductory course for instructors and consultants who have a background in adult education and an interest in working in Workplace Education.

Hosted by: Workplace Education Consortium in Saskatchewan

Contact Information: Ginny Carpenter, Project Co-ordinator
Workplace Education Consortium in Saskatchewan (WECS)
Box 2311, Regina SK
S4P 3Z5
(306) 777-6013
(306) 777-6100 fax
wecs@sk.sympatico.ca
www.nald.ca/wecs.htm

Dates offered: 1996, 1997

- Participants

Number attending: 16 (1996), 13 (1997)

Eligibility / background: Participants with prior experience in adult education and an interest in Workplace Education could apply to attend the session. All applicants were accepted to the workshop.

Workplace Education experience: The majority of participants came from community colleges or institutes, and had experience in vocational training and/or community-based literacy programs. Some participants were independent contractors. By the 1997 training session, several participants had direct experience with Workplace Education.

Current Workplace Education work: Approximately half of those attending the sessions in 1996 and 1997 have done some work in the area of Workplace Education. Participants may have conducted ONAs, done National Literacy Secretariat projects, or implemented programs in their region.

- Program

Developed by: Margerit Roger (1996) based on experience with two Manitoba courses. 1997 program developed by Bebe Ivanochko and Pat Hoffman based on the 1996 course.

Length: 35 hours, over one week

Objectives / expected outcomes:

- To introduce adult educators to the world of Workplace Education, and to develop the specific skills needed to conduct needs assessment and literacy task analysis
- To create a pool of skilled and knowledgeable practitioners for Workplace Education in Saskatchewan

Topics

- Day 1: The Stakeholders (definitions of Workplace Education, identifying stakeholders, differing perspectives, forces affecting stakeholders)
- Day 2: Information-Gathering (required information, organizational needs assessment, information sessions, interviewing potential participants, business and labour panel discussion)
- Day 3: Developing a Workplace Education Program (conducting language and literacy audits, selecting and formulating objectives, presenting results to the project team, industry tours)
- Day 4: Instructional Planning and Materials Development (content-based instruction, integrating workplace and classroom, materials development and adaptation)
- Day 5: Assessment and Program Follow-up (the role of assessment, communication of results, the instructor as independent consultant)

The revised program (1997) focused more specifically on skill development in the areas of organizational needs assessments and literacy task analysis.

Teaching Approach: The program was developed as a seminar-style course. Besides presentations by the training leader, participants were involved in group work and discussions. An industry tour and a panel presentation by industry and labour representatives were included. Additional information about Workplace Education was displayed on poster boards throughout the program.

Materials: A comprehensive binder was developed with participants receiving additional handouts on resources, articles and information related to the daily topics.

Training leaders: Margerit Roger, M.Ed. (Winnipeg) in 1996 Bebe Ivanochko and Pat Hoffman (La Ronge, Regina) in 1997

Evaluation methods: Learning was not formally evaluated. The programs were formally evaluated through questionnaires.

Certification / recognition: From WECS, participants received a certificate of participation at the end of the program.

- **Administrative Details**

Fees: \$200 per registrant

Funding support from: [National Literacy Secretariat](#)

Funding support for: Program and materials development, travel and accommodation support

- **Comments**

The business and labour panel and the industry tours (2 tours for each course) were very beneficial and received some of the highest evaluation marks.

Formal Workplace Education programs are beginning to be implemented in Saskatchewan, although many businesses have developed their own training and upgrading systems for their particular organization; work is just beginning to develop for some of the participants in the workplace literacy field.

REGINA, SASKATCHEWAN

WEST PEER FACILITATOR TRAINING PROGRAM

- General Information

A two-week introductory program for employees committed to becoming peer facilitators through the WEST Program.

Hosted by: WEST Program, Saskatchewan Federation of Labour

Contact Information: Ron Torgerson, Co-ordinator
W.E.S.T., Saskatchewan Federation of Labour
103-2709-12th Avenue
Regina, SK
S4T 1J9
(306) 924-8574
(306) 525-8960 fax
sfl.west@sk.sympatico.ca

Dates offered: once a year since 1991

- Participants

Number attending: approx. 10 per session

Eligibility / background: Potential participants are employees who are recommended by the program co-ordinator based on information gathered during recruitment sessions and individual interviews. Participants must be willing to commit to two years (if possible) of peer facilitation following the program.

Workplace Education experience: Participants come from a variety of workplaces and have demonstrated their ability to facilitate in workplace situations. Prior Workplace Education experience is not required.

Current Workplace Education work: All participants in the training program fulfill their commitment as peer facilitators.

- Program

Developed by: Lori Stinson-O'Gorman, based on a training model used for the BEST Program.

Length: Approximately 90 hours over two weeks, spaced a few weeks apart (the program is residential and includes evening activities)

Objectives / expected outcomes:

- To give trainees background knowledge, experience and confidence in peer facilitation and collaborative adult education techniques
- To develop skilled and knowledgeable peer facilitators for work in different companies

Topics:

- Adult Education : Experiences and Principles
- An Overview of the WEST Program
- Recognizing Literacy Needs
- Our Labour Roots
- Unions and Education
- Literacy: Goals and Methods
- Learning Another Language
- Oral Communication
- Getting Started as a Course Leader
- Effective Programs
- Math
- Reading and Writing
- Reading and Writing Activities
- Writing Workshops
- West Course Leaders
- Equality and Solidarity
- Assessing Needs and Setting Goals
- Recruiting, Negotiating and Maintaining your WEST Program
- Leading a Session
- Planning Evaluation and Learning as a Course Leader

Teaching Approach: The program was developed as an interactive, learner-focused course. Besides some presentations by the training leader, participants are involved in extensive group work and discussions. Guest speakers may be invited to speak on specific areas of interest. A variety of multi-media resources are included as part of the training program.

Materials: Participants receive a program binder with diverse information and resources.

Training leader: Ron Torgerson, WEST

Evaluation methods: Learning is evaluated informally in practice peer facilitation sessions. The programs themselves are formally evaluated through questionnaires.

Certification / recognition: Participants receive a WEST certificate of attendance.

- **Administrative Details**

Fees: No fee is charged for participants from unionized workplaces. Starting in 1997 a fee will be charged for participants from non-union workplaces.

Funding and support from: Individual employers, Post-Secondary Education (Saskatchewan Education), Saskatchewan Federation of Labour

Funding and support for: Time away from work, materials, costs of operation, training coordination and delivery

BASIC EDUCATION IN THE WORKPLACE

- **General Information**

A one-week introductory course for adult educators and consultants interested in working in Workplace Education. Hosted by: Workplace Education Manitoba Steering Committee

Contact Information: Sue Turner, Co-ordinator

Workplace Education

Manitoba Education and Training

209 Notre Dame, 4 th Floor

Winnipeg, MB

R3B 1M9

(204) 945-1682

(204) 945-0221 fax

E-mail: sturner@edu.gov.mb

www.wem.mb.ca

Dates offered: twice in 1992

- **Participants**

Number attending: 30 (first time), 16 (second time)

Eligibility / background: Practitioners with a background in adult education and an interest in Workplace Education were invited to attend the program.

Workplace Education experience: The majority of participants were independent instructors with experience in a variety of community-based literacy or ESL programs. Most of the participants had not worked in Workplace Education before.

Current Workplace Education work: The majority of participants in the training program began to work with workplace literacy and/or ESL programs after the training. Many were still involved with Workplace Education at time of writing, and several had gone on to participate in the Advanced Certificate training.

- Program

Developed by: Janis McKeag

Length: 35 hours, over one week

Objectives / expected outcomes:

- To introduce adult educators to the world of Workplace Education and give them basic skills in needs analysis and literacy task analysis

Topics:

- The Stakeholders
- Organizational Needs Assessments
- Literacy Task Analysis
- Industry Tours
- Learning Styles
- Workplace Curriculum Development
- Case Studies

Teaching Approach: The program was developed as a workshop-style course. Besides presentations by the training leader participants were involved in group work, industry tours role plays and discussions. A panel of labour and industry representatives spoke on Workplace Education issues and participated in role plays.

Materials: Participants received handouts. A facilitator manual containing copies of handouts and overheads was also prepared.

Training leader: Janis McKeag

Evaluation methods: Learning was not formally evaluated. The program was formally evaluated through questionnaires.

Certification / recognition: Participants received a certificate of participation from WEMSC at the end of the program.

- Administrative Details

Fees: \$25 registration fee

Funding support from: [National Literacy Secretariat](#)

Funding support for: Program and materials development, travel and accommodation support

- **Comments**

A pre-screening process would have been valuable to determine that the most suitable candidates were being trained. Participants might also have benefitted from homework activities throughout the week. Plant tours were most beneficial, and in some ways provided the best long-term return on the training investment. In the future, the training could be based around plant tours because of their high impact on the participants.

WINNIPEG, MANITOBA

ADVANCED CERTIFICATE IN WORKPLACE EDUCATION

- General Information

A two-week, university-certified training program for experienced workplace educators and consultants

Hosted by: Workplace Education Manitoba Steering Committee

Contact Information: Sue Turner, Co-ordinator

Workplace Education

Manitoba Education and Training

209 Notre Dame, 4 th Floor

Winnipeg, MB

R3B 1M9

(204) 945-1682

(204) 945-0221 fax

E-mail: sturner@edu.gov.mb

www.wem.mb.ca

Dates offered: 1996

- Participants

Number attending: 18

Eligibility / background: Practitioners with prior experience in teaching and/or consulting with Workplace Education programs. Representatives from BC, Alberta and Saskatchewan also participated as observers in the first week of the program.

Workplace Education experience: The majority of participants were independent instructors / consultants with experience in a wide range of industries. Most had between 2 and 6 years of experience in Workplace Education.

Current Workplace Education work: All participants in the training program continued to find employment in Workplace Education, and many are currently (although not necessarily exclusively) involved in the development and delivery of Workplace Education programs.

- Program

Developed by: Margerit Roger

Length: 80 hours, over two weeks, spaced several months apart

Objectives / expected outcomes:

- To improve practitioners' understanding of the business and labour "client" and their perspectives on training and Workplace Education
- To develop specific skills to respond more effectively to the business and labour client's needs and interests
- To advance the professionalism of Workplace Education practitioners

Topics:

Week One: Getting to Know the Client

- Perspectives on Workplace Education
- Trends and Changes in Today's Workplace
- Industry and Labour Perspectives on Training and Workplace Education
- Assessment of Training Needs
- Program Planning

Week Two: Integrating Workplace and Classroom

- Evaluation and Accountability
- The Adult Learner
- Alternative Learning Environments
- Working with Authentic Language and Text
- Current Projects

Teaching Approach: The program was developed as a challenging and intensive course which combined theory and practice. It was a cross between a seminar-style course and peer-based sharing of information and ideas. Activities were mainly guest presentations, focused group work and guided discussions on specific topics. A choice of industry tours was included, as well as a panel discussion which was followed by break-out groups addressing specific questions. A display of related statistics, ideas, information and resources was set up during the first week of the course.

Materials: Each participant received a binder complete with resource materials, extensive readings, worksheets, etc.

Training leader: Margerit Roger

Evaluation methods: Reflective writing was encouraged at the end of each day. Written assignments were given for the end of each week. Participants looking for either a participation

certificate and/or credit at the University of Manitoba's Post-Baccalaureate in Continuing Education were also required to submit an academic project or paper to an adult education specialist with Manitoba Education. The program was formally evaluated through a questionnaire distributed at the end of each week.

Certification / recognition: Participants fulfilling the course requirements received a certificate of participation and/or a full course credit towards University of Manitoba's Post-Baccalaureate in Continuing Education.

- **Administrative Details**

Fees: \$40 per registrant

Funding support from: [National Literacy Secretariat](#)

Funding support for: Program and materials development, travel and accommodation support

- **Comments**

The program was quite intensive and might have benefitted from a more generous time frame.

MANITOBA ASSOCIATION OF EDUCATORS & CONSULTANTS

- General Information

Individual workshops and seminars offered on a monthly basis to new and experienced workplace educators and consultants

Hosted by: Manitoba Association of Workplace Educators and Consultants

Contact Information: M.A.WE.C.

Angela Tessier, Administrator

Box 2039

Winnipeg, MB

R3C 3R3

(204) 452-5342

(204) 897-1990 fax

Dates offered: 1996 - present

- Participants

Workplace Education experience: Attending practitioners have prior experience in planning and/or teaching Workplace Education programs. The majority of participants have been independent consultants, but interest has also been shown by community college instructors with specific responsibilities in workplace issues. A few participants are trainers in larger companies.

Current Workplace Education work: All participants are currently (although not necessarily exclusively) involved in the development and delivery of Workplace Education programs.

- Program

Length: Workshops range from 1 hour to two days, and may be formal presentations or informal think-tanks and information-sharing sessions.

Objectives / expected outcomes:

- To respond to specific interests and training needs as they arise
- To create an opportunity for informal mentoring

- To support networking and information-sharing
- To advance the professionalism of Workplace Education practitioners

Topics:

- The Workplace Educator as Consultant (1996)
- Document Literacy (1997)
- Organizational Culture (1997)
- Learning Disabilities (1997)
- Income Tax for Consultants (1997)
- IALS and Workplace Education (1998)
- From Job Profile to Curriculum Development (1998)
- Customizing Workplace Education Programs (1998)
- Management Trends in the New Millennium (1998)
- HR Trends and Their Effect on Training (1998)

Teaching Approaches: Most workshops are guest presentations. Some events have also been planned as think tanks with specific outcomes.

Evaluation methods: Workshops are based on member interest and are formally evaluated through a questionnaire.

- Administrative Details

Fees: Some workshops are free, whereas others are calculated at \$10 for a half-day workshop. Members are eligible for a reduced fee.

Funding support from: [National Literacy Secretariat](#) through Workplace Education Manitoba Steering Committee.

Funding support for: Participant subsidies, program and materials development

WORKPLACE EDUCATION IN ONTARIO

Overview by Sue Folinsbee, Tri En Communications

Ontario has a rich history of practitioner development that spans back to the early eighties. The background that follows provides a context for understanding the evolution of practitioner development for workplace education.

Both community groups like St. Christopher's House and St. Stephens, and labour organizations such as Metro Toronto District Labour Council began to address workplace education needs as far back as the seventies. Health and safety issues; poor working conditions; and ESL and literacy needs were the impetus for some of the early workplace education programs.

In the early eighties, educators from the National Centre for Industrial Language Training (NCILT) in England influenced thinking about workplace education in Ontario. The NCILT used an organizational approach which they marketed to employers under the banner of improving communication. The approach advocated a holistic way of thinking about workplace development. It acknowledged that language training for workers was not enough. Cross-cultural training for managers was also needed, as was plain language writing.

1984 NCILT Institute

In 1984, the Ministry of Citizenship and Culture (MCC) took the lead on organizing both a two-week practitioner institute attended by forty people and a one-day workshop for employers, unions and governments. Staff from the NCILT facilitated both of these events. This was the first significant practitioner event for workplace education in Ontario. It had a lasting impact on Ontario's approach to workplace education to the present day. Many relationships forged among participants who attended this initial institute remain strong today. In addition, every province was invited to attend. Several western provinces sent representatives to the Institute. It is also interesting to note that 600 employers, labour representatives and government employees attended the one-day workshop.

Multicultural Workplace Program (MWP)

Building on the 1984 institute, MCC launched the Multicultural Workplace Program (MWP) in 1985. In the mid to late eighties, both the MCC and several delivery agencies offered a magnitude of practitioner training events. The goal of MWP was to improve communications in multicultural workplaces. This included workplace basic skills education. Many of these events

were ongoing over several months. They focused on both an overall process for implementing multicultural workplace programs and specific areas such as organizational needs assessment, intercultural communication training, anti-racist education and employment equity.

Ontario Basic Skills in the Workplace (OBSW)

In 1986, Ontario announced its cross ministry government plan for adult basic literacy with MCC as the lead ministry. In 1988, the Ministry of Skills Development initiated Ontario Basic Skills in the Workplace, a grant program that funded delivery of workplace programs for both labour unions and employers. These programs focussed on the upgrading of reading, writing and math skills for workers.

In 1988, the MCC literacy programs were subsequently transferred to Ministry of Skills Development. A two-year, cost-shared incentive grant program for deliverers followed in 1989 to mark International Literacy Year (1990). The purpose of the incentive grant program was to initiate a body of development work and allow for innovation and experimentation. Since workplace education had a new shift to focus on literacy skills of workers, there was interest in providing training and development for delivery agencies such as school boards, labour organizations, community colleges and community-based organizations. Since the program was new, government was interested in having these agencies deliver quality service.

Early practitioner development (for workplace literacy/basic skills)

In 1989, George Brown College offered two workplace literacy institutes for practitioners in Ontario under the incentive grants for deliverers. Each institute was two weeks in length. Practitioners from the Toronto area attended the first. The second included participants from across the province. These institutes provided an overview of the skills, knowledge and abilities needed to deliver workplace programs. The experience and knowledge gained from the Multicultural Workplace Program played an important role here. The holistic approach used in MWP was adapted to workplace literacy.

In 1988, practitioner training began in labour organizations as well. For example, the Ontario Federation of Labour's Basic Education for Skills Training (BEST) began intensive two-week practitioner training sessions for its worker instructors. BEST offers these sessions as part of its practitioner development on an ongoing basis.

Workplace/Workforce Equity and Basic Skills (WWEBS)

In 1994, MWP, the employer stream of OBSW and labour adjustment merged under a new infrastructure known as Workplace/Workforce Equity and Basic Skills (WWEBS) within the Ministry of Education and Training. WWEBS funded delivery organizations to play a coordinating role in workplace education. This included marketing, conducting organizational needs assessments and setting up programs. The labour stream remained under OBSW.

Under WWEBS several practitioner development initiatives took place. For example, ABC CANADA was hired to provide workshops around the province to provide development in the

areas of organizational needs assessment and curriculum development. These handbooks were part of practitioner development contracts with the Ministry of Education and Training, with some additional funding from the National Literacy Secretariat. In 1996, the Etobicoke Board of Education developed a certificate program for workplace trainers under funding from WVEBS. As well, WVEBS coordinators met regularly to discuss issues of importance to their work in the field.

TORONTO, ONTARIO

BASIC EDUCATION FOR SKILLS TRAINING (BEST) INSTRUCTOR TRAINING

- General Information

A series of sessions offered to worker instructors from various unions across Ontario. Hosted by: The Ontario Federation of Labour (OFL)

Contact Information: Debra Hutcheon
Director of BEST Training and Administration
Ontario Federation of Labour
15 Gervais Drive, 2 nd Floor
Don Mills, Ontario
M3C 1Y8
(416) 441-2731
(416) 441-1893 fax
dhutcheon@sympatico.ca

Date offered: Ongoing for the last ten years. Offered on an as-needed basis.

- Participants

Number attending: approximately 20 each time

Eligibility / background: Participants are co-workers who have been chosen by their unions in cooperation with BEST staff and are from workplaces that have shown an interest in workplace education.

Workplace Education experience: Most participants do not have any instructional experience, but are experienced in the workplace culture where they will facilitate learning.

Current Workplace Education work: Participants facilitate the learning process with co-workers back in their own workplaces.

- Program

Developed by: BEST staff

Length: Initial stage is a two-week residential program

Objectives / expected outcomes:

- To provide a foundation in adult education so that participants are prepared to facilitate the learning process back in their workplaces.

Topics:

- Introduction to the Course
- BEST: Principles in adult education, history and description of BEST, etc
- Labour Education
- Recognizing Literacy Needs
- Literacy - Goals and Methods
- Critical Literacy
- Reading and Writing
- Reading and Writing Activities
- Learning Another Language
- Oral Communication
- French Literacy
- Equality
- Writing Workshop
- Math
- Hands-On Instructing
- Effective Programs
- Getting Started as a BEST Instructor
- Administration
- Needs Assessment
- Negotiations and Recruiting
- Planning, Evaluation and Learning as an Instructor

Teaching Approach: The teaching method is learner-centred, participatory and experiential with an emphasis on self-discovery. Trainers are role models for participants in terms of demonstrating how the program should take place in the workplace. The program is a blend of adult education theory and practice aimed at building participants' self esteem and confidence.

Materials: Materials include various audio-visual resources, a training binder for each individual, the Journeyworkers' tutor training manual and participants' workplace materials.

Training coordinators: Debra Hutcheon and Gary Wylie

Evaluation methods: Self-evaluation occurs through the portfolio process. Ongoing evaluation is done by trainers throughout the session. Participants evaluate the program mid-way and at the end. Ongoing evaluation happens after the program.

Certification / recognition: Participants receive one certificate from the OFL at the completion of training and a second certificate after they have proved themselves as an instructor.

- **Administrative Details**

Fees: \$2000 per person. \$500 for subsequent three-day training sessions. All fees paid by employer.

Funding and support from: [National Literacy Secretariat](#) for special projects; employers pay fee-for-service on a sliding scale; labour provides office space and some financial support

W/WEBS TRAINER COURSE

- **General Information**

A series of ten weekly workshops delivered by and for practitioners from a variety of organizations and areas involved in Workplace Education.

Hosted by: Etobicoke Board of Education (1996), Toronto Board of Education (1997)

Contact Information: Florence Guy, WIWEBS Regional Coordinator
1200 Eglinton Avenue East
Suite 602
North York, Ontario
M3C 1H9
(416) 383-0992
(416) 510-2566 fax

Date offered: 1996, 1997

- **Participants**

Number attending: approximately 25 each time

Eligibility / background: Participants were adult educators and coordinators with at least two years of experience in ESL, Literacy and/or ABE. Several participants were workplace educators or BEST facilitators. Participants were required to be affiliated with or employed by an organization offering adult education programs in Ontario's Central region (Metro Toronto, York Region, Peel, Halton, Dufferin and Simcoe Counties).

Workplace Education experience: Several of the participants had previous experience with the delivery of Workplace Education.

Current Workplace Education work: Recent provincial cutbacks have seriously reduced the number of Workplace Education programs being offered. Nonetheless, most participants are still involved in some aspect of the field or are incorporating their awareness of Workplace Education issues into other literacy programs. As new directions and projects are developed, trained workplace educators will be available to take on work.

- Program

Developed by: Marni Johnson, with Judith Bond and Grace Nicholson

Length: 30 hours over 10 weeks

Objectives / expected outcomes:

- To provide an overview of Workplace Education principles and techniques
- To understand the change issues people and organizations are dealing with
- To understand current management, quality and production processes, and consider their effect on training
- To understand team building and its relationship to training
- To identify the continuous improvement skills needed in a High Performance workplace
- To identify a reliable method of setting program goals
- To consider methods of recognizing prior learning
- To utilize new methods of designing creative classroom materials and activities
- To experience active learning training
- To recognize the necessity for and impact of clear speech in workplace documentation

Topics:

- Orientation to Workplaces - Gord Stewart, Consultant
- Workplace Management Processes for the 9015 - Patrick Terrel, Woodbridge Courseware & Instruction
- Team Building for Workplace Success - Grace Nicholson and Judith Bond, Etobicoke Board of Education Workplace Education Trainers
- Recognition of Adult Learning (RAL) and Workplace Assessments : The Foundation of a Successful Program - Judith Anne Fowler, Simcoe County Literacy Network and Marla Metson-Marnoch, W/WEBS Simcoe County Literacy Network
- Continuous Improvement Skills: Getting the Competitive Edge - Grace and Brian Nicholson, Etobicoke Board of Education Workplace Education Trainers
- Creative Program Design - Brian Nicholson, Etobicoke Board of Education Workplace Education Trainer
- It's all in the Delivery! - Marni Johnson, W/WEBS Local Co-ordinator Etobicoke/York and Judith Bond, Etobicoke Board of Education Workplace Education Trainer
- Workplace Evaluation - Sue Folinsbee, ABC CANADA
- Clear Language and Design - Corinna Fraffini, Frontier College
- Valuing Diversity - Zelda Fedder, Zelda Fedder Communications International

Teaching Approach: Workshops were planned as a combination of theoretical information and practical, hands-on activities. Each workshop was led by a different facilitator to expertise-sharing across the region.

Materials: Handouts were prepared and distributed by each workshop facilitator.

Training coordinators: Judith Bond and Grace Nicholson

Evaluation methods: The program was formally evaluated through a combination of methods including : workshop surveys, on-going feedback and reflective discussions. Six months after completion of the program, a survey was mailed to participants to solicit feedback on retained learning and on-the-job applications of knowledge and skills gained during the program. Learning was self-assessed throughout the program through journal entries.

Certification / recognition: Etobicoke Board of Education provided certificates to all participants.

- **Administrative Details**

Fees: No fees (1996), approximately \$100 (1997)

Funding and support from: Ontario Training and Adjustment Board, and Workplace/Workforce Employment Basic Skills

Funding support for: Program planning and coordination, handouts, mailing and administration, facilitator honoraria.

TORONTO, ONTARIO

LEARNING IN THE WORKPLACE

- General Information

On-going training session for workplace tutors offered to Workplace Education instructors (until 1995)

Hosted by: Frontier College

Contact Information: Miria Iannou

Frontier College
35 Jackes Avenue
Toronto, Ontario
M4T 1E2
(416) 923-3591
(416) 323-3522

Frontier_College@edu.yorku.ca

Dates offered: On-going to 1995

- Participants

Number attending: approx. 12 per session

Eligibility / background: Participants were employees interested in tutoring coworkers

Workplace Education experience: Participants had little previous experience with tutoring Essential Skills in the workplace.

- Program

Developed by: Frontier College

Length: 2 days

Objectives / expected outcomes:

- to provide employees with skills to tutor co-workers

Topics:

- Reading
- Writing
- Learning Styles
- Evaluation

Presentation format: training sessions

Materials: Participants received handouts throughout the program.

Training leaders: Frontier College facilitators

Evaluation methods: On-going support

- Administrative Details

Fees: n/a

Funding and support from: Individual employers

TORONTO, ONTARIO

BASIC TRAINING WORKSHOP

- **General Information**

A program for volunteer employee instructors working with Laubach Literacy

Hosted by: Laubach Literacy of Canada

Contact Information: Sharon Moukperian
c/o QUEST Group International
1 Charlotte St
St. Catherines, Ontario
L2N 3B1
(905) 646-3123
(905) 646-2773 fax

Dates offered: On-going from 1987

- **Participants**

Number attending: variable, depending on company and program

Eligibility / background: Participants are employees interested in tutoring coworkers using the Laubach method

Workplace Education experience: Participants are employees in the companies in which they teach, but may have little experience in teaching before participating in training.

- **Program**

Developed by: Laubach Literacy of Canada

Length: 16 - 20 hours

Objectives / expected outcomes:

- to provide employees with skills to tutor co-workers
- to prepare participants to use the Laubach materials and method

- to develop a sensitivity to literacy issues and needs
- to develop skills in individual needs assessment
- to prepare participants for advanced training (if applicable)

Topics:

- Literacy : Issues and Ideas
- Being Sensitive to Literacy Needs
- Overview of Laubach Materials and Methods
- Using Laubach Materials and Methods
- Individual Needs Assessment
- Lesson-planning
- Learner Evaluation
- Review and Reinforcement of Materials and Ideas
- Confidentiality
- Life Skills : Integrating Literacy into Daily Life
- Speech Sounds and Patterns
- Special Teaching techniques (Language Experience, Cloze etc)
- The Tutoring Process

Presentation format: Training is conducted as an interactive combination of conceptual information and practical skill development. Role plays, case studies, discussion groups and assignments are included as part of the program. On occasion, literacy learners are guest speakers in the program.

Materials: Participants receive extensive materials throughout the program, including a training manual and Laubach materials.

Training leaders: Laubach Literacy certified trainers/facilitators

Evaluation methods: Before becoming certified Laubach Literacy instructors, individuals undergo a rigorous assessment process in which a number of criteria and requirements must be fulfilled. Once certification has been achieved, participants are registered as tutors with the national organization. Additional recognition is given for "milestones" representing the number of hours volunteered. After 300 hours, individuals are recognized as "master tutors". The program is evaluated by participants through a survey.

- Administrative Details

Fees: n/a (Participants are paid by their employers for lost wages during training time. They may also be paid for some or all of their teaching time.)

Funding and support from: Individual employers on a fee-for-service basis.

- **Comments**

While the current practitioner development program concentrates on instructor training, Laubach Literacy of Canada also has the capacity to deliver promotion-oriented training to planners and marketers of Workplace Education.

MONTREAL, QUEBEC

PRACTITIONER TRAINING IN QUEBEC

- General Information

In Quebec, Workplace Education is incorporated as part of other types of adult education. As a result, no training programs have been developed specifically for Workplace Education practitioners. Instead, instructor training takes place through the schools boards in related fields such as literacy, adult education or French as a second language.

Contact Information:

Linda Shoheit
Centre for Literacy, Dawson College
3040 Sherbrooke St. West
Montreal, Quebec
H3Z 1A4
(514) 931-8731 ext. 1411
(514) 931-5181 fax

FREDERICTON, NEW BRUNSWICK

PRACTITIONER TRAINING IN NEW BRUNSWICK

- General Information

Workplace Education has existed in New Brunswick for five years, offered primarily through community colleges and community-based programs. For practitioner development, Nova Scotia's program (see next page) was used for training. An additional three days of training are planned for Spring 1998.

Contact Information:

Léonce Chiasson, Coordinateur
Provincial PCRS
Coordination des programmes et formation en apprentissage
Enseignement supérieur
Case postale 6000
Fredericton (Nouveau-Brunswick)
E3B 5H1
(506) 453-2169
(506) 444-4960 télécopieur
lchiasson@gov.nb.ca

MAKING IT WORK IN THE CLASSROOM

- General Information

A three-day training program for part-time Workplace Education instructors.

Hosted by: Nova Scotia Department of Education and Culture

Contact Information: Marjorie Davison
Department of Education and Culture

Adult Education Section
PO Box 578
Halifax, N.S.
B3J 2S9
(902) 424-5191
(902) 424-0666 fax
hlfxtrad.educ.davisome@gov.ns.ca

Date offered: March 1997

- Participants

Number attending: 40

Eligibility / background: Participants were part-time Workplace Education instructors, most of whom were directly involved with program delivery at the time of the course.

Workplace Education experience: While some participants had experience with Workplace Education programming or delivery, several were new to the field.

Current Workplace Education work: Participants are part of an effort to build Maritime capacity for promoting, planning and delivering Workplace Education. Some participants are also applying knowledge and skills in related areas of adult education.

- Program

Developed by: Marjorie Davison (lead), Paul Temple, Judy Purcell, Diane McDonald, Gaylene Leedham, Robin Jardine, Renette Muise

Length: 20 hours over 3 days

Objectives / expected outcomes:

- to provide professional development opportunities to instructors
- to create assessment / evaluation tools for use in Workplace Education programs
- to learn how to develop workplace-specific course outlines
- to learn how to plan workplace-specific learning activities
- to meet and network with other practitioners
- to initiate the founding of a practitioner association

Topics:

- Good Practice in the Workplace Classroom
- Tools and Strategies for Initial Assessment
- Working with the Project Team
- Customized Curricula
- GED: Where does it fit into Workplace Education?
- Quality Assurance and the Workplace Education Classroom
- Curriculum Development Group Activity
- Participant Evaluation
- Program Evaluation

Teaching Approach: The program made use of a variety of teaching and learning formats, including : panels, guest presentations, lectures, small group discussions and activities, as well as large group activities and discussions. Networking activities were planned for the end of the workday.

Materials: Program binders and materials were distributed to participants throughout the course.

Training leader: Marjorie Davison and Paul Temple

Evaluation methods: Individual learning was evaluated through a group activity in which participants designed learning transfer activities. The program was evaluated through a form, as well as through a group activity. Follow-up with field officers was also planned to evaluate application of learning after the program.

Certification / recognition: Participants received a certificate of participation from the Nova Scotia Department of Education and Culture.

- Administrative Details

Fees: n/a

Funding support from: Nova Scotia Partners for Workplace Education, Nova Scotia department of Education and Culture, Nova Scotia Diversification Agreement, [National Literacy Secretariat](#)

Funding support for: Program development and delivery, materials, participant subsidies, location and meals.

HALIFAX, NOVA SCOTIA

WORKPLACE EDUCATION PRACTITIONER TRAINING

- General Information

A workshop series for practitioners and Workplace Education field officers, whose primary responsibility is the marketing, planning and monitoring of research and programs. Hosted by: Nova Scotia Department of Education and Culture

Contact Information: Marjorie Davison
Department of Education and Culture
Adult Education Section
PO Box 578
Halifax, N.S.
B3J 2S9
(902)424-5191
(902) 424-0666 fax
hlfxtrad.educ.davisome@gov.ns.ca

Date offered: January, March, July, November 1997, January 1998 (Mentored support accompanied the programs)

1. Participants

Number attending: In total, 40 people participated

Eligibility / background: Participants came from a variety of backgrounds and formal education experiences. They included Nova Scotia Workplace Education field officers, members of the M.S. Federation of Labour, representatives from Department of Defense (Continuous Training Centre and Formation Logistics Team), P.E.I. Workplace Education field staff, N.B. Literacy Co-ordinators.

Workplace Education experience: The majority of participants had experience with Workplace Education, primarily in program planning and development functions. Some participants had worked with Workplace Education issues as a component of other training initiatives.

- Program

Developed by: Marjorie Davison and Paul Temple

Length: 14 interactive workshops (ranging from 1/2 day to full days)

Objectives / expected outcomes:

- to bring adult education practices into the workplace community in order to support human resource development and the sustaining of a lifelong learning culture
- to address the professional development needs of practitioners interested in setting up workplace education programs with an adult education perspective by applying adult learning principles to the set-up, design, delivery and evaluation of Workplace Education programs.

Topics:

- Overview of the Nova Scotia Workplace Education Initiative
- Promotional activities to build awareness and encourage buy-in from labour and business
- Development of a multi-media information package for presentations
- Role and responsibilities of the Project Team
- Using case studies to understand and plan the Organizational Needs Assessment (ONA)
- work site tours as part of the information-gathering strategy in conducting an ONA
- Conducting one-on-one interviews as part of the information-gathering process
- Facilitating focus groups as part of the information-sharing process during the ONA
- Application of readability tests and principles of clear language to workplace documents
- Analysis and reporting of data collected during the ONA
- Role of the field officer in working with the Project Team to develop measurable program goals and objectives
- Development of assessment tools using workplace materials to measure basic skill levels of program participants
- Using workplace materials and issues to develop reading, writing, math and oral communication curricula
- Using collaborative evaluation techniques to measure program outcomes

Teaching Approach: The program made use of a variety of teaching and learning formats, including panels, guest presentations, site visits, small group discussions and activities, as well as large group activities and discussions.

Materials: Program materials were distributed to participants throughout the course.

Training leader: Marjorie Davison and Paul Temple

Evaluation methods: Individuals received on-going feedback throughout the program and after the field practicum. The program was evaluated through a group activity (dotocracy), on-going feedback throughout the program, as well as through evaluation forms for each workshop and for the series as a whole.

Certification / recognition: Participants received a certificate of participation from Nova Scotia Department of Education and Culture.

- **Administrative Details**

Fees: n/a

Funding support from: Nova Scotia Partners for Workplace Education, Nova Scotia Department of Education and Culture, Nova Scotia Diversification Agreement, [National Literacy Secretariat](#)

Funding support for: Program development and delivery, materials, participant subsidies, location and meals.

PREPARING EMPLOYEES FOR THE G.E.D. USING WORKPLACE- SPECIFIC LEARNING ACTIVITIES

- General Information

A one-day seminar to customize G.E.D. preparation

Hosted by: Nova Scotia Department of Education and Culture

Contact Information: Marjorie Davison
Department of Education and Culture
Adult Education Section
PO Box 578
Halifax, N.S.
B3J 2S9
(902) 424-5191
(902) 424-0666 fax
hlfxtrad.educ.davisome@gov.ns.ca

Date offered: October and November 1997, February 1998 (more workshops will be scheduled)

- Participants

Number attending: 35 to date

Eligibility / background: This workshop is open to all interested individuals.

Workplace Education experience: Most participants are active Workplace Education instructors.

- Program

Developed by: Marjorie Davison

Length: 1 day

Objectives / expected outcomes:

- to provide instructors with the skills they need to plan programs and create learning activities to address the core competencies tested through G.E.D. tests, but in a work-specific (instead of generic) context.

Topics:

- G.E.D. overview
- identifying key competencies
- designing workplace-specific activities and materials

Teaching Approach: The workshop is based on presentation, group discussion and activities, as well as opportunities to apply learning.

Materials: Program materials are distributed to participants throughout the workshop.

Training leader: Marjorie Davison

Evaluation methods: Participants completed a learning transfer activity, and received follow-up support from regional field officers. The workshop was evaluated through an evaluation form, as well as through group discussion.

Certification / recognition: n/a

- Administrative Details

Fees: n/a

Funding support from: Nova Scotia Partners for Workplace Education, Nova Scotia Department of Education and Culture, Nova Scotia Diversification Agreement, [National Literacy Secretariat](#)

Funding support for: Program development and delivery, materials, participant subsidies.

WORKPLACE EDUCATION: MAKING IT WORK

- General Information

A three-week training program was offered in 1997 to three P.E.I. field officers preparing to market, plan and monitor Workplace Education programs. This program was adapted from a program originally developed in Nova Scotia (see "[Making It Work In The Classroom](#)").

Hosted by: Workplace Education P.E.I Steering Committee

Contact Information: Barbara Macnutt, Project Manager
c/o Adult and Continuing Education
Higher Education Training & Adult Learning
3 rd Floor, Shaw Building
105 Rochford Street
PO Box 2000
Charlottetown, PEI
C1A 7N8
(902) 368-6286
(902)368-6144 fax
bemacnutt@gov.pe.ca

Dates offered: 1997/8

- Participants

Number attending: 3

Eligibility / background: This training program was offered and delivered to the three Workplace Education field officers in charge of promoting and planning Workplace Education in P.E.I. Two were adult educators and the third was a community college administrator.

Workplace Education experience: As this type of Workplace Education programming was still in its initial stages at the time of the training, participants had little direct experience with Workplace Education.

Current Workplace Education work: All participants in the training program currently work as full-time brokers and planners of Workplace Education.

- Program

Developed by: Marjorie Davison, Nova Scotia Workplace Education

Length: 90 hours, spread over three weeks

Objectives / expected outcomes:

- To give adult education specialists an overview of basic issues in Workplace Education
- To establish a code of best practices for P.E.I. Workplace Education
- To teach marketing and promotion information and techniques
- To provide an overview of the process of starting a Workplace Education program
- To prepare promotional materials and strategies
- To prepare field officers to serve as trainers once instructors are hired
- To identify criteria for quality programs

Topics:

- An Overview of Workplace Education
- Promotion of Workplace Education
- Developing a Project Team
- Organizational Needs Assessments
- Conducting Personal Interviews
- Facilitating Focus Groups
- Prior Learning Assessment
- Clear Language
- Program Goals and Objectives
- Curriculum
- Program Evaluation

Teaching Approach: The program was developed as a hands-on introduction to Workplace Education promotion and planning.

Materials: A binder of information and resource materials was prepared for the participants by Marjorie Davison.

Training leaders: Marjorie Davison and Paul Temple, Nova Scotia Workplace Education

Evaluation methods: Participants were not formally evaluated on their learning. The program was evaluated through a survey and through group feedback.

Certification / recognition: n/a

- **Administrative Details**

Fees: n/a. Participants volunteered two weeks of their time to participate in the training. The third week occurred during the participants' regular work hours.

Funding support from: P.E.I. Adult Continuing Education, Higher Education Training & Adult Learning

Funding support for: Program and materials development, travel and accommodation support

NEWFOUNDLAND

PRACTITIONER TRAINING IN NEWFOUNDLAND

- General Information

No practitioner training initiatives were identified for Newfoundland.

WESTERN PRACTITIONER SYMPOSIUM

- General Information

A symposium for experienced practitioners from the Western provinces

Hosted by: Western Canada Workplace Essential Skills Training Network (WWESTNET)

Contact Information: WWESTNET

c/o 505 - 138 Portage Avenue E

Winnipeg, MB

R3C 0A1

wwestnet@cadvision.com

Dates offered: August 1998

- Participants

Number attending: 30

Eligibility / background: Participants were experienced practitioners from the Western provinces. Applicants were required to describe their background and provide a proposal for how information from the symposium would be disseminated to colleagues. Five representatives were chosen from each province.

Workplace Education experience: Participants had a wide range of skills and experience in different industries, agencies, labour training centres, colleges and other organizations. Experience included research, needs analysis, consulting, programming, instruction, evaluation, administration, publications, train-the-trainer, etc.

- Program

Developed by: Nancy Steel

Length: 2 days

Objectives / expected outcomes:

- to support the development of practitioner development
- to profile current projects in Western Canada
- to create an opportunity for networking and discussion

Topics:

- Industry Perspective of Collaboration - Jonas Sammons
- Labour Perspective of Collaboration - Barb Byers
- Education Perspective of Collaboration - Tracy Defoe
- Government Perspective of Collaboration - Brigid Hayes
- The Paper Chain Collaboration in the Changing Workplace - Audrey Cormack
- Marketing Yourself as a Workplace Education Provider - Stacey Huget
- Comparing Work Skills Analysis Tools - Kathryn Barker
- Work Keys - Dini Steyn
- Industrial Workplace Entry Level Reading, Writing and Math Assessment - Rob Despina
- TOWES Project - Lynda Fownes
- Communication Assessment Project Canadian Language Benchmarks -Susan Keen
- Collaborative Approach to Workplace Program Evaluation - Sue Folinsbee
- Workplace Program Evaluation - Eunice Askov

Presentation format: Information was provided through a series of presentations with subsequent small group interaction. "Paper Chain" was a role play on productivity.

Materials: Participants received a pre-conference folder containing reading materials. Additional handouts and resources were provided by presenters.

Evaluation methods: The symposium was evaluated by participants through a survey.

- Administrative Details

Fees: n/a

Funding and support from: WWestnet and [National Literacy Secretariat](#) for fees, travel, accommodation and meals.

OVERVIEW: AUDIENCE AND FORMAT

PROGRAM WORKSHOP	PROV.	PAGE	AUDIENCE	LEVEL	FORMAT
Workplace Literacy Training Event	NWT	14	Practitioners	Introductory	One week
Summer Literacy Institute	BC	17	Practitioners	Mixed	Two weeks
Summer Literacy Institute - Mentored Practicum	BC	20	Practitioners	Mixed	Four month part-time
SkillPlan Workshops	BC	23	Practitioners Industry trainers Administrators Vocational instr.	Mixed	Variable
Job Profiling Essential Skills	BC	26	Practitioners Industry trainers Administrators Vocational instr.	Mixed	Variable
From the Classroom to the Workplace - Training Workplace Trainers	AB	28	Practitioners	Introductory	One week
Workplace Trainer Development	AB	31	Practitioners	Introductory	Two days
Workplace Literacy in the Field	AB	34	Practitioners	Introductory	Five two-day sessions
Staying in the Game	SK	37	Practitioners	Introductory	One week
WEST Peer Facilitator Training	SK	40	Peer facilitators	Introductory	Two weeks
Basic Education in the Workplace	MB	43	Practitioners	Introductory	One week
Advanced Certificate in Workplace Education	MB	46	Practitioners	Advanced	Two weeks
MAWEC	MB	49	Practitioners Industry trainers	Mixed	Variable
BEST Program	ON	54	Worker Instructors	Introductory	Two weeks
W/WEBS Trainer Course	ON	57	Practitioners Administrators	Mixed	10 three-hour workshops

PROGRAM WORKSHOP	PROV.	PAGE	AUDIENCE	LEVEL	FORMAT
Learning in the Workplace	ON	60	Practitioners	Mixed	Variable
Basic Training Workshop	ON	62	Peer instructors seeking Laubach certification	Introductory	On-going training and support
Practitioner Development	NB	66	Administrators	Introductory	Three days plus two days
Making It Work in the Classroom	NS	67	Practitioners	Mixed	Three days
Workplace Education Practitioner Training	NS	70	Administrators (Field Officers)	Introductory	14 workshops Variable length
Preparing Employees for GED	NS	73	Practitioners	Mixed	One day
Workplace Education: Making It Work	PEI	75	Administrators (Field Officers)	Introductory	Three days
Western Practitioner Symposium	West Can.	79	Practitioners	Experienced	Two days