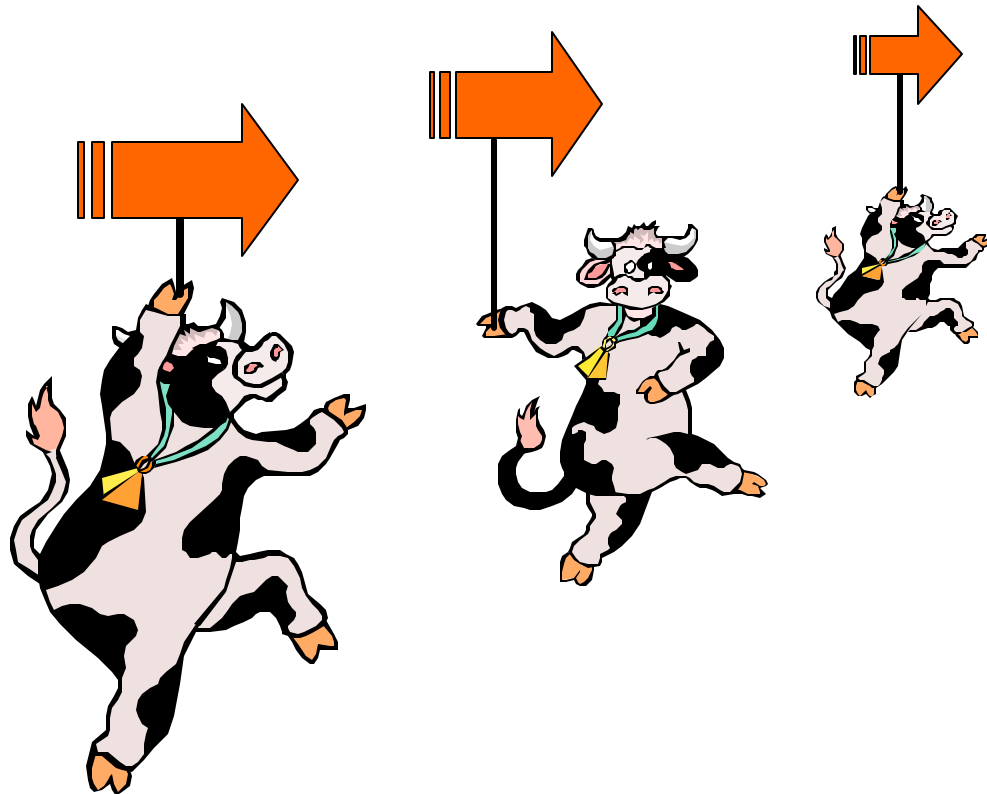


# ***MOOOVING FORWARD***



**College Sector Committee  
Provincial Conference**

## ***CONFERENCE REPORT***

**Prepared by: Goforth Consulting**



# ACKNOWLEDGEMENTS

Many cowhands were worked hard to make the CSC Provincial Conference the considerable success it was. The College Sector Committee would like to acknowledge the dedication and commitment of the following:

## **CSC Executive Members**

**Jeanette Barrett**, Durham College  
**Janet Gambrell**, Sheridan College  
**Barb Glass**, Canadore College  
**Sandra Hennessey**, Fanshawe College  
**Andrea Leis**, Conestoga College  
**Keith Younghusband**, Algonquin College

## **Conference Planning Team**

**Lynne Wallace**, CSC Executive Director  
**Marla White**, CSC Program Assistant  
**Dee Goforth**, Educational Consultant

Executive members, your teamwork and energy were impressive. Jeanette, the conference was on your turf. This meant much additional work. Sandra, thanks for agreeing to do a workshop along with other conference responsibilities. By all accounts, it was excellent. Barb and Andrea, you pitched in when needed during the conference – on registration, facilitating the discussion groups and introducing speakers. Keith and Janet, other commitments prevented you from participating in the conference, but the guidance and direction you provided during the planning phase were instrumental to the success of the conference.

Lynne, once again you have demonstrated strong leadership in your role as CSC Executive Director. You listened to LBS managers and practitioners in the College Sector when they told you what they needed, and you responded with a dynamic, well-organized training event. Marla, thanks for your efficient handling of all the details that make a conference run smoothly. You juggled endless last-minute tasks and still managed to keep your cool. Dee, by developing the PD questionnaire and conference evaluation process, you ensured maximum input from practitioners at every stage.

There are many others whose contributions need to be recognized. They include the speakers, presenters and facilitators who provided vision and stimulating content. They also include the LBS program support staff at Durham College who deserve special mention for making everyone feel welcomed and for helping with numerous final details. Thanks to the three young students from Durham for recording the workshop sessions.

Ultimately the success of any training event depends on the attitude and commitment of the participants themselves. Participants at the CSC Provincial Conference offered thoughtful input throughout the two days, and they shared their resources, materials and expertise. Above all they brought enthusiasm to all the sessions. This was the true reward for the conference organizers.

Of course, none of this would have been possible without the support of the Ministry of Training, Colleges and Universities and the National Literacy Secretariat. As always, their support is highly valued.

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## INTRODUCTION

The College Sector Committee Provincial Conference was a joint event for managers and practitioners involved with the Literacy and Basic Skills (LBS) Program at all Ontario colleges. It combined the annual provincial managers' meeting and the four regional training events for practitioners into a provincial conference – the first one held for LBS practitioners in over a decade.

The title of the conference was **Mooving Forward**. The theme, in keeping with a tradition originating with the managers' meetings, focused on animals. The symbol of the conference was a dancing cow. This set a lively tone for the conference and encouraged a stampede of cow puns. You will see examples – both good and bad – throughout the report.

Regional training events have served as an effective form of PD for LBS college practitioners during the past three years. They have provided practitioners with updates on important provincial and college initiatives, workshops on topics identified by managers and/or by practitioners and opportunities to get together in subject working group meetings to discuss educational and procedural issues, compare classroom experiences and share educational resources.

The e-PD Reading and Response Pilot conducted by the CSC several months earlier confirmed the value of the subject working groups as a highly popular form of professional development. This is illustrated by the following comment from one of the participants.

*I have found it very beneficial to meet with other teachers from other colleges at regional conferences. I feel the ideas flow more freely with face-to-face encounters. Resources can be discussed and shared on the spot. It is easier to concentrate on the ideas presented when you are away from your other responsibilities. \**

Many participants at last year's regional training events expressed a strong interest in expanding their opportunities to discuss common issues and developments with LBS college practitioners from across the province.

**\*Source:**

Dee Goforth. *Reaching the People Who Need It Most: e-PD Reading and Response Pilot*. College Sector Committee for Adult Upgrading (2004) Sudbury, ON.

It was understood that fewer practitioners would be able to attend a provincial event and that the Conference Report would need to serve as a PD tool for those unable to participate. With this in mind, the Report has been developed to provide as much information from the various sessions as possible in the form of notes, handouts, summaries and samples of materials brought by practitioners.

The e-PD Pilot also identified a number of issues related to PD. One issue in particular contributed important insight into how the participating practitioners felt about PD. Practitioners said they needed access to PD that was both relevant and applicable to the LBS college classroom, i.e. professional development that addresses the realities of program philosophy and structure. They felt that this was more likely to happen if they participated more fully in the decision-making around PD. In other words, practitioners wanted more input into the kind of PD they participate in.

A questionnaire was developed to gather information from practitioners that would help plan the kind of conference that would meet their needs. The questionnaire consisted of six parts. The purpose of each part is briefly described below:

**Part A:** to determine practitioners' primary interest for participating in the provincial conference

**Part B:** to provide feedback on other types of professional development practitioners have accessed in the past year

**Part C:** to identify level of interest for particular workshops

**Part D:** to get input on other workshop suggestions

**Part E:** to determine the focus (and/or topics) for the subject working group sessions

**Part F:** to gather ideas on how to make the most effective use of the subject working group sessions

## QUESTIONNAIRE RESULTS

The total college response to the questionnaire was encouraging. In all, 14 colleges responded to the questionnaire with good regional representation.

<b>North – 3</b>	<b>East – 4</b>
<b>Central – 2</b>	<b>West – 5</b>

The individual practitioner response was somewhat less than expected. This may have been due in part to an anticipated strike at the colleges and the rush to get the questionnaire out well ahead of schedule. Twenty-eight individuals and one college as a group completed the conference questionnaire. For the purposes of making calculations, the group was assigned a weight of four. The results of the questionnaire are presented below and on the following pages.

### **Part A:** Primary Interest in attending the CSC Provincial Conference

<b>Interest in Participating</b>	<b>Number and percentage of responses</b>
Meeting and sharing information with colleagues from other colleges	23 (72%)
Learning new concepts and strategies to apply in daily practice	22 (69%)
Learning about new directions and developments in the field	22 (69%)

Practitioners were consistent in their reasons for attending the conference. This information was used to develop a 'balanced' agenda. **Appendix A, Agenda-at-a Glance**, shows that all three interests are clearly provided for. These interests will be discussed in detail in following sections. **Appendix A** also identifies presenters.

### **Part B:** Other types of PD accessed in the past year

<b>Types of PD</b>	<b>Number and percentage of responses</b>
Participating in various PD opportunities at my own college	16 (50%)
Taking courses towards a university degree	3 (9%)
Participating in professional development offered by regional networks or other sectors	17 (53%)
Self-study, e.g. conducting library or Internet research on topics of personal interest	13 (41%)

While Part B did not impact on the conference directly, the CSC viewed the questionnaire as an opportunity to find out more about what other types of PD activities LBS college practitioners typically engage in. The 32 individuals who responded to the questionnaire appear to take advantage of a variety of forms of PD with half pursuing PD at their own college and just over half taking part in PD offered by regional networks or other sectors.

**Part C:** Level of interest for workshop topics

A simple rating system was used to determine participants' interest in workshop (and subject working group) topics. Participants could rate each topic using A for high interest, B for medium interest and C for low (or no) interest. Weight was assigned in the following way:

- A – 3 points
- B – 2 points
- C – 1 point

Totals were tallied. The chart below shows the top five workshop topics in order.

<b>Topics for Workshops</b>	<b>Point Rating</b>
Current Retention Initiatives in LBS College Programs	<b>69</b>
Current Self-Management/Self-Direction Initiatives in LBS College Programs	<b>65</b>
Apprenticeship and the LBS Student	<b>59</b>
Essential Skills/TOWES College Initiatives	<b>53</b>
Contextualized Learning and Assessment	<b>53</b>

The first four workshop topics were selected based on availability of presenters and the number of conference participants.

**Part D:** Other workshop suggestions

- High school equivalency certificate...how it relates to the present standard diploma and its recognition by the government and employers (and the community at large). What do we do with those who cannot hope to complete level IV (ACE) but probably could succeed in an apprenticeship program or another field? Should the time taken to complete a course/level be a parameter in final evaluations? Should time limits be imposed for each learner?
- Transitions for students coming from other literacy programs to the LBS college program and transition from LBS programs to post secondary program. (What can we do to make these transitions smooth and try to ensure student success?)

- Learning Disabilities Workshop (Steve Miller)
- A session to discuss issues related to difficulties meeting contact hours especially where education levels are extremely high. Questions for discussion include: How can this issue be better understood? Are other areas experiencing the same problem?

**Part E:** Support for the subject working group sessions

<b>Communications Subject Working Group</b>	<b>Point Rating</b>
Demonstrations for Post Secondary	<b>63</b>
Demonstrations for Employment	<b>60</b>
Speaking and Listening	<b>49</b>
Media	<b>48</b>

<b>Math Subject Working Group</b>	<b>Point Rating</b>
Core Math	<b>49</b>
Apprenticeship Math	<b>42</b>
Business Math	<b>36</b>
Technology Math	<b>36</b>

<b>Science Subject Working Group</b>	<b>Point Rating</b>
Biology	<b>24</b>
Physics	<b>22</b>
Chemistry	<b>20</b>

**Part F:** Suggestions for subject working group sessions

- Encourage everybody to bring new learning activities/demonstrations and textbooks recently selected.
- Let the subject groups set their own agenda.
- Have facilitators and note takers chosen beforehand.
- Circulate notes and participant information after.
- It will be very good to have two sessions with subject groups.
- We are particularly interested in math textbook for LBS 5 and OBS IV.
- Start with particular issues or questions. Too much time is wasted on general intro and trouble shooting.

- Survey ahead – find out what computer, math, communications and science people are looking for.
- Come with solutions and tricks of the trade.
- At the first subject working group session held a couple of years ago, we chose our own facilitator (with her permission) and we set our own agenda brainstorming, and voting (priorizing) then had a tremendous dialogue for 2 hours. Our promise to our group was to do the same thing next time but to bring materials, e.g. outlines, demos, best assignments/practices, etc. That would give us some hard data to refer to and to share.
- Let's keep on with this bottom-up approach. Therefore the suggestion would be to plan for an open forum to be set at the outset of the meeting and bring any materials that we would like to share or have assessed.
- Have seminar and Q&A sessions – brainstorming plus group problem solving (or is that BS sessions going with the theme)
- The one thing I do want to say though is that I hope sessions are facilitated. I know there are some who like the 'open' sessions we have had before, but I have had a number of people voice frustration to me. The 'open' sessions are often unfocussed and much time is wasted.
- If possible, participants should be allowed to mediate (ruminate) on topics before the workshops (and discussions with each udder).
- Each workshop should end with recommendations, a timeframe for implementation and dates for review and follow-up. Otherwise we might end up with superficial and cows...mopolitan discussions.
- Small workshops (approximately 10 to 15 participants)
- Workshops based on subject interest areas and levels
- (Make the sessions) highly participatory
- It would be beneficial to those teaching both math and science to facilitate 2 sessions at different times. Perhaps an extended session could be held specifically for those teaching both subjects where time would be allotted to discuss both subjects.

As you can see, respondents provided many specific suggestions for how the groups should function. As many suggestions as possible were considered in planning the subject working groups.

## THE CONFERENCE

The CSC Provincial Conference, as mentioned previously, was a joint event for LBS college managers and practitioners and also the first provincial PD event in over a decade. Held at the Durham College Campus on June 3 and 4, the conference was attended by 81 participants from 22 colleges with 25 or 31% of the participants attending as managers. The goal of the conference was to meet the information and PD needs/ expectations of all participants. This meant providing participants with opportunities to:

- A. Find out about new directions and developments in the field
- B. Learn new concepts and strategies to apply in daily practice
- C. Meet and share information with colleagues from other colleges

### A: FIND OUT ABOUT NEW DIRECTIONS AND DEVELOPMENTS IN THE FIELD

One of the sessions intended to help participants find out about new directions was a discussion led by Kathleen Wynne, Parliamentary Assistant to the Minister of Training, Colleges and Universities. The purpose of the discussion was to gather information from the College Sector on how to strengthen adult education in Ontario.

To prepare for this session, participants were asked to read the *Adult Education Discussion Paper* on the MTCU web page and reflect on six key questions. Those questions are:

- 1) Is there a need to have an Ontario definition for adult education? What would such a definition include?
- 2) How are adult education, training and upgrading opportunities addressing current and anticipated economic and social challenges?
- 3) What can be done within existing budgets to enhance learning opportunities?
- 4) If an opportunity to reallocate resources arises, what are the leading priorities for reinvestment?
- 5) Do you agree with the elements for a framework that are described in the discussion paper? What would you change? What would you add?
- 6) How can we improve the results and outcomes for adult learners in Ontario?

During the Opening Plenary, participants broke out into six groups with each group focusing on one question. A summary of each discussion was presented to Kathleen Wynne on the following morning. This was a valuable opportunity for the College Sector to provide direct input into a very important study that has far-

reaching implications. An overview of Kathleen's presentation is provided in the following section. See **Appendix B** for the highlights of the six discussion topics.

### **Overview of presentation**

Kathleen Wynne opened up the discussion by comparing the current delivery system of Adult Education in Ontario to an archipelago with a bad ferry system – a system that needs improvement. It is a given that funding presents a challenge; the focus for this review, however, was on issues other than funding. Kathleen clarified what is being reviewed. The Review is not about the following:

- Post Secondary (Bob Rae is conducting that review)
- Apprenticeship (although it is understood that it will be referenced in terms of promoting access of adults to apprenticeship)
- Foreign Trained Professionals (although the system may address gaps for them, e.g. aspects related to the broad issues of citizenship, Canadian culture, the Canadian workplace)

The ESL referred to in this review includes provincially funded programs only. Federally funded programs are beyond the scope, but discussion could identify principles for future development should the federal/provincial situation change.

The Review is about promoting

- Coordination and Linkages
- Accessibility and Inclusiveness
- Fostering Innovation
- Accountability and Effectiveness.

With regard to the last item, it is necessary to track dollars but also to track expectations of programs – especially personal and employment outcomes for students. These are difficult things to quantify but it is necessary to raise consciousness that it should be done and that these are important program outcomes.

The elements of the framework should include innovation, access and inclusion – in short we must “Do it better!” The Review will raise public consciousness. There is broad government (Caucus) awareness and understanding. While the Review may identify some areas of duplication, it is more likely it may reveal gaps and indicate how they should be filled. The Review is scheduled for a fall release.

### **Specific areas identified for additional input**

- 1) What are some examples and/or recommendations concerning rule changes that need to be made to MTCU funded programs to facilitate student access?
- 2) Can we make specific recommendations regarding systemic barriers faced by Ontario Works recipients?
- 3) What are the things that should be taken into consideration specifically in evaluating program success? Measurable VS meaningful?
- 4) How can we best measure the impact of programming?

### **Critical issues identified**

#### Contact Hours

The use of student contact hours as the basis for funding and as a program measurement tool needs to be changed. It has resulted in the elimination of many of the meaningful and innovative aspects of the program, e.g. work placements and job shadowing. Programs can't afford to deliver programming that doesn't deliver the largest number of contact hours. It is particularly critical that this be addressed to encourage on-line web-based training.

#### Holistic Approach

Because of the nature of the students served, there must be a holistic approach. Counselling is seen as a critical component of student success. Programs must be able to provide counselling services as part of programming, i.e. counsellors specifically attached to the program.

#### Collaborative Approach

Both the Colleges and the Ministry must promote shared activities/mandates internally when they meet the needs of the students. They must stop operating as distinct departments or branches. This would result in innovative partnerships between and among upgrading, post secondary, apprenticeship programs, Job Connect, contract training and continuing education which would promote student success and utilization of resources. On the Ministry side, ensuring that all funded programs are advised to participate in the community planning process would facilitate cooperation and understanding.

## **B: LEARN NEW CONCEPTS AND STRATEGIES**

Four concurrent workshops were offered on topics identified by LBS practitioners through the PD questionnaire. Although less than 20 of the practitioners who completed the questionnaire actually attended the conference, participants seemed pleased with the choice.

The workshops are briefly described below.

### **Current Retention Initiatives in LBS College Programs**

This workshop focused on strategies currently in place or in development at colleges to improve the retention rates of LBS college learners. It examined some of the key factors and new research connected to retention such as motivating learners, building community in the classroom, making-meaning instruction and curriculum design. Workshop participants explored the challenges involved in retention and they shared specific retention strategies they have tried.

### **Essential Skills/TOWES College Initiatives**

In November 2003 the Ontario Colleges signed an exclusive three-year agreement to use and distribute TOWES (Test of Workplace Essential Skills) in Ontario. TOWES is a valid and reliable testing tool that can benefit employers, employees and those seeking employment. TOWES which tests the Essential Skills of reading text, document use and numeracy correlates with the levels identified in IALS and the National Occupation Classification. It is anticipated that a large number of individuals seeking to improve their TOWES scores will be enrolling in College LBS programs. This workshop familiarized participants with Essential Skills, TOWES and their implications for classroom delivery.

### **Apprenticeship and the LBS Student**

In the "Prepared for Success" report issued annually by the CSC, it was clear that only a very small number of upgrading students move on to apprenticeship related training. Apprenticeship has been identified as an employment destination where there is increasing demand, job satisfaction and financial reward. This workshop informed those who provide guidance and training to LBS students of the opportunities and rewards of a career in apprenticeship.

### **Current Self-Management/Self-Direction Initiatives in LBS College Programs**

In the recent PD questionnaire conducted by the CSC for the planning of this conference, many deliverers identified the delivery and integration of self-management in current LBS programming as a priority. Three panellists from LBS college programs shared various approaches they are using and/or initiatives they have undertaken. Participants were encouraged to share their own approaches.

### **C: MEET AND SHARE INFORMATION WITH COLLEAGUES FROM OTHER COLLEGES**

Participants had two opportunities on Day 1 to meet in subject working groups (Communications, Math and Science). To ensure that participants would bring materials with them to, a memo detailing what and how much to bring was sent to all practitioners attending the conference. See **Appendix C**. A second reminder was sent in a final memo. See **Appendix D**.

The list of suggestions from the questionnaire for facilitating the subject working groups was shared ahead of time with facilitators.



**Top left: Scenic cattle ranch at Cullen Gardens Miniature Village**

**Top right: Head Mooover, Lynne Wallace**

**Bottom: Mootivated conference participants hard at work!**

## CONFERENCE EVALUATION RESULTS

### Overall Outcomes:

Participants were asked to rate specific elements of the conference as well as the overall conference itself by using a four point scale. The possible choices were: 1 = Agree Strongly, 2 = Agree, 3 = Disagree and 4 = Disagree Strongly. For the purposes of determining satisfaction, 1 and 2 together are considered satisfactory/successful while 3 and 4 together are considered unsatisfactory/unsuccessful.

As a whole **Moooving Forward** was an unqualified success! A full **98%** of the conference participants who completed the overall conference evaluation forms (50 individuals) agreed that overall the conference met their needs and/or expectations. In the words of one participant, "It can't get much better (butter) than that!"

Nearly half of the conference participants commented on the value of a provincial training event – namely that it provides a provincial scope.

Some of the specific advantages of a broader scope identified by participants include:

- more ideas to tap into
- a systematic approach to issues
- an opportunity for roundtable discussions involving all regions on topics of common interest
- more ideas – a greater variety of college systems serving learners
- wider input/more diverse experience
- a greater understanding of the breadth of programming
- a view of the college sector as a whole rather than as isolated regions
- opportunity for tackling a variety of interests with sufficient people involved to have valid discussions
- puts us all on the same page
- seeing the diversity and the many common problems and goals
- more information
- comparison of teaching approaches
- shows us where there is a consensus to provide a comparative stance (rural needs VS urban needs – what is the common ground?)



- strength in numbers – empowerment, especially around the discussion about the Adult Education Review
- less shallow and restrictive thinking compared to regional
- more dynamic, more exciting
- (a way to) connect Northern communities

Six participants stated they could not identify any disadvantages of a provincial training event compared to a regional training event. Even if there were regional issues, participants felt that these could be addressed within the context of broader training or through regular regional meetings. Others, however, felt there were obvious disadvantages.

Some of the disadvantages of a provincial training event identified by participants include:

- probably much more expensive (5 responses)
- bigger group – limited time with all group members and harder to share with individuals (3)
- longer travel (2)
- often very different student populations in different areas of the provinces – their programming needs are different and should be addressed (2)
- inconsistent turn out from regions
- the need to meet with regional partners

One participant commented that both regional and provincial conferences have their place.

### **Networking:**

Twenty-four participants said that networking and sharing ideas were what they liked best.

Comments:

- the networking opportunities to work with others teaching the same subject
- meeting colleagues from all over the province
- sharing experiences and vision – we focused on the ‘right’ things
- finding out what others are doing
- hearing about new initiatives
- sharing ideas, best practices and information about different programs
- camaraderie
- finding out what directions colleges are going in

- sharing resources, demonstrations
- it worked really well to have the opportunity to connect with more than one person (and more than one subject area) from the various colleges
- meeting with colleagues was the most valuable part of meeting
- opportunity to make contacts is truly an essential piece
- better opportunity to network with a facility that offers a similar style of delivery, number, etc.
- it's amazing to hear what our peers are doing and to share ideas and resources

**76%** of participants agreed that there was ample time to network and share information with colleagues from other colleges and **81%** reported that they had made new contacts that they would try to maintain.

Of those who felt there wasn't enough time to network, a new practitioner commented that "There did not seem to be a forum for people new to the field to become connected with others." Another suggested that "something more structured" was required to encourage more networking.

### **New Directions and Development:**

**89%** of participants reported that they gained important information about new direction and developments in the field. Participants' comments centered on the importance of the Adult Education Review.

Comments Include:

- Kathleen Wynne (presented) a very exciting opportunity and her passion is palpable.
- (I liked) the opportunity to share with Kathleen Wynne.
- (I liked) the dialogue with Kathleen Wynne.
- It (Kathleen's presentation) made the 2-day commitment worthwhile.
- The morning plenary on Friday was terrific!

Participants also mentioned ACE, TOWES and the Ontario College Writing Exemplars.

## **Content**

Participants also reported on the **content** of the conference. **96%** of participants agreed that the information they gathered during the two days was mostly relevant to the program at their college and/or to their PD needs. **94%** agreed that they will be able to apply much of the information gained during the conference. Several participants reported on the quality and relevance of the content.

Comments include:

- content was relevant and excellent
- I liked it where there were concrete exercises to do to get the people networking and discussing things
- it was good to hear how the other colleges are handling ACE – excellent opportunity to discuss the important issues
- clarification of ACE was valuable
- I am able to (apply content) providing that (1) my colleagues agree, and (2) I don't put it on the shelf. It will take energy and organization.
- will have to meet with my colleagues after the conference to compare notes so things are not forgotten and filed away
- valuable information (was provided) on context, systems, organization – will try my best to implement as much as possible

Not all participants were satisfied with the content, however.

Comments include:

- actual sample classroom materials were less immediately applicable to my level of student
- I was expecting more materials that people would be willing to share
- sharing of demonstrations sparse
- too much ACE focus – 95% of my learners will not be affected by this – more coping skills development and emphasis on employment demonstrations rather than college preparation communications

## **Workshops**

Participants were also asked to rate specific elements of the workshops by using the same four point scale. **86%** of all participants agreed that the workshop they attended met most of their needs or expectations. **80%** agreed that they would apply what they learned to their own situation, and **92%** agreed that they would recommend the workshop to others.

Comments about the workshops include:

- excellent session! (4)
- lots of good ideas: how do we motivate colleagues to support and talk about our program's involvement in solving some problems and trying solutions
- very useful, handouts informative
- well prepared but needed more time to explore in depth
- good discussion and ideas from the group
- really liked the exercises and handouts – well done – will try to use the checklist
- informative and fun
- need to follow-up conference/training to learn to teach/implement TOWES once program is finalized
- I did not know what TOWES was but I was interested in Essential Skills – this workshop was very informative and I hope my colleagues will promote it
- very informative
- I would be interested in how apprenticeship can be more accommodating for older people and for people in upgrading programs
- workshop wasn't prepared for CSC issues – on the bright side upgrading and apprenticeship are clear partners
- useful to have hard copy of handouts
- good group discussion

### **Subject Working Groups**

While there was fairly consistent agreement on the quality of the four workshops, the response to the six subject working groups was uneven. The main problem was that many participants did not bring resources for sharing. This resulted in frustration for those who brought resources and expected others to do the same. It also presented a serious challenge for the facilitators.

Preparedness did not appear to be a factor. For the most part, participants indicated they had received sufficient information about what resources/materials to bring to this subject working group. See table below for the total percentage for each subject working group presented in descending order.

Percentage response by subject working group to preparedness question: I received sufficient information about what resources/materials to bring to this subject working group.					
<b>88%</b>	<b>86%</b>	<b>77%</b>	<b>75%</b>	<b>75%</b>	<b>70%</b>

In the groups where there were sufficient resources and information for sharing, the results were very positive. For example, a high percentage of participants in these subject working groups reported that their needs and/or expectations were met. These percentages ranged from **80%** to **100%**.

In spite of the uneven results, there was fairly strong support for the continued use of subject working groups. When asked if they would recommend continuing with this kind of format for future PD events, **82%** of all participants said they would. It must be noted, though, that the response rate was low for this question. **14%** of participants did not respond at all. One participant commented s/he would recommend this kind of format only if all participants brought resources.

Most of the materials collected in the subject working groups are presented as a collection in the final appendix. One of the highlights of the Communications I Subject Working Group (demonstrations for post secondary) was a presentation of the Ontario College Writing Exemplars by Fleurette Simmonds, Professor of Communications at Durham College. See **Appendix E** for a brief summary of Fleurette's presentation.

In Communications II participants were asked to think backwards when creating demonstrations for employment. A holistic – not a linear – approach is required. Practitioners have to start with the goal of the student, identify the skills the student needs to achieve the goal and find/develop materials to support this. One college described an activity that involves students who study WHMIS (Workplace Hazardous Materials Information System) and workplace safety. Students are asked to identify hazardous situations that they see in their school environment. The use of authentic materials was also discussed. Everyday materials can be used to help students get used to less than perfect writing.

ACE (Academic and Career Entrance) was a major focus of both Math and Science subject working groups. Although there was overall support for ACE, "It's nice to have a college-wide agreement in place," participants had a number of questions. Some of these include: how were the learning outcomes developed, how are 'hours' defined, how are the needs of students met though ACE, how will ACE be recognized by post secondary institutions and how much flexibility does it have? Both groups agreed that finding comprehensive textbooks which addressed all or even most of the performance expectations of each ACE course was unlikely. The availability of labs was a concern for some of the Science participants. Science participants recommended that a team of teachers develop a plan to develop standard learning materials for students which support ACE units. This would ensure greater consistency among colleges.

Comments about what worked in the subject working groups:

- shared resources helpful
- I am hopeful that some coordinated curriculum development will actually happen so that colleges that are small and do not get curriculum development time will be able to have access to quality learning materials and resources.
- specifically enjoyed practitioners sharing and explaining their demonstrations
- excellent discussion and feedback for our questions
- exciting...meeting and sharing with others
- encouraging to meet with other teachers – good discussion opportunities
- excellent! I learned a lot – super facilitator
- very information hearing about ACE and how it fits with LBS

Suggestions for what could better in the subject working groups:

- small group would have made it easier to network, although would have been time consuming – few demonstrations were at LBS 4/OBS level
- not enough time to hear ideas and look at materials – need more time
- I teach LBS 5 and BTSD 4 and most of the ideas shared were for LBS 2 and 3. Perhaps we could run 2 groups for Communications next year.
- needs to be very specific planning – or meetings will deteriorate instantly into 10 conversations going nowhere
- need to have information on flexibility of outcomes to meet needs of learners
- need better instructions for what I was supposed to bring – took more deciphering than I wanted/had time to figure out
- wasn't enough direction in the discussion groups – would like to see some process – break out groups then come back and share

Clearly it is time to review subject working groups as a form of PD for LBS college practitioners. We need to know why so many practitioners do not bring materials to share. Perhaps, only those practitioners who bring resources and materials to share in subject working groups should be allowed to participate in them. Perhaps subject working groups could be offered concurrently with other types of workshops/PD sessions so participants have a choice. Detailed evaluations of both workshops and subject working groups will reviewed by the CSC Executive and recommendations made for future PD training events.

## **Accommodation**

**94%** of participants agreed that they enjoyed having the conference at a college site. **89%** found the feed and stable accommodation to be satisfactory.

Comments about the positive features of the accommodation include:

- excellent food
- lovely room accommodation, excellent food
- interesting to see new University of Ontario/Durham College integration
- Durham staff were very hospitable – Cullen Gardens was lovely
- the meals were wonderful at the College and at Cullen Gardens
- extremely enjoyable
- great rooms, excellent food and comfortable meeting venues
- facilities were great – food was awesome

Specific issues or concerns with accommodation include:

- special dietary needs not addressed
- confusing space meant delays
- yes and no – the meals were excellent but I would have preferred a hotel
- Cullen Gardens food selections – could not eat most of the food items with my restrictive diet
- meals excellent but snacks should include cheese and veggies for the blood sugar challenged
- prefer hotel rooms and single occupancy
- directions to the residence once we hit campus didn't tell us where to go
- (didn't like) the urban setting/construction/airless rooms/fluorescent lighting

## **Conference Structure/Format:**

Comments from satisfied cowhands:

- nice balance between interactive and lecture style sessions
- nice to go off site to Cullen Gardens
- friendly guidance from Lynne – liked her light touch
- loved the cow theme!
- enthusiasm
- the positive energy and organization from the conference organizers – these efforts made the two days upbeat and productive

- an excellent form for open discussion
- relaxed atmosphere

Other comments about Structure/Format:

- need to have ways to meet and connect with others (take some special responsibility for this)
- would have liked more concrete information – more structured approach to information provided
- Thursday night finished too early
- (didn't like) answering the questions in small groups
- (didn't like) sitting all the time

Accolades focused on participants' appreciation for the planning and organizing of the conference.

Comments include:

- nice job, committee!
- fantastic job!
- tremendous attention to planning details – sincere thanks
- great effort
- thanks – great job
- thank you – great campus!
- thanks to the managers for making it possible to meet
- excellent preparation and organization
- really glad I came
- these events involve endless hours devoted to detail – many thanks to those who were willing to offer this time
- great job and thank you for all your work – I really enjoyed myself
- planners created a positive enjoyable atmosphere and did much to promote such a positive outcome

### **Lack of Time**

Time appeared to be an issue for several participants – specifically not enough of it. Some of participants' comments about the lack of time are listed below:

- Thursday was very rushed – would have been nice to have had 30 minutes between workshops to network but there wasn't enough time allotted for this
- never enough time but the timing of the events were well spaced

- needed to be longer
- needed more time on the subject working groups
- yes (satisfied with content) but not enough time – need more
- found almost every part of the conference interesting but often felt that just when the talk was getting to the most valuable ideas, time had run out
- needed more time to network between sessions

### **Suggestions for PD and Future Conference:**

- How about a session on what's new, effective and/or promising in your program that others might use? Discourage facilitators from talking too much. Let the group carry it.
- The best help for me and my teachers is to have more central creation and collection of demonstrations. Most practitioners don't have time. Having all the practitioners do them is a duplication. It also creates inconsistency of quality.
- The conference should be an annual or biannual event including managers, faculty, IMS staff with specific workshops for all.
- In the future I would like to see social events that foster inter-college exchange. We tend to always dine or socialize with our own colleagues. Perhaps a forum to mix things up. Thanks for a great two days.
- Would really like to go back to the type of discussion groups we had a couple of years ago – listed problems and then went to the area you were interested in – think it was done by Niagara.
- One PD idea I have is counselling LBS students. I know we aren't supposed to do this but in reality we all do it, even if it is limited to career counselling.
- How to build a history – what happened last year can help build good experience for next year. Will this happen next year? Some prior initiatives are a one or two year deal – not sustained follow-up.
- Create situation where teacher could audit other programs in an exchange capacity for one week. This could certainly build a strong central unit.
- Let's pool resources and put money into resource development with 2 or 3 people on each team. Disappointing that course Learning Outcomes were developed by individuals as opposed to teams.

- Process needs to be regular and on-going, e.g. shorter meetings 2 or 3 times a year (in addition to the conference).
- Review structures of sessions. Some were fantastic and productive; others were not.
- I learned a great deal, particularly as a new practitioner in the field. I would highly suggest that new practitioners are encouraged to come to such conferences.
- Maybe we need to do this twice a year?
- Would like the opportunity for more access to other workshops – not just one.
- How about a comparatively priced, lovely, rural conference centre?

## RESOURCES/DEMONSTRATIONS

A collection of materials, presented by participants in the subject working groups, were provided in the written report. They encompass a number of learning outcomes and span a number of levels. Because they were difficult to categorize, they are simply offered as a group. No attempt was made to evaluate the materials in any way.

The materials are presented in the following order in the appendix:

1. Community Box (Durham College)
2. Health Project (Durham College)
3. A series of demonstrations from Fanshawe College on the following topics:
  - Take Part in a Phone Interview
  - Participate in a Field Trip
  - Produce a Training Plan
  - Prepare a Weekly Time-Management Schedule
  - Conduct a True Colors Personality Inventory
  - Set Up an Organized Note Book
  - Be a Buddy to a New Learner
  - Report on a Presentation by a Guest Speaker
  - Enhance Memory Skills
  - Investigate Volunteerism
  - Become Familiar with Library Resources and Benefits
  - Produce Job Search Documents
  - Show an Understanding of Resources Centre Facilities
  - Presenting a Joke/Story to a Group
  - Taking Notes from a Cassette Tape
4. Demonstration 1B – Reading to Children
5. A Demonstration using TOWES web site (Lambton)
6. Calendars: Time-Management (Niagara)
7. Can I Afford to Stay Home (Level 4) Integrated Reading, Writing and Math

8. A series of Math demonstrations from Confederation College on the following topics:
  - Preparing Walls Core Math (LBS 2)
  - Student Basic Expenses (LBS 3)
  - Making a Budget (LBS 3)
  - Family Budget (LBS 3)
  - Making an Offer on a New Car (LBS 3)
  - Altering a Recipe (LBS 5)
  - Littering (LBS 5)
  - Painting a House (LBS 5)
  - Constructing a Baseball Diamond (LBS 5)
9. Employment Related Materials
  - Electronic Resumes
  - You're the Boss (Mohawk)
  - HRDC (now HRSD) Essential Skills
10. Core Math Demonstration – Manufacturing and Mechanical Engineering (Fanshawe)
11. College Prep Chemistry – The Mole, The Gas Laws (St. Lawrence and Algonquin)
12. Introduction to DVC Learning Style Survey for College
13. Recommended Texts
14. Information on Ontario College Writing Exemplars
15. Spring Student Awards (Algonquin)

The College Sector Committee wishes to thank all LBS college practitioners for sharing their materials/resources in the subject working groups and contributing to the collection. We tried to include as many as possible and apologize if any contributions were overlooked, not credited or credited incorrectly.

To obtain a copy of any of these resources, please contact Lynne Wallace at:

e-mail: [lwallace@vianet.on.ca](mailto:lwallace@vianet.on.ca)  
phone: 705-675-2124  
fax: 705-675-0101



## APPENDIX A – AGENDA

### AGENDA-at-a-Glance

#### Thursday June 3<sup>rd</sup>

8:00 – 9:00 a.m.	<b>Registration Breakfast</b>	(South Village Dining Rm)
9:00 – 9:15 a.m.	<b>Welcome</b> (The whole corral) <i>Gary Polonsky, President of Durham College</i>	(South Village Dining Rm)
9:15 – 10:15 a.m.	<b>Plenary A: CSC Update</b> <i>Lynne Wallace, Executive Director</i>	(South Village Dining Rm)
10:15 – 10:30 a.m.	<b>Out to Pasture</b>	(South Village Dining Rm)
10:30 – 12:00 p.m.	<b>Managers' Meeting</b> <b>Subject Working Groups I</b>	(South Village Dining Rm)

**Choice of:**

1. Communications: Focus on Demonstrations for Post Secondary	<i>Dee Goforth</i>	(JW202)
2. Math: Focus on Core Math	<i>Susan Kellock</i>	(JW203)
3. Science: Physics, Chemistry	<i>Mary Jonik</i>	(JW207)

12:00 – 1:00 p.m.	<b>Feeding Time</b>	(South Village Dining Rm)
1:00 – 2:15 p.m.	<b>Managers' Meeting</b> <b>Subject Working Groups II</b>	(South Village Dining Rm)

**Choice of:**

1. Communications: Focus on Demonstrations for Employment	<i>Bob Smith</i>	(JW202)
2. Math: Focus on Apprenticeship Math	<i>Cala Dimitroff</i>	(JW203)
3. Science: Focus on Biology	<i>Mary Jonik</i>	(JW207)

2:15 – 2:30 p.m.	<b>Out to Pasture</b>	(South Village Dining Rm)
2:30 – 4:00 p.m.	<b>Workshops</b>	

**Choice of:**

A. Current Retention Initiatives in LBS College Programs	<i>Dee Goforth</i>	(JW202)
B. Essential Skills/TOWES College Initiatives	<i>Sandra Hennessey/Dieter Klaus</i>	(JW203)
C. Apprenticeship and the LBS Student	<i>Janice Wainright</i>	(JW207)
D. Current SelfManagement Initiatives in LBS College Programs	<i>Mary Jonik/Ruth MacIntyre/Lynn Young</i>	(JW206)

4:30 p.m.	<b>Cullen Gardens is open for those who plan to dine there</b>
6:00 p.m.	<b>Dinner at Cullen Gardens</b>

#### Friday, June 4<sup>th</sup>

8:00 – 9:00 a.m.	<b>Breakfast</b>	(South Village Dining Rm)
9:00 – 11:00 a.m.	<b>Plenary B: Adult Education Review</b> <i>Kathleen Wynne, MTCU Parliamentary Assistant</i>	(I110)
11:00 – 11:15 p.m.	<b>Out to Pasture</b>	(I110)
11:15 – 12:30 p.m.	<b>Plenary C: Skills Investment Branch Update</b> <i>Patti Redmond, Director, Skills Investment Branch</i> <i>Anne Rachlis, Senior Manager, LBS</i>	(I110)
12:30 – 1:15 p.m.	<b>Feeding Time</b>	(I110)
1:15 – 1:45 p.m.	<b>Plenary D: Taking Stock</b>	(I110)
1:45 p.m.	<b>Git Along Little Doggies!</b>	

## **APPENDIX B – ADULT EDUCATION REVIEW**

### **Question # 1**

#### **Is there a need to have an Ontario definition for Adult Education? What would such a definition include?**

The response was a unanimous 'yes'. Reasons include:

- It is important in order to be clear what is being reviewed.
- It legitimizes Adult Education.
- It focuses and differentiates Adult Education for marketing purposes.
- It strengthens the position of Adult Education.

The purpose is not to exclude but rather to include. Other comments include:

- necessary to have shared vocabulary across the province
- should be linked with definition of an adult learner
- perhaps rather than a definition it could be a framework which would act as a pathway for adults to get where they want to go
- need to define what is included and what is not included
- focus should be on what it is as opposed to what it is not, e.g. it is not post secondary
- should have identified goal or end result (further education, employment, personal development and community involvement)
- should include quality delivery/excellence
- should be relevant and based on Adult Education Model
- should refer to organized/intentional activities
- should be learning centred/individualized/customized
- should be skill and/or credential oriented
- should specify age, e.g. 18 years of age (voting age) or perhaps include length of time out of school

Examination of the definitions provided in the paper led to following observations:

- there are two aspects of this definition (1) the philosophical, as represented by the Manitoba definition, and (2) the operational or PEI definition – both aspects seem to be critical
- majority of the group seemed to like the Manitoba definition; however the point was made that it was lengthy and the paragraph format did not contribute to the message
- recommendation that a bullet format would emphasize the important aspects of the definition
- definition should be brief and provide a shared language (think of it as a “sound bite”)
- PEI definition was preferred by some because of its clarity; however, the reference to early school leavers does not fit the real Ontario situation where many people have completed high school successfully, but are returning to school because they graduated from the wrong stream or took the wrong courses or have been out of school so long they lack the critical academic or workplace essential skills to achieve their goals.

## Question # 2

### **How are adult education, training and upgrading opportunities addressing current and anticipated economic and social challenges?**

**NOTE:** group identified only those aspects which are delivered by/available in College Sector programs

- colleges have the infrastructure in place across the province to offer the full range of programming from literacy to post diploma/degree – this is in keeping with adult learners whose academic and employment skills have considerable range; for example, a student's numeracy skills may be at an upgrading level, communications skills maybe a post secondary and workplace experience may be extensive
- colleges have the ability to be flexible in terms of individual student program design (i.e. a 'pathway' that combines upgrading level activities with post secondary and workplace activities)
- colleges provide flexible program delivery options (in terms of when, where and how activities are scheduled which is in keeping with the large number of students whose employment and personal situations must be accommodated)
- colleges have a long history of reacting/responding to economic and labour market changes (local, regional, provincial)
- colleges provide delivery in an adult environment
- colleges have programs which are designed for adults and sensitive to their needs
- colleges have extensive links in place with referring agencies which have clients with particular needs especially OW and WSIB (supports like counselling, program design and physical accommodations encourage the retention of these clients)
- colleges deliver Pre Apprenticeship programs
- the recent updating and renaming of BTSD 4 to Academic and Career Entrance/Access Carriere Etudes (ACE) which is the OBS level of delivery confirms accessibility of graduates for purposes of Apprenticeship and Post Secondary admission
- ACE level delivery addresses the basic science requirement required for careers technology
- emphasis in college programming is not on just paper credential but rather the demonstrable skills of learners which promote success at the next stage of their 'pathway'
- suggestion of a "skills passport"
- colleges have the technology infrastructure in place to expand delivery opportunities
- colleges have in house services to assist students with learning and physical challenges
- ESL programming which includes preparation for work lacks funding – it is particularly non existent in rural and remote locations
- lack of programming especially for young male students and those with ADHD-related problems. They require self-management skills, using schedules and short term rewards.
- colleges provide alternate credentialing: TOWES and ACE

**NOTE:** There was a question posed here regarding the GED. GED has national recognition as Grade XII equivalent. There are some concerns, e.g. GED preparation is not universally available across the province. (The CSC is aware that some school boards and colleges do deliver GED prep. It may also be delivered by some community-based and private schools.) In some areas, the accessibility to testing is infrequent and requires extensive travel on the part of test takers. It is a very long test to write. The credential itself is no guarantee that people have the skills necessary to succeed in further training or the workplace. In colleges, GED may be accepted for admission to post secondary programs which do not have specific subject prerequisites, but it does not meet the needs of those applying to programs particularly requiring science and math prerequisites.

There are two credential initiatives available only through colleges. Both have been developed in the past 9 months to address the credentialing gap for adults.

Test of Workplace Essential Skills (TOWES) which is a nationally recognized credential which assesses an individual's skills in reading text, document use and numeracy and relates them to specific occupations. The test uses authentic workplace documents and can be written in half a day. It is available throughout the province at local college sites. It is intended as a tool to assist employers in hiring and designing training. It assists all individuals (especially those who have not graduated from high school) seeking employment. It is currently in the implementation phase in Ontario.

Academic and Career Entrance (ACE) is an adult Grade XII equivalent credential which focuses primarily on academic preparation for further training and employment. It is available in both languages.

### **Question # 3**

**What can be done within existing budgets to enhance learning opportunities?**

#### **COLLEGES**

- enhanced bridges between upgrading and college employment and preparatory programs as well as post secondary, apprenticeship, Job Connect, contract training and continuing education – such initiatives might include one post secondary course per term at no charge for individuals who are ready while they are in adult upgrading classes, program shadowing, course auditing, accessing employment counselling – need to address broader adult educational needs as a system not as departments.
- use of volunteers and placement students for tutoring and counselling (collective agreement must be taken into consideration here)
- work placement and/or job shadowing component
- online options
- sharing of curricula and best practice among colleges (Note CSC has submitted a proposal to MTCU/NLS which has progressed to final proposal stage which would accomplish this task)

- promote the importance of the mesh between upgrading and employment preparation/placement
- holistic approach to the learner to support individual goal paths
- combining of ESL client groups for specific purposes, e.g. ESL and international students for speaking and listening activities, citizenship, orientation to the Canadian work environment – in some areas there are insufficient numbers to run a class, but combining for common needs would make this possible

## **GOVERNMENT**

- use of Student Contact Hours and the rules around how these are calculated resulted in the elimination of many innovative opportunities for students particularly job shadowing and work placement
- a clear and realistic identification of Student Contact Hours for on line/distance learning. (MTCU did identify projects are on going which will lead to such guidelines)
- system should include supports (especially counselling) necessary to help students achieve their goals – many teachers are handling counselling issues beyond academic/career which might be more effectively handled by a counsellor attached to the program
- recognize that there is cultural diversity within programs that impacts on programming
- recognize that students bring life issues to upgrading programs that impact on delivery
- updating of Training Support guidelines including eligibility criteria, and what expenses are eligible
- updating of ESL client eligibility to participate in LBS/OBS program
- updating of OSBP dollar guidelines to more realistically address current costs of attending programs.
- mandating of other areas especially Apprenticeship and Job Connect to participate in community planning process jointly with upgrading programs
- determine communities where there are too many players doing the same thing
- different funding mechanism to recognize learning that happens outside of the classroom (progress VS attendance)

## **Question # 4**

### **If an opportunity to reallocate resources arises, what are the leading priorities for reinvestment?**

- high school dropouts
- high school graduates who graduated from the wrong stream or without the right courses to proceed on the next step towards their goals, i.e. people with grade 12 lacking the “Essential Skills”
- laid off older workers or women seeking to re-enter the job market
- immigrants
- FSL/ESL/ESD clients

- people lacking living/coping/surviving skills (self-management/life skills)
- dollars to enable more flexible learning times (evenings/swing shift/weekends)
- job shadowing programs
- work placements
- classroom supplies, especially learning materials
- teacher training (sector specific and more varied, e.g. opportunity to visit and participate in programs in other regions)
- commitment to counselling
- college entry level learning materials and resources
- provincial marketing based on an awareness of what we offer
- reinvest in Science upgrading (Biology, Chemistry, Physics, Environmental Studies)
- creative partnerships (Upgrading, Apprenticeship, Post Secondary)
- OBS level delivery
- online materials at upper levels
- Essential Skills

## Question # 5

**Do you agree with the elements for a framework that are described in the discussion paper? What would you change? What would you add?**

- **Coordination and Linkages:** We agree. The learner has to be the focal point. There has to be more than one pathway for what s/he wants to achieve. The pathways have to be clear, easily defined, clearly understood by all participants – the client, the delivering agencies, the supporting agencies, and the labour market.
- **Accessibility and Inclusiveness:** We agree. These are principles which are reflected in the College System mission and mandate statement.
- **Fostering Innovation:** We agree. Colleges have partnerships with community, employers, all levels of government and other educational institutions. They have experience in delivering job readiness training.
- **Accountability and Effectiveness:** We agree. We suggest we not do performance measures like KPI's, course assessments and surveys. They are time consuming and expensive. As in other questions, it is necessary to accurately determine the right things to measure and then determine the most accurate way to measure them. The question is how we can measure the impact of programs.

**Also:**

- all participants need to recognize the credentials
- important to provide flexibility in programming to address individual goal paths
- need a forum (face to face) to share ideas – consider the value-added services we already provide

## Question # 6

### How can we improve the results and outcomes for adult learners in Ontario?

- need to promote adult education and the skills and abilities of graduates with community especially employers
- remove 'literacy' and 'basic' from the program's name
- improve financial supports to enable all students to attend
- recognize and address how attendance rules and policies affect classes, delivery and monitoring
- provide enhanced opportunities for teachers to interact with other college teachers to share materials and strategies
- broaden hiring base to address retirements and cultural diversity
- program to credential adult educators
- financial investment to hire more teachers to handle steadily increasing numbers and expected new enrolments
- expand our creative efforts in offering flexible delivery to address needs of our learners and issue of irregular attendance – evenings, weekends, distance education
- need to be more flexible with criteria for student contact hours especially to promote delivery of on-line and web-based learning
- strengthen pathways to post secondary and pre-apprenticeship training to make a more seamless transition including shadowing, mentoring, credit courses and focusing on how skills are used in post secondary
- recognize and strengthen the value added services and supports that colleges provide- academic, career, personal counselling, special needs, library, student activities, etc.
- accountability with less paperwork and focus on what we are counting
- ACE is part of the answer – menu of courses creates opportunity to prepare based on requirements of next step
- TOWES and ACE are exciting opportunities but both require more resources to update curriculum and fill in the gaps – mandate and promote these initiatives to increase community awareness and acceptance of Essential Skills and new credentials

## APPENDIX C – MEMO



**TO:** LBS Conference Cowhands  
**FROM:** Lynne Wallace, Executive Director of the CSC  
**DATE:** May 18, 2004  
**RE:** Subject Working Groups

The PD questionnaire recently conducted by the CSC showed strong enthusiasm for subject working groups. Respondents indicated specific areas they wanted to pursue for each subject and also provided many suggestions for how the groups should function. Respondents reported that they wanted to set their own agenda and have ample time to share resources and materials. They also wanted facilitators to keep the discussion on track so that at the end of the day there would be solutions and/or recommendations. These suggestions have been acted upon as much as possible.

As conference participants, you will have an opportunity to meet 3 times during the conference in facilitated subject working groups. The third meeting will serve to wrap up the discussion and determine next steps. Highlights of the discussion will be recorded and results, distributed.

As working group participants you are asked to bring a copy or copies of valuable resources you are using and/or any learning/assessment activities, interesting websites, classroom processes that you have found particularly effective.

Please include complete details for ordering resources. If you are planning to bring samples of completed projects, make sure you have the learner's permission.

Where an individual has developed his/her own materials, please bring sufficient copies to share with other colleges. For lengthy documents, please bring 2 copies – or 1 copy and a copy on disk. These materials, or information on these materials, will be included in the final conference report.

Refer to the chart below for specific details about what to bring.

<b>Topic</b>	<b>What to bring</b>	<b>No. of copies of self-developed resources</b>
<b>Communications I:</b> Demonstrations for Post Secondary	Samples of relevant demonstrations (developed or adapted) other learning and assessment activities, texts, curriculum	25
<b>Math I:</b> Core Math	Texts in current use (bring one copy and come prepared to discuss features, strengths, weaknesses). Other effective resources.	15
<b>Science I:</b> Physics, Chemistry	Texts in current use (bring one copy and come prepared to discuss features, strengths, weaknesses). Other effective resources.	10
<b>Communications II:</b> Demonstrations for Employment	Samples of relevant demonstrations (developed or adapted) other learning and assessment activities, texts, curriculum	25
<b>Math II:</b> Apprenticeship	Texts in current use (bring one copy and come prepared to discuss features, strengths, weaknesses). Other useful resources.	15
<b>Science II:</b> Biology	Texts in current use (bring one copy and come prepared to discuss features, strengths, weaknesses). Other useful resources.	10

**Remember Partner! The success of the working groups depends on your participation!**

## APPENDIX D – FINAL MEMO

**TO:** Moving Forward Conference Faculty and Managers  
**FROM:** Lynne Wallace, CSC Executive Director  
**DATE:** May 28, 2004  
**RE:** Conference Details



Howdy Pardners!

As always, there are some last minute details. Read carefully.

**1. Getting There:** You were already sent directions to get to Durham College (Oshawa Campus), but just in case, you can find that information on the Durham College website:

<http://www.durhamcollege.com/locations/#skills%20training>

You will also find a detailed map of the campus. To get to the Durham College Residence and Conference Centre, take the South Simcoe Entry and follow Commencement Drive. Parking is available at the residence.

If you are arriving before dinner, you'll have to find your own grub. There are plenty of good grazing spots nearby though. There is a \$20.00 allowance for dinner for those arriving June 2<sup>nd</sup>. We hope that you will car pool where possible. Gas is golden! Mileage will be reimbursed at a rate of .35/kilometre. Travel claims will be included in your packages.

**2. Getting Branded:** Your name tags are doing double duty. They are also serving as your breakfast and lunch **passes** so you will have to register before breakfast on June 3rd. Registration and conference sessions will take place in the building adjoining the residence. Follow the signs.

**3. What to Bring:**

Faculty: Don't forget to bring materials, texts, demonstrations, etc. for your subject working groups. Also bring along your business cards to exchange with other rustlers.

Managers: Bring copies of any program evaluation information, gathering tools, processes and reports.

**4. Changes to Agenda:** On Day 2, the **Adult Education Review** presentation will be extended to 11:00 am, followed by the Skills Investment Branch Update. To prepare for this session, the Ministry has requested that participants read the *Adult Education Discussion Paper* on the MTCU web page and reflect on six key questions. Full details are provided in the Ministry's letter on the following page.

This is a valuable opportunity for the college sector to provide direct input into a very important study that has far-reaching implications. Try to find some time to review the discussion paper and think about the questions. Please note that you will also receive a copy of the paper as part of your conference package. Time has been set aside on Day 1 for the group to discuss questions.

That about wraps it up, folks! If you have any questions, email [Mgwhite@cambrianc.on.ca](mailto:Mgwhite@cambrianc.on.ca) before Tuesday, June 2.

## **APPENDIX E – EXEMPLARS**

### **Ontario College Writing Exemplars Presentation by Fleurette Simmonds**

This resource document provides a close look at first year writing at Ontario's community colleges, resulting in a realistic image of what college writing is like – both in terms of the levels and kinds of writing tasks. The Exemplars project was funded by the School College Work Initiative and was sponsored by the Heads of Language in Ontario's community colleges

Premise of Exemplars: It was noticed that most high school teachers have an academic/university background. Focus on writing in high schools is placed on formal essay writing skills. However, the focus in colleges is on applied writing. This prepares students for the kind of writing they will do in the workplace such as memo writing, short report writing, and letter writing.

- The goal of this work is to be a guide to marking. High school teachers will know what the colleges are looking for in different kinds of applied writing.
- There is always the challenge of marking first year college writing. Marking can be very subjective because the marking scheme follows both the personal needs the teacher expects and the expectations of the college.
- This document was created and has an accompanying CD. There are websites listed on handout to participants that will be very useful to those marking such papers.
- The accompanying website for this document is also a wonderful resource for students. They can compare and check if they are doing things correctly when they are writing.
- The document picked top-end and low-end samples of writing. There are 70 writing samples in this work.
- Rubrics: What kind of rubric to use depends on the purpose of the writing. Writing a legal document requires accuracy and clarity. A large portion of the marking therefore should be on grammar.
- Fleurette's approach to using the Rubric: The rubric is given out before the paper is assigned. Where possible, marking schemes and assignments should be handed out with the course outline. One of the best learning tools she has found in her years as a professor is to have the students correct and redo an assignment and then divide the marks to get an average.

- This entire document is not related to technical works only. A wider variety of work has recently been annotated and will be online soon.
- Plagiarism. Today with students being so computer savvy it is important for us all to be aware of this problem. If a work is not properly cited it will not be marked. A tip was provided. If something sounds familiar, type it in at [www.google.com](http://www.google.com) and often it will bring up the entire study. Also there is the website [www.turnitin.com](http://www.turnitin.com). Fleurette emphasizes it is important to educate students on why they should not plagiarize.

If you have any questions or require further information from Fleurette, please contact her:

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