

# Defining Adult Literacy

*f* What does the term literacy mean to you?

*f* What skills does a literate adult have?

*f* Has the term or the skills needed over the last 5, 10, 15 years changed?

*f* How would you define adult literacy?

*f* Record on note pad

*f* Let's discuss

**Adult Lite de May 2.1.1 Ch 2.1.1 a**

# LITERACY MATTERS

In Canada, some groups are more likely to experience literacy challenges. They include:

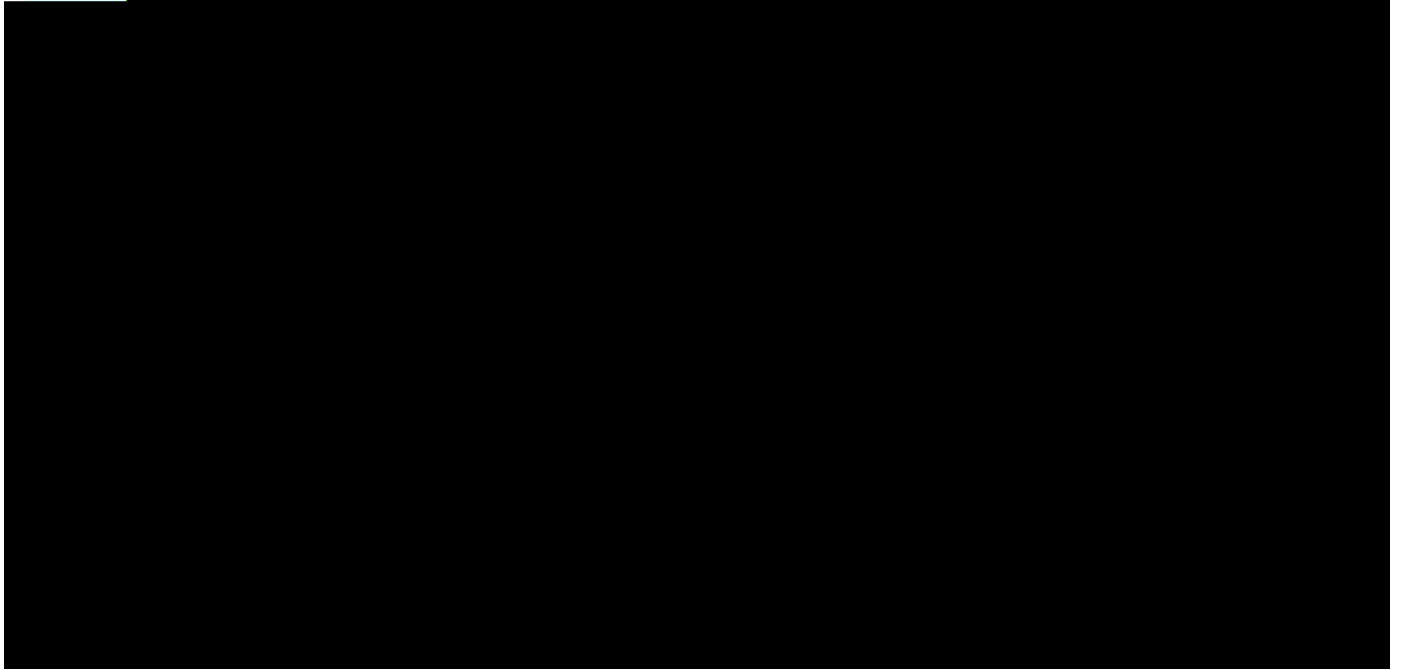
- Canadians with fewer years of schooling
- Immigrants
- Indigenous peoples
- Older Canadians

Why does literacy matter?

- At home:
- At work:
- In the community:

**At home**

# At work



**In the**



# Adult Learner General Characteristics

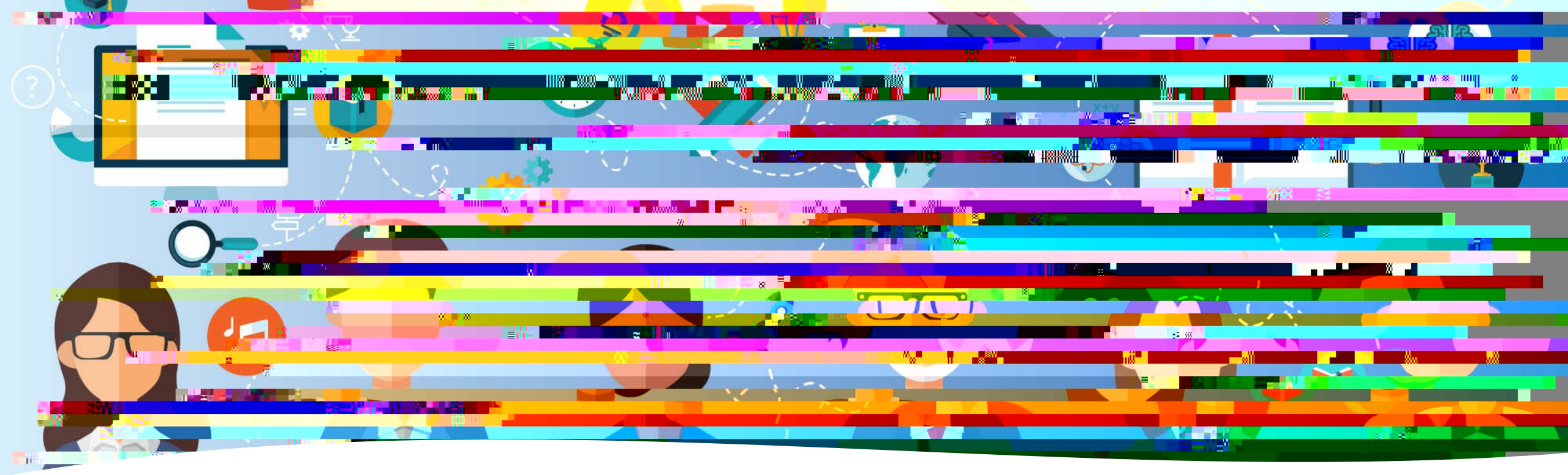
- 9 Autonomous and self-directed
- 9 Have a foundation of life experiences and knowledge
- 9 Goal Oriented
- 9 Relevancy Oriented
- 9 Practical
- 9 Need to be shown respect



## 9 Adult learners are autonomous and self-directed

- Tutors must actively involve their student in the learning process and serve as facilitators of learning rather than fact generators.
- Get participants' perspectives on the topics to cover and have learners work on projects that reflect their interests.

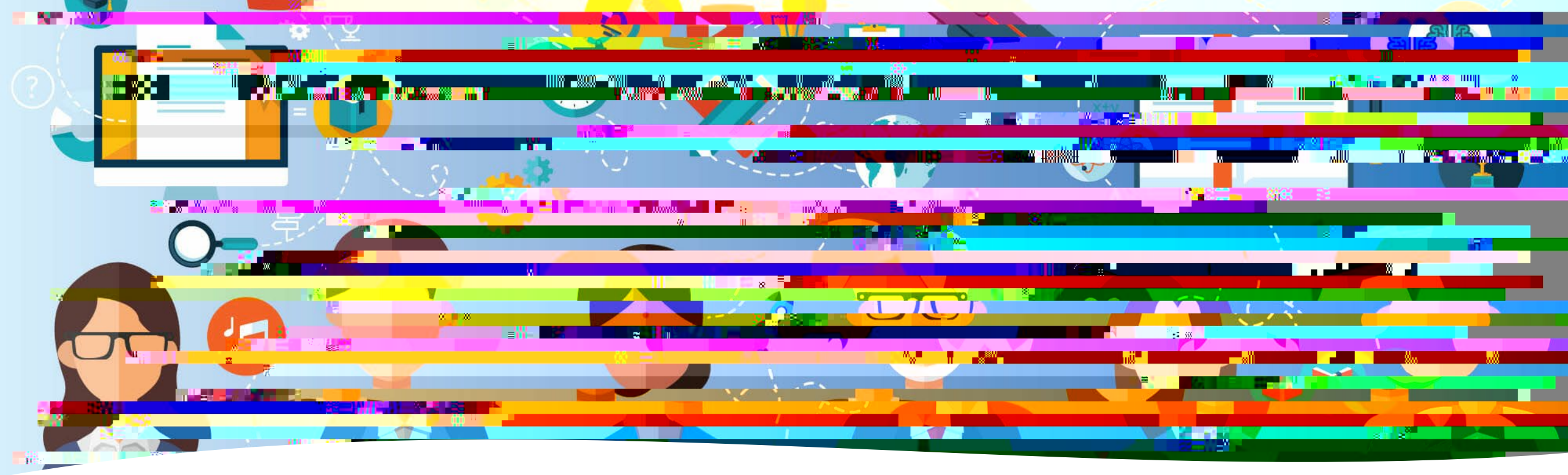




## 9 Adult learners have a foundation of life experiences and knowledge

- Tutors need to connect learning to that knowledge and experience base.
- Encourage learners to share relevant experience and knowledge.





## 9Adult learners are relevancy oriented

- The learning has to be applicable to your student's life in some way
- Work, further education, personal, or other responsibilities



## 9Adult learners are practical

- They may not be interested in knowledge for knowledge's sake but rather focus on what is most useful to them.



## 9 Adult learners need to be shown respect

- Tutors should acknowledge the abundance of experience and knowledge participants bring.



# When working with an adult literacy learner...

- Emotional factors can impact learning.
- Work to build a strong partnership.
- Teach to their strengths and point out those strengths.
- Only focus on one or two areas of concern at any given time.
- Always identify what your student is doing well before identifying what they need to work on.
- Move with your student at a pace that feels comfortable to them.
- Work towards their goals and help them break those goals down into attainable parts.
- Capitalize on teachable moments and let the session go where it goes.





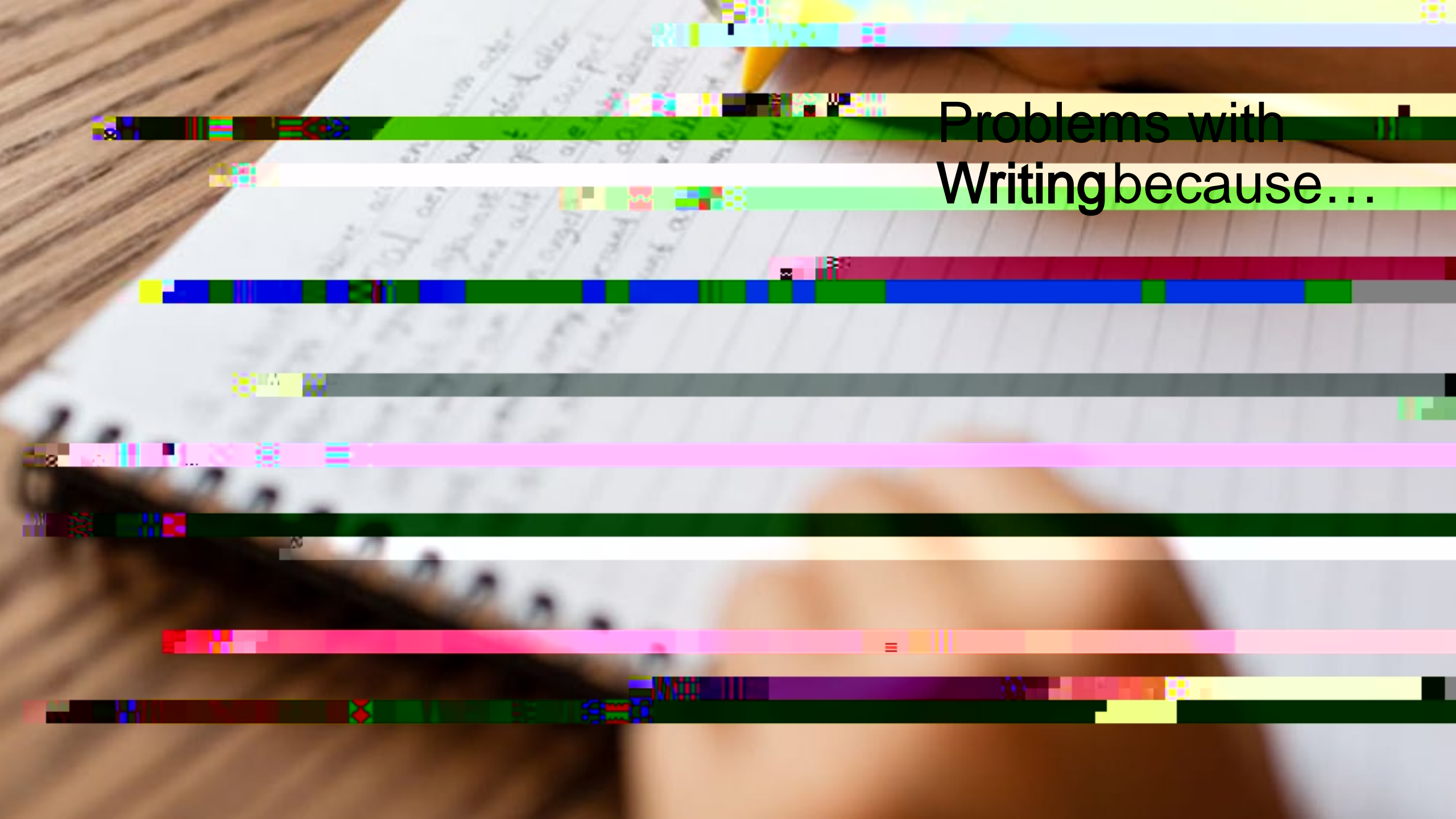
# Learning Barriers

- Poverty
- Fear
- Insecurity
- Stress
- Fatigue
- Assumptions
- Attitudes
- Financial problems
- Trauma
- Low self esteem
- Anxiety
- Lack of childcare
- Health issues
- Physical limitations

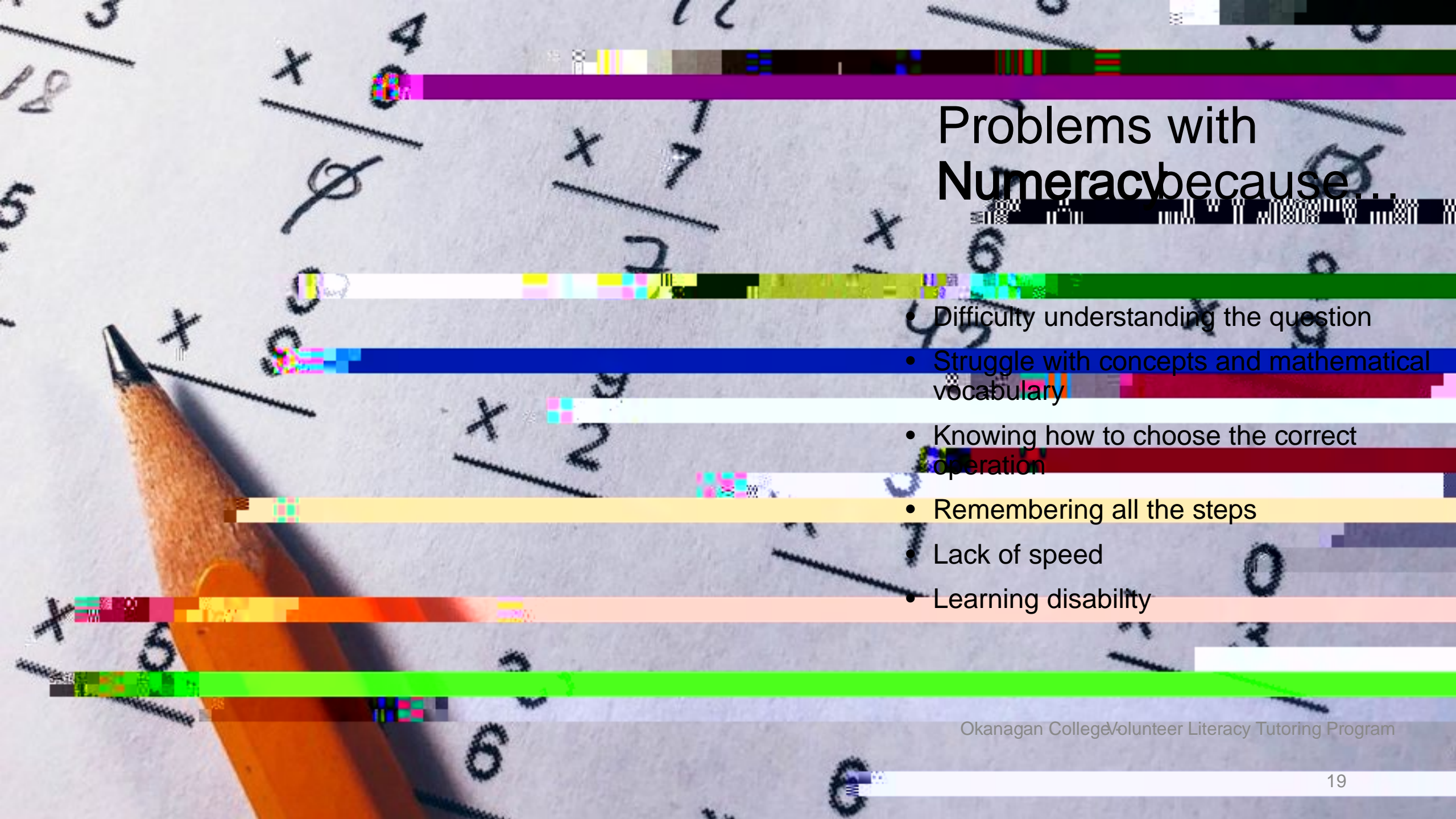


# Problems with Reading because...

- Moved frequently
- Missed a lot of school
- Illness
- Lack of experience with text
- Not interested in reading materials that were presented
- Afraid of making mistakes
- Reading was not valued at home
- Poor vocabulary or oral skills
- Underdeveloped thinking skills
- Poor vision or hearing loss
- Emotional problems (abuse or trauma)
- Learning disability



# Problems with Writing because...



# Problems with Numeracy because

- Difficulty understanding the question
- Struggle with concepts and mathematical vocabulary
- Knowing how to choose the correct operation
- Remembering all the steps
- Lack of speed
- Learning disability

## Tutor's Role is...

- To attend training session, workshops and other events.
- To meet once a week for 1.5 hours, or twice a week for 1 hour at the college.
- To assume the role as a facilitator rather than a counsellor.
- To communicate regularly with OC
- To discuss any concerns or issues as soon as possible
- To make and keep a specific time commitment.
- To create a warm, safe and encouraging space for the learner to grow in academic abilities and personal confidence.
- To notify the learner directly, if unable to tutor