

# THE LEARNING EXCHANGE

## Orientation Manual

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The Learning Exchange Orientation Manual is an IFPCA funded project



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**Orientation Manual**  
For TLE Members and Staff

# THE LEARNING EXCHANGE Orientation Manual

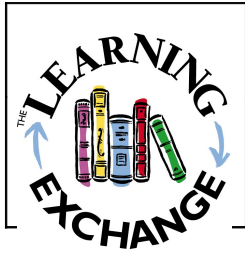
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**February 2007**

Format and Editing by Darlene Brown



Orientation Manual

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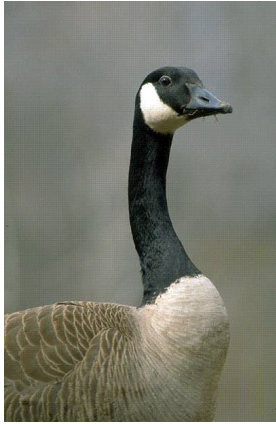
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<b>Section</b>	<b>Working Philosophy</b>
<b>Intro.</b>	<b>The Goose Story</b>

## The Goose Story

Next fall when you see geese heading south for the winter flying along in a “V” formation, you might be interested in knowing that science has discovered why they fly that way. It has been learned that as each bird flaps its wings, it creates uplift for the bird immediately following. By flying in a “V” formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own. (People who share a common direction and sense of community can get where they are going quicker and easier, because they are traveling on the thrust of another.)



Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone, and quickly gets into formation to take advantage of the lifting power of the bird immediately in front. (If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are going.) When the lead goose gets tired, he rotates back in the wing and another goose flies point. (It pays to take turns doing hard jobs...with people or with geese flying south.) The geese honk from behind to encourage those up front to keep up their speed. (What do we say when we honk from behind?)

Finally, (now I want you to get this), when a goose gets sick, or is wounded by gun shots and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and they then launch out on their own or with another formation to catch up with the group. (If we have the sense of a goose, we will stand by each other like that.).

Author unknown

Brought to us by Ann Gauvin : Strategic Planning Session 2000/2001

## Philosophy of Involvement

TLE believes that volunteers are essential to the delivery of individualized, caring, and flexible literacy training to the adult students in our community. Without our volunteers we would be unable to offer the personal service that many adult students require. Volunteers are our primary resource. Meeting their needs is a priority, second only to our mission to serve our students. The unique expertise of volunteers links us with the community at large. We seek volunteers to represent the diversity of our community, to bring new ideas and service approaches to our organization, and to provide vision and objective decision-making in both administration and direct-service to our students.



<b>Section</b>	<b>Working Philosophy</b>
<b>1</b>	<b>Vision, Mission &amp; Mandate</b>

## Our Vision

The Learning Exchange strives for excellence in literacy by promoting and fostering a commitment to life-long learning through outreach, prevention, and training.

## Our Mission

The Learning Exchange (TLE)/Centre Lire-Écrire is a volunteer not-for-profit organization dedicated to addressing the needs of the Laval & Northshore English speaking community. TLE serves, recruits, trains, and supports members of the community through reading, writing, numeracy, and life-skills programs.

## Our Mandate

The Learning Exchange (TLE)/Centre Lire-Écrire is a volunteer not-for-profit organization dedicated to providing:

- Adult Literacy and Tutoring: One-on-one and small group instruction to adults in need
- Volunteer/Tutor Training
- Public Awareness and Sensitization
- Volunteer/Student Recruitment
- Community Resource and Learning Centre
- Volunteer/Student Outreach and Retention
- Prevention and Intervention

## Tutoring: One on one and small group instruction

All volunteer tutors are interviewed, screened, trained and matched with one or more adult literacy students. Potential students are interviewed, reading and writing levels are assessed and then the student is matched with a suitable tutor. Student/tutor matches are adjusted as needed. Free workbooks are given to all students; recommendations of individualized plans and programs are created for each student following assessment. Follow ups are made on an ongoing basis with students and/or their tutors as needed.

From September through August, trained volunteer tutors work one-on-one or in small groups with adult literacy students at The Learning Exchange (TLE) centre, a home or at a public library. Volunteer tutors do preparatory work for each tutorial with the amount of time varying depending on content, level of difficulty of materials, ability, training and work experience of tutor.

Tutors and students are offered ongoing academic and emotional support from the Executive Director re: matches, materials, training, computer use, general resources and progress.

Through tutorials and training experience, tutors will assist students to increase their:

- Level of functional literacy
- Level of confidence and self-esteem
- Independence
- Job opportunities
- Awareness of available technology and use (ATMs, computers, Internet, etc.)
- Involvement within the community and council
- Ability to help their children with homework (reading and writing tasks) and cope with their children's literacy/school needs
- Local library access (library membership cards arranged for students and tutors)
- Access to the Internet: individualized computer instruction

## Volunteer/Tutor Training

This activity is ongoing from August to June.

New volunteers and tutors are interviewed, introduced to literacy through orientation and given the appropriate training. Certificates are awarded to tutors and volunteers following the completion of Basic Tutor Training.

Basic Tutor Training includes:

Orientation to Literacy

Learning Styles

Reading Strategies

Writing Strategies and Word Keys

Materials and Resources

Information and Communication Technologies

Lesson Planning and Evaluation

Additional workshops are offered every year to tutors and volunteers based on the expressed needs of the members.

As a result of our training initiatives, TLE has:

- Well-trained volunteers ready to tutor
- Continued training for current volunteers
- Continued expansion and updating of training and training methods
- Trained trainers
- Increased motivation of volunteers
- Customized Basic Tutor Training programme in place

### Public Awareness and Sensitization

This activity is ongoing from August to June.

Public awareness and sensitization activities are carried out during the year through PSAs sent to city hall, local radio, newspaper and TV stations. TLE works to create new partnerships wherever possible, participates in surveys and questionnaires, and distributes information and promotional materials to the public, including over 200 “News and Views” newsletters sent to members, community organizations and literacy councils five times a year. TLE remains in the public eye through publicity, community involvement, educational workshops and events. A toll free number and website are maintained for easier access. Hired Communication Director to promote public awareness and sensitization

As a result of our public awareness activities, TLE has:

- Increased public awareness and sensitization to literacy issues and the needs of literacy students
- Communicated TLE’s literacy services to the community
- Held public events throughout the year
- Expanded community support for TLE

- Continued partnerships (Laval City Hall, Multicultural library) and increased the potential for new partnerships
- Increased the number of referrals of potential students from community organizations
- Increased requests for programme information
- Improved community and TLE member involvement

## **Volunteer and Student Recruitment**

This activity is ongoing from August to June.

Recruitment of new volunteers, tutors, and students is constant throughout the year through PSAs, newsletters, flyers, and events. TLE continually strives to recruit new and potential students through outreach, community partnership and recruitment strategies. All of these activities help TLE reach, recruit and retain students to the literacy program. Materials and resources are continually researched and purchased to maintain a high level of student interest.

TLE's Executive Director meets with prospective and returning students to assess and evaluate the academic and material needs of individual students. Matches with trained tutors are arranged and followed up through ongoing contact with tutors and students.

## **Community Resource and Learning Centre**

TLE Centre is staffed regularly (excluding holidays) September to June:

- Monday/Tuesday/Thursday: 9:00 to 4:00 p.m.
- Wednesday: 12:00 p.m. to 4:00 p.m.

TLE Centre is accessible to members with TLE identification cards through the Competency Development Center Laurier (CDC Laurier) office receptionist (excluding holidays). Please check with them regarding some evenings when the outside door may be locked (450-688-2933 ext 0):

- September - June: Monday to Thursday 8:00 a.m. to 9:30 p.m. Friday 8:00 a.m. to 4:00 p.m.
- July to August: Monday to Thursday 8:00 a.m. to 4:00 p.m. Friday 8:00 a.m. to noon

The Learning Exchange's Resource and Learning Centre offers adult literacy students, tutors, volunteers, educators, parents, literacy providers and community organizations a professional environment in which to work. The centre offers a diverse selection of resource & learning materials, including audiovisual equipment and resources, and Internet access. The centre is accessible throughout the year during CDC Laurier's Adult Education regular school hours September through August. The Learning Exchange Centre

promotes public awareness and sensitization to literacy issues through information.

TLE Centre has:

- Increased public awareness to literacy
- Enhanced the centre's space for tutorials, workshops and meetings
- Improved the functionality of the center: organization of materials, resources, equipment, room setup, etc.
- Increased participation from TLE members and members of the community
- Increased the availability and variety of resources and materials
- Improved facilities for tutorials
- Made the Internet available to students, volunteers and tutors
- Increased opportunities for volunteer involvement
- Given free books to students, teachers, and members of the community
- Ongoing book donations from community
- Tutor/student resource materials files ~ filed, updated, replenished and reviewed

### **Volunteer and Student Outreach & Retention**

Special events, meetings, support groups, workshops, information sessions, and committees are designed to help encourage student and volunteer attendance and increase participation and involvement throughout the year in the literacy programme. Special events are held to offer opportunities for special recognition and to show appreciation of all of our members. Volunteers and students are recognized throughout the year for their hard work and accomplishments, holiday cards, thanks and special recognition certificates are given to members. TLE's activities provide members with opportunities to meet other students, volunteers and tutors. Retention of volunteers and students from past years is high as well as attendance at events and outings.

Regular and ongoing Events include:

Open House Event ~ September & January

Holiday Party ~ December

TLE Student/Tutor Celebration Event ~ May

Tutor Talk: Tutor support group ~ twice a year

Reading Circle ~ monthly meetings

Student Committee ~ regular meetings & outings

- Student Chat
- Student's Movie Night

## Prevention and Intervention

This activity usually takes place at key points in the year (i.e. Reading Week, Family Literacy Day, Love to Read Day, etc.) from September to June. TLE works to strengthen literacy practices with children and their families and helps increase intervention skills for parents of at-risk children.

TLE is developing and implementing prevention and intervention strategies:

- TLE Family Literacy committee formed
- Informing parents of at-risk children of literacy strategies and resources
- Family Literacy workshops and events held
- School visits and participation in family/community events
- Information and promotional materials distributed
- Training and information sessions for parents (and their children)
- Books given to families
- Partnership with local schools, Multicultural library and Sir Wilfrid Laurier for Family Literacy events
- Family Literacy Day activities: i.e. Family Literacy Book Bags for parents and children distributed to help strengthen home reading opportunities for children
- Book sales and distribution of books held monthly at TLE Centre for easy access to diverse English literature (free or inexpensive books)
- Information and resources given to parents of at risk children ~ community referrals being made (i.e. CLSC, MAIH, etc.)

Section	General Information
<b>2</b>	<b>Letter of Patent Registration Number</b>

## Letter of Patent

See attached page.

## Charitable Registration Number

The Learning Exchange's Charitable Registration number is:  
**893351767RP0001**

Section	General Information
3	<b>History</b>

## General Information

The Learning Exchange (TLE), formerly The Laurenval Volunteer & Literacy Council (LVLC), is a not-for-profit literacy organization providing free, one-on-one or group tutoring to adults in need. TLE is committed to lifelong learning and the promotion of literacy awareness. As a leader in the literacy community, TLE promotes dignity, autonomy, and privacy in the delivery of its services.

### History and Background

The Laurenval Volunteer & Literacy Council was established in 1987 to accommodate adult students in need of upgrading their literacy skills at all levels. Over the years, The Learning Exchange has worked collaboratively with the CDC Laurier Adult Education Centre of the Sir Wilfrid Laurier School Board. Tutor training for volunteers was offered at the Chomedey Centre through Laubach Literacy of Canada, followed by matching trained tutors with adult students for home or library tutorials. In the spring of 1994, TLE opened its Learning Centre, creating a resource centre for tutors and students to work. The centre now offers a diverse selection of resource & learning materials, including audiovisual equipment and resources, and Internet access. In 1999, LVLC officially changed its name to The Learning Exchange/Centre Lire Écrire and began working through its Strategic and Communication Plan.

To date, TLE's accomplishments include:

- ✓ Developing an Orientation manual for staff, Board members, tutors and volunteers
- ✓ Developing a Policy and Procedure document
- ✓ Launching a visibility and promotional campaign
- ✓ Establishing a popular newsletter called: News & Views
- ✓ Developing a web site
- ✓ Establishing new community partnerships
- ✓ Developing and implementing an efficient and effective resource centre library
- ✓ Establishing a diverse range of activities and events throughout the calendar year

## Important Memberships

In 1995, TLE officially became a member council of Laubach Literacy of Canada – Quebec/ Literacy Volunteers of Quebec (LLC-Q/LVQ) and the Concerted Literacy Councils of Quebec (CLCQ), now involving eleven Anglophone literacy councils throughout Quebec. In 1997, the member councils of LLC-Q/LVQ joined with the eleven school boards of the Quebec Literacy Working Group (QLWG) to form an alliance of English literacy providers, namely: the Quebec English Literacy Alliance (QELA), forming a strong and unified voice for the cause of literacy.

<b>Section</b>	<b>General Information</b>
<b>4</b>	<b>Acronyms</b>

## Common Literacy Acronyms

<b>Organization:</b>	<b>Acronym</b>
Competency Development Center Laurier	<b>CDC Laurier</b>
Direction de la formation générale des adultes	<b>DFGA</b>
Initiatives fédérales provinciales conjointes en matière d'alphabétisation Federal Provincial Literacy Initiatives Program	<b>IFPCA</b>
Fondation pour l'alphabétisation/Literacy Foundation	<b>FQA</b>
Laubach Literacy Canada	<b>LLC</b>
Laubach Literacy Canada – Quebec/ Literacy Volunteers of Quebec	<b>LLC-Q/LVQ</b>
Learning Disabilities Association of Quebec	<b>LDAQ</b>
Ministère de l'éducation, loisirs et sportifs du Québec	<b>MELS</b>
Movement for Canadian Literacy	<b>MCL</b>
National Adult Literacy Database	<b>NALD</b>
National Literacy Secretariat	<b>NLS</b>
Programme d'action communautaire sur le terrain de l'éducation	<b>PACTE</b>
Peter Gowski Invitational (QELA Golf Tournament)	<b>PGI Golf Tournament</b>
Provincial Organization of Continuing Education Directors, English	<b>PROCEDE</b>
Quebec Association of Adult Learning	<b>QAAL</b>
Quebec English Literacy Alliance	<b>QELA</b>
Quebec Literacy Working Group	<b>QLWG</b>

## Section

## General Information

## 5

# Funding Sources Memberships

## Funding

The Learning Exchange is largely funded by government grants.

### PACTE

*Programme d'action communautaire sur le terrain de l'éducation* PACTE is a provincial grant administered by the *Direction de la formation générale des adultes* DFGA. The grant is designed to cover recurring operation expenses. In the year-end report TLE must account for the use of the PACTE funds in accordance with the MEQ guidelines.

### IFPCA

*Initiatives fédérales provinciales conjointes en matière d'alphabétisation* (Federal Provincial Literacy Initiatives Program) IFPCA was a joint federal and provincial grant designed to cover the cost of new or non-recurring projects, i.e. Strategic Planning. Yearly project proposals and end of the year reports must be sent to the government. Due to Federal cutbacks, this program no longer exists.

### Other Funding Sources

TLE seeks other sources of funding through project proposals, partnerships, private and corporate donors and sponsors.

## Memberships and Affiliations

TLE is a member of or affiliated with (refer to Section 4: Acronyms):

- LLC-Q/LVQ
- Quebec English Literacy Alliance
- Volunteer Bureau of Montreal
- The Centre for Literacy
- Literacy Foundation
- Quebec Association of Adult Learning
- Laubach Literacy Canada

Section	General Information
6	<b>Goals and Priorities</b>

## Strategic Planning Priorities 2005/2008

Through the Strategic Planning Process, The Learning Exchange has established the following objectives and priorities:

- Promote the recognition of TLE and its mission, within the community, through a media and promotional campaign
- Increase outreach, recruitment, and retention of volunteers and students
- Significantly increase the number of students and tutors matched
- Foster a strong sense of commitment to the cause of literacy
- Promote a commitment to life-long learning
- Improve and strengthen TLE's overall infrastructure
- Develop a cohesive governing body able to work effectively together
- Establish a Board of Directors that conveys a strong and effective leadership
- Provide support to the volunteer members of the Board and TLE's staff
- Improve access to literacy services
- Facilitate the intake and matching process
- Improve quality of services for students and volunteers
- Increase funding opportunities
- Promote TLE's Resource and Learning Centre
- Increase involvement within the membership
- Provide networking opportunities for members, Board and staff

- Effectively disseminate information to members, community, and fellow councils

Section	Organizational Structure
7	<b>Board of Directors Staff</b>

## Board of Directors 2006/2007

President: Donna Adrian  
Past President: Mona Arsenault  
Vice-President: Christiane Dabbagh  
Secretary: Beth Green  
Treasurer: Valerie Sauriol  
Directors: Nancy Pilato  
Alice Sroka-Fillion



## Staff

Executive Director: Darlene Brown  
Administrative Assistant: Karen Mockler  
Communications Consultant: Jacklyn Freedman-Spector  
Financial Officer: Diane Richard

## Tutor Trainers

Darlene Brown  
Jacklyn Freedman-Spector

## TLE Committees

### Standing Committees

Executive Committee  
Finance Committee  
Personnel Committee  
Nominations Committee

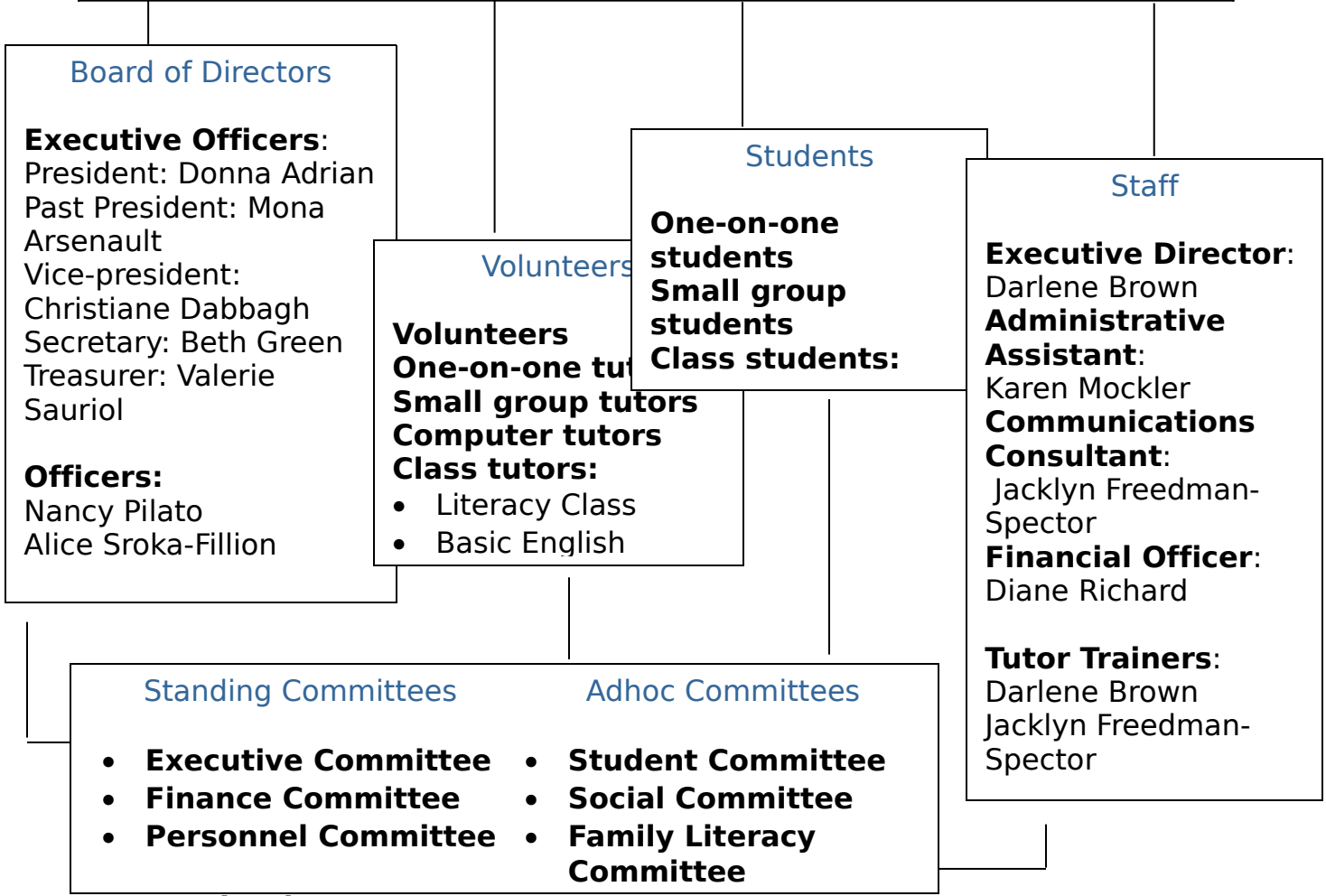
### Ad Hoc Committees

Family Literacy Committee  
Student Committee

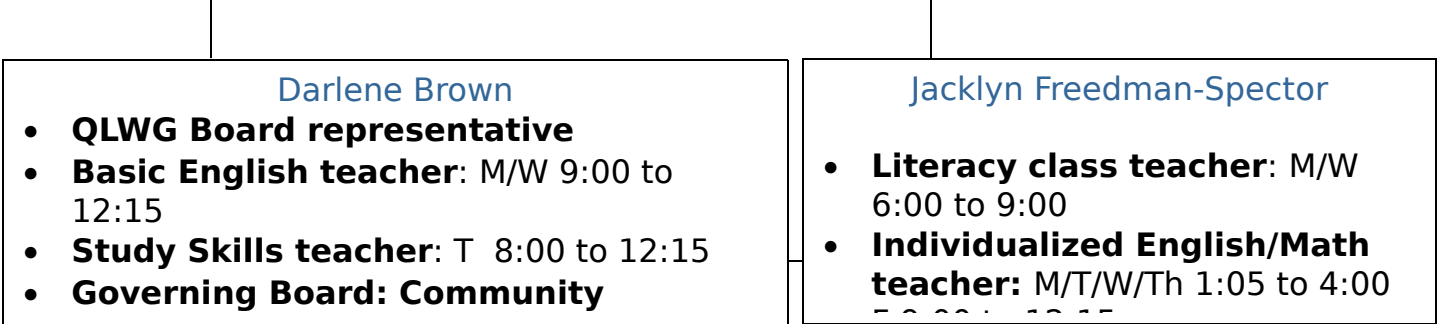
Social Committee

<b>Section</b>	<b>Working Structure</b>
<b>8</b>	<b>TLE/SWL Organizational Structure</b>

**The Learning Exchange (TLE)**



**CDC Laurier: Adult Education Centre**



<b>Section</b>	<b>Working Structure</b>
<b>9</b>	<b>Job Descriptions</b>

## General Job Descriptions

### Job Description: Board Member

#### Planning and review

- Establish vision and direction for TLE
- Set long-term strategic plans
- Ensure that regular evaluations of the organization's programs take place
- Amend by-laws.

#### Financial and legal

- Ensure the financial stability of the organization
- Ensure that the organization's legal affairs are in order
- Appoint independent auditors as needed
- Approve the annual budget

#### Public relations

- Represent the membership that elects them
- Be responsible for the programs, assets and public image
- Act as liaison with the public, TLE members and other stakeholders
- Protect the public interest through advocacy

#### Personnel responsibilities

- Approve personnel policies and practices, including salaries
- Ensure that Board and staff roles are clearly outlined and understood
- Recruit, select and hire the Executive Director
- Support the Executive Director and evaluate his or her performance
- Ensure adequate financial and human resources for the organization to function effectively

## Job Description: Volunteer Tutor

### Purpose

To tutor an adult student or a small group of students in reading, writing, life skills, numeracy and/or computer use.

### Duties

- Set goals and plan with the student
- Find and prepare tutoring material that suits the student's ability, goals and interests
- Tutor the student once a week at TLE Centre in subjects that may include reading, writing, numeracy, computer skills and life skills
- Maintain a positive, warm attitude that encourages the student to learn
- Discuss the student's progress with the Executive Director; discuss problems/issues if they arise
- Attend various in-service workshops and tutor discussion groups after tutoring begins
- Inform staff at TLE Centre about changes in meeting times or location
- Complete any necessary tutor reports and keep a record of hours volunteered with TLE

### Requirements:

- Completion of Basic Tutor Training sessions ~ TLE tutor Certification or equivalent (some tutors may begin tutoring before tutor training is finished, depending on their experience and at the discretion of TLE Executive Director)
- Minimum high school leaving certificate
- Good basic skills in reading, writing and/or basic math
- A patient, open-minded, flexible attitude
- Willingness to try new and creative ways of tutoring
- Good verbal skills in English and good listening skills
- The ability to be on time for weekly appointments
- Work independently to provide support to the student
- Respect for confidentiality
- Basic computer skills are an asset but not absolutely necessary
- Provide references and sign Confidentiality Statement

### Time required

- 15-18 hours of Basic Tutor Training
- A commitment of eight to twelve months preferred when working as a one-to-one tutor
- Available a minimum of 3 hours per week for tutoring and up to one hour per week of planning and preparation
- 3-6 hours of in-service workshops per year after tutoring begins

## Job Description: TLE Volunteer

### Purpose

To volunteer for the cause of literacy and to work to achieve the mission and vision of The Learning Exchange.

### Duties:

- Work with staff and/or volunteers and students of TLE
- To participate in committees specific to the volunteer position
- To discuss volunteering needs with the Executive Director; discuss problems/issues if they arise
- Attend various in-service workshops, events and discussion groups
- Keep a record of hours volunteered with TLE
- Reporting to: Executive Director

### Requirements:

- Completion of Orientation session
- Good verbal skills in English and good listening skills
- Sensitivity to literacy issues
- A patient, open-minded, and positive attitude
- The ability to work independently
- The ability to be on time for appointments
- Respect for confidentiality
- Necessary skills required for the chosen volunteer position
- Provide references and sign Confidentiality Statement

### Time required:

- 3 hours of Orientation Training
- Minimum 3 months commitment
- Available the required number of hours for the selected volunteer position
- \* Optional: attend in-service workshops

## Job Description: Volunteer Computer Tutor

### Purpose

To tutor an adult student or a small group of students in computer and Internet use.

### Duties

- Set goals and plan with the student
- Find and prepare tutoring material that suits the student's ability, goals and interests
- Tutor students and/or tutors at TLE Centre in computer and Internet use
- Maintain a positive, warm attitude that encourages the student/tutor to learn
- Discuss progress with the Executive Director; discuss problems/issues if they arise
- Attend various in-service workshops and tutor discussion groups after tutoring begins
- Arrange weekly appointments when working with more than one student/tutor on a flexible schedule
- Inform staff at TLE Centre about changes in meeting times, schedule or location
- Complete any necessary tutor reports and keep a record of hours volunteered with TLE

### Requirements:

- Completion of Basic Tutor Training sessions ~ TLE tutor Certification or equivalent at the discretion of TLE Executive Director
- Minimum high school leaving certificate
- Good basic computer and/or Internet skills and knowledge
- Good basic skills in reading, writing, and math (when necessary)
- A patient, open-minded, flexible attitude
- Willingness to try new and creative ways of tutoring
- Good verbal skills in English and good listening skills
- The ability to be on time for weekly appointments
- Respect for confidentiality
- Work independently to provide support to the student/tutor
- Provide references and sign Confidentiality Statement

### Time required

- 15-18 hours of Basic Tutor Training
- A commitment of eight to twelve months preferred when working as a one-to-one tutor
- Available a minimum of 3 hours per week for tutoring and up to one hour per week of planning and preparation
- Time to become familiar with the Learning Links website
- 3-6 hours of in-service workshops per year after tutoring begins

<b>Section</b>	<b>Organizational Structure</b>
<b>10</b>	<b>Code of Ethics Confidentiality</b>

All members of The Learning Exchange (TLE) are expected to observe the following Code of Ethics and sign the Confidentiality Statement. Anyone wishing to be considered as a potential member of (TLE) must sign the Code of Ethics and Confidentiality Statement during the Orientation process.

## Code of Ethics

### Respect

All volunteers, students and staff must treat each other with respect, courtesy and appreciation at all times.

### Loyalty

As a part of The Learning Exchange, loyalty is extremely important. Members should refrain from voicing any negative personal opinions of administrative policies or regulations to an outside source. All matters should be brought instead to the attention of the Executive Director or an executive member of the Board of Directors. If in doubt regarding any issue, seek advice from either of the same two sources.

### Confidentiality

All members of TLE must willingly sign the following Confidentiality Statement and hold in strict confidence, all information acquired through service with TLE, making no reference, inside or outside the organization, to a student's identity, academic standing or personal affairs.

## Confidentiality Statement

I, the undersigned, do willingly promise to hold in confidence all matters that come to my attention through my association with The Learning Exchange, including information and material from and about students and matters regarding employees and volunteers. As a council member I understand I am expected to observe TLE's Policy & Procedures and Code of Ethics.

I will respect the privacy of the people with whom I associate and confer appropriately with those designated as my supervisors and/or administrators. I will use in a responsible manner, any information gained in the course of my association with The Learning Exchange.

Section	Organizational Structure
11	<h2 style="text-align: center;">The Learning Exchange Services</h2>

## Services

### Book Club

A Reading Circle, run by volunteers, takes place at TLE's Centre on a monthly basis. Book Club members select a book title at each meeting and come together the next month over coffee and refreshments for an enlightening discussion to share their ideas, thoughts, and opinions. Book titles from the past include:

- Margaret Laurence's *Stone Angel*
- Frances Mayers' *Under the Tuscan Sun*
- Nancy Houston's *Plain Song*
- Richard Bachman's *The Long Walk*
- Yann Martel's *The Life of Pi*



### Book Sales

A monthly book sale fundraiser, run by volunteers, takes place at the CDC Laurier Adult Education Centre near the cafeteria. Hardcover books sell for \$1.00, soft cover books for \$0.50, and new books start at \$2.00. Book and monetary donations are welcome and appreciated throughout the year.

### Computer Access



TLE's Resource Centre features a computer corner, equipped with computers, Internet access, color printers and a scanner. TLE members can sign up to use the computers or drop in during regular hours. Computer tutorials are available for students and tutors.

## Events

Special events are held to recruit new members, offer opportunities for special recognition of individuals, and to show appreciation of all of our members. Volunteers and students are recognized throughout the year for their hard work and accomplishments. TLE's activities provide members with opportunities to meet other students, volunteers and tutors, and encourage participation and involvement throughout the year in the literacy programme. Annual Events include:

Open House Event ~ September and January  
Annual General Meeting ~ October  
Holiday Party ~ December  
Volunteer/Student Evening ~ May



## Family Literacy

TLE's Family Literacy/Prevention and Intervention programme consists of activities at TLE's centre, elementary school visits and participation in community family events within the North Shore area. These activities usually take place at key points in the year (i.e. International Literacy Day, Reading Week, Family Literacy Day, etc.) from September to June. TLE works to strengthen literacy practices with children and their families, and helps increase intervention skills for parents of at-risk children.



## News & Views

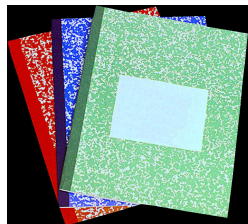
News & Views is TLE's newsletter, published five times a year, featuring a calendar of events and activities, information and updates, news from Board and staff members, puzzles, students' writing, committee updates, provincial and national news, and so much more!

## Projects

TLE continually strives to increase and improve the services offered to its members. As a result, we have submitted project proposals and/or worked with fellow literacy organizations whenever possible to accomplish our goals and reach our vision.



Past projects include:



- Strategic and Communication Planning
- Family Literacy: Training programs and Book bag distribution
- Tutor and Student projects: Recruitment, Retention and Outreach strategies
- Learning Disabilities: Training programs
- Numeracy Training and Development

TLE has worked on projects through partnership and/or funding from the following Provincial and National organizations:

- Concerted Literacy Councils of Quebec (CLCQ)

- Federal/Provincial Initiatives Program (IFPCA)
- Laubach Literacy of Canada (LLC)
- Laubach Literacy of Canada – Quebec/  
Literacy Volunteers of Quebec (LLC-Q/LVQ)
- Quebec English Literacy Alliance (QELA)
- Canadian Heritage

### Resource Centre

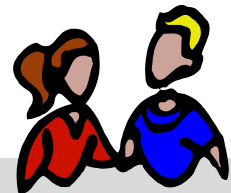


The Learning Exchange's Resource and Learning Centre offers adult literacy students, tutors, volunteers, educators, parents, literacy providers and community organizations a professional environment in which to work. The center offers a diverse selection of resource & learning materials, including audiovisual equipment/resources, and Internet access. The centre is accessible throughout the school year during CDC Laurier's Adult Education regular school hours September through August. Members may access the centre with a valid membership card, obtainable through TLE's office during regular hours.

### Student Chat

Student Chat is a student event organized several times during the school year for students to have the opportunity to come together with fellow students from TLE and/or other literacy organizations. Student Chat events/topics from the past have included:

- Space and the Internet
- Pizza Party Night
- "Meeting of the Minds" with RECLAIM students



### Student Services

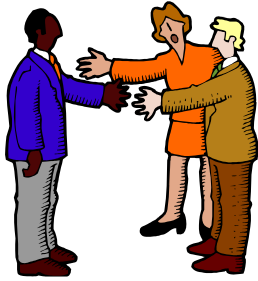
All students are entitled to a minimum of one, three-hour tutorial each week. Free workbooks, reading books and resource materials are given to all students; recommendations of individualized plans and programs are created for each student following assessment. Follow ups are made on an ongoing basis with students and/or their tutors as needed. Other services include:

- Free workshops
- Use of TLE's Resource Centre and materials
- Local library access (library membership cards are arranged for students)
- Computer and Internet access: may include individualized computer instruction

- TLE events for students

## Tutorials

From September through August, trained volunteer tutors work one-on-one or in small groups with adult literacy students at The Learning Exchange centre, a home or at a public library. All potential volunteer tutors are interviewed, screened, trained, and matched with one or more adult literacy students. Potential students are interviewed, reading and writing levels are assessed and the student is then matched with a suitable tutor. Tutors and students are offered ongoing academic and emotional support from the Executive Director regarding matches, materials, training, computer use, general resources and general progress. Student/tutor matches are adjusted as needed.



Through tutorials and training experience, tutors will assist students to increase:



- Levels of functional literacy
- Levels of confidence and self-esteem
- Independence
- Job opportunities through skills development
- Awareness of available technology and use (ATMs, Internet, etc.)
- Involvement within the community and council
- The ability to help their children with homework, and cope with their children's literacy/school needs

## Tutor Talk and Volunteer Voices

TLE is proud to offer support to its volunteers. Tutor Volunteer Voices was developed to bring TLE's together in an informal setting to meet and discuss and volunteering issues. Under the guidance of an experienced tutor, volunteers have the opportunity exchange ideas and share their experiences.



Talk and  
volunteers  
tutoring  
to

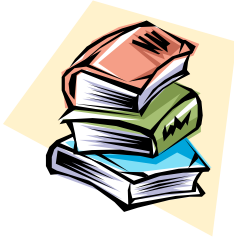
## Tutor Training

TLE offers a five-session, 15-hour Basic Tutor Training programme for all new tutors. When needed, an additional "matching" workshop may take place. Tutors receive TLE Tutor Training certificates upon completion of all sessions. Trained tutors are then matched with an adult student. Providing space is available, training courses may be open to other members of the community.

### Basic Tutor Training Workshops:

1. Orientation
2. Reading
3. Writing and Word Keys
4. Learning Styles/Information & Communication Technologies
5. Materials & Goals

### TLE's Basic Tutor Training features:



- Orientation to Literacy
- Reading and Writing Strategies
- Using Word Keys
- Learning Styles
- Materials and Resources
- Numeracy
- Setting Goals
- Getting Organized
- Student/Tutor Match Outlines
- Lesson Planning and Evaluation
- Information and Communication Technology

### Website

TLE is proud to feature a newly designed and developed website (new for 2007) on the NALD site: [www.nald.ca/thelearningexchange](http://www.nald.ca/thelearningexchange)

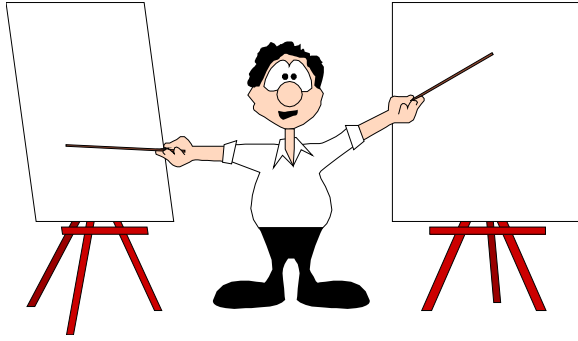
### TLE's website features:

- News & Views
- TLE's Services
- TLE's Events Calendar
- Learning Links (new for 2007)
- TLE Resource Database (new for 2007)
- Frequently used forms (new for 2007)
- Contact Us



### Workshops

Additional workshops and training sessions are offered throughout the year to tutors, volunteers, students, and parents based on the expressed needs of the members. In-service workshops and topics from previous years have included:



- Numeracy
- Library and Resources

- Internet: Getting to Know the Basics
- TV and Literacy
- Board Development: By-Laws/Policy and Procedures
- Preventing Burnout
- Learning Styles
- Overcoming Adversity
- New Materials

<b>Section</b>	<b>Organizational Structure</b>
<b>12</b>	<b>The Learning Exchange By-Laws</b>

**By-Laws:** revised October 2006

**Article I – Name**

The name of the organization is The Learning Exchange or Centre-Lire Écrire, herein referred to as TLE.

**Article II – Purpose and Aims**

**Section 1** – The purpose of TLE is a volunteer not-for-profit organization dedicated to addressing the needs of the Laval and Northshore English speaking community. TLE serves, recruits, trains, and supports members of the community through reading, writing, numeracy, and life-skills programs.

**Section 2** - TLE will provide opportunities for the training of volunteer tutors and tutor trainers as per mandate.

**Section 3** - TLE will promote awareness of literacy issues within the community.

**Section 4** - TLE will network, exchange ideas and work cooperatively, with other volunteer groups involved in literacy.

**Section 5** - TLE will function as a non-profit organization. Any funds or assets, which TLE acquires, will be used to further its objectives.

**Section 6** – TLE’s staff and members must adhere to the policies and procedures as defined in TLE’s *Policies and Procedures* manual.

**Article III – Membership**

**Section 1** – All students, trained tutors or persons, who work with TLE in a supportive capacity, may become members of TLE. All members in good standing, (as defined in Policy and Procedures) must adhere to the *Code of Ethics* and sign a *Confidentiality Statement*, have the right to vote at the AGM.

### Article III – Membership cont'd

**Section 2** – TLE shall affiliate, partner with or be a member of any community organization in support of literacy, as approved by TLE.

### Article IV – Board of Directors

**Section 1** – Officers of the Executive Committee will/may be the Past President, President, Vice-President, Secretary and Treasurer.

**Section 2** – The Board Members will/may be all others elected at TLE Annual General Meeting (AGM) to a maximum of 3.

**Section 3** - The Board of Directors will be: officers of the Executive Committee, elected Board Members and the Executive Director (ex-officio).

**Section 4** – A majority of the Board of Directors constitutes a quorum.

**Section 5** – No member of the Board of Directors shall be paid for his/her performance nor can he/she be a salaried employee of TLE.

**Section 6** – The Board of Directors shall be elected at TLE AGM. The term of office shall be two years or to maintain continuity of the Board, a maximum of half of the positions may be deferred, with approval at the AGM, to a one-year term.

**Section 7** – If the office of President becomes vacant during the term, the Board of Directors will appoint an interim President (usually the Vice-President). If the office of Vice-President, Secretary, Treasurer or Board Member become vacant, the Board of Directors shall appoint a successor to serve until the next AGM at which time there must be an election by the membership.

**Section 8** – Failure of an Officer or Board Member to attend three consecutive Board or Executive meetings, without sound reason, will be considered an automatic resignation. This fact is to be recorded in the minutes of the meeting following the third unsubstantiated absence.

**Section 9** – Board members, who do not fulfill their duties satisfactorily, as per the position description, may go through a progressive disciplinary process to be documented and kept on file that may include a verbal warning, a written warning, suspension and finally removal. The majority decision of the Board of Directors to remove an officer from the Board is irrevocable.

### Article V – Banking and Expenditures

**Section 1** – TLE will adhere to the Financial Guidelines as outlined in the Policy and Procedures manual.

## Article V – Banking and Expenditures cont'd

**Section 2** – The Treasurer or designate will deposit all funds in the name of TLE in a financial institution approved by the Board of Directors.

**Section 3** – The signing officers will be the Treasurer, the President, and the Executive Director, one other Executive Officer or bookkeeper, if deemed appropriate; with any two (2) of the signing officers authorized to sign cheques.

**Section 4** – TLE fiscal year will be from July 1<sup>st</sup> to June 30<sup>th</sup> inclusive.

**Section 5** – An annual financial report, as per standard accounting procedures, and in accordance with federal and provincial requirements for charitable organizations will be provided within six (6) months of fiscal year end.

**Section 6** – In the event of the dissolution of TLE, and, after the settlement of all liabilities, the remaining assets will be disposed of to another literacy group.

**Section 7** – The requirement for an annual audit is at the discretion of the Board of Directors. At the AGM, if the Board recommends an annual audit review to the membership, the name of a chartered accountant must be appointed by a formal resolution from the membership.

## Article VI – TLE Meetings

**Section 1** – Regular meetings of TLE Board of Directors will be held a minimum of three (3) times per year (more often as required) plus one AGM.

**Section 2** – All TLE members will be notified of the time and place of the AGM at least thirty (30) days prior to the meeting. This notice may be given by means of a newsletter or such other means as deemed reasonable by the Executive Committee.

## Article VII – Committees

**Section 1** – TLE's Standing Committees are as follows:

- Executive Committee
- Finance Committee
- Nominations Committee
- Personnel Committee

**Section 2** – The Board of Directors may appoint adhoc committees and chairpersons as required.

## **Article VIII – Amendments to the By-Laws**

**Section 1** – TLE By-Laws may be enacted, repealed or amended by a two-thirds vote of the members present at TLE AGM.

**Section 2** – Any TLE member may propose changes to the By-Laws. Such a proposed change must be sent to the Executive Committee at least 60 days prior to the AGM at which it is to be considered, so that it may be forwarded to the membership with the notice of the meeting.

**Section 3** – Any motion to change the By-Laws must refer to the applicable Article and Section. Failure to make such reference will invalidate the motion.

## **Article IX – Signing Authority**

**Section 1** – The Executive Director has non-financial signing authority, and in the case of two signatures being required, the Executive Director and one of the members of the Board of Directors have this authority.

<b>Section</b>	<b>Organizational Structure</b>
<b>13</b>	<b>TLE Action Plan</b> 2005 TO 2008

## Board of Directors & Staff

**Timing:** 2005 - 2008 annually

**Objectives:**

- Maintain a cohesive Board of Directors that conveys a strong and effective leadership
- Provide support to the volunteer members of the Board and TLE’s staff
- Provide networking opportunities for members, Board and staff
- Update Policy and Procedures Manual and by-laws

**Target Population:**

Current and new:  
Board of Directors  
Staff



**ACTIONS:**

- Hold annual information and training session for BOD and staff
- Update and distribute TLE’s Member Manual
- Keep BOD informed through newsletters and MELS literacy information and news. Create a correspondence folder to pass around at board meetings.
- Provide BOD with annual updated contact list of BOD and staff
- Provide networking opportunities through workshops and training sessions
- Prepare a Power Point slide show for presentation to new BOD
- Set-up committee to review Policy and Procedures Manual (PPM)

- Meet to review PPM
- Make recommendations to BOD and implement changes
- Inform members of any changes
- Evaluate

## Public Awareness and Public Relations

**Timing:** 2005 - 2008 immediate and ongoing (Extent to be defined by funding)

**Objectives:**

- Promote the recognition of TLE and its vision and mission, within the community, through a public relations campaign
- Raise awareness and understanding of literacy and services available through TLE
- Increase outreach, recruitment, and retention of volunteers and students
- Continue to foster a strong sense of commitment to the cause of literacy within the community

**Target Population:**

Local communities  
Community organizations  
Sir Wilfrid Laurier School population  
Industry  
Local newspaper journalists  
New volunteers/tutors/students  
Current members  
Past students and tutors

**ACTIONS:**

- Seek funding sources through project proposals
- Train Public Relations team
- Develop promotional campaign and promotional materials
- Develop and strengthen partnership network through the Public Relations Team
- Contact existing and potential partners/maintain ongoing partnerships and increase networking opportunities:
  - Tutor training nights
  - Open Houses

- Visiting their centres
- Attending their events
- Promote TLE and its services to target population
- Attend community events and maintain new contacts
- Ensure the communication of TLE news and information to other literacy providers and community organizations
- Improve TLE's web site design and ease of use
- Increase information available on web site
- Link TLE's web site to other literacy and community organizations
- Attend school board meetings
- Appoint a PR/Spokesperson (past board member) or PR team (student and tutor) and create a calendar of community activities.
- Evaluate success

## The Learning Exchange

**Timing:** 2005 - 2008 ongoing

**Objectives:**

- Continue to develop TLE's overall infrastructure
- Provide appropriate facilities to accommodate the increasing needs of TLE
- Become proactive in observing the political and economic influences (municipal, provincial, and federal)
- Monitor the trends in literacy within the educational reform and adapt accordingly
- Increase funding opportunities
- Effectively disseminate information to members, community, and fellow councils

**Target Population:**

Community organizations  
QELA and other literacy organizations  
MELS  
Sir Wilfrid Laurier  
Industry  
New volunteers/tutors/students  
Current members  
Past students and tutors

**ACTIONS:**

- Hire Communication's Director to research potential funding sources and opportunities
- Seek additional funding sources for possibility of a permanent facility (Must be recurring funding)
- Investigate and research facilities to accommodate the increasing needs of TLE
- Review the findings, challenges and issues of the MELS' policy on Adult Education: A Lifelong Journey and establish how it relates to TLE and its adult student population
- Review the government Action Plan and see how it relates to the TLE population and potential new members
- Examine the trends affecting literacy practices (i.e. recruitment efforts, in-service training, etc.)
- Network with community and literacy organizations
- Provide professional development opportunities for Executive Director and staff
- Review pertinent documents/information
- Set goals, priorities and objectives for TLE
- Develop timelines
- Ensure the communication of information to its members
- Evaluate

## Students/Volunteers

**Timing:** 2005 immediate and ongoing

**Objectives:**

- Improve screening and intake procedures for students and volunteers
- Facilitate the matching process
- Maintain quality of services for students and volunteers
- Provide students with the necessary tools and skills to function successfully in everyday life
- Aid in the development of our students' autonomy and to enable them to participate actively in society
- Instil a commitment to life-long learning to our students
- Sustain involvement within the membership

**Target Population:**

New volunteers/tutors/students  
Current members

**ACTIONS:**

- Implement the new process for screening and intake of students and volunteers
- Maintain current program and improve upon where necessary
- Provide students with trained volunteers for tutorials
- Hold information session/meetings for returning and new students
- Hold bi-annual tutor meetings
- Update Basic Tutor Training
- Promote member involvement on TLE's committees (i.e. Student Committee, Social Committee, etc.)
- Increase workshops and training sessions
- Ensure the communication of information to all members (i.e. Newsletter and postings)

## Training

**Timing:** 2005 - 2008 (To be defined by funding)

**Objectives:**

- Increase frequency of training and flexibility of training schedule ~ offer more training choices
- Convert Basic Tutor Training to Power Point presentation

**Target Population:**

Tutor trainers  
New volunteers/tutors/students  
Current members

**ACTIONS:**

- Seek additional funding sources
- Establish additional training content needed for tutor training (i.e. web site addresses)
- Review current Basic Tutor training content and organize sessions based on established needs
- Research and develop technology component for tutor training
- Transfer and adapt current materials and content to a Power Point slide presentation
- Adapt handouts and tutor binder to reflect changes implemented
- Train tutor trainers on use of Power Point for presentations
- Establish an approach based on our students' needs that would enable and encourage their active involvement and expression

## Resource Centre

**Timing:** 2005 - 2008 (To be defined by funding)

**Objectives:**

- Improve TLE's Resource and Learning Centre
- Improve access to literacy services
- Improve functionality of TLE Resource Centre (i.e. furniture and storage)
- Implement a circulation system for TLE's books and resources at the Learning Centre for its members

**Target Population:**

New volunteers/tutors/students  
Current members  
Past students and tutors  
Community members  
Community organizations  
QELA and other literacy organizations  
CDC Laurier Adult Education Centre

**ACTIONS:**

- Identify needs of members re: materials and resources and acquire materials/resources needed
- Seek funding source to create and implement efficient circulation system

2006 - 2008

- Purchase Resource Mate database
- Database input of books/materials (i.e. title, category, level, summary, key words, etc.)
- Add bar-code labels to all books and resources in Learning Centre
- Train library volunteers and staff on any new circulation procedures
- Link database with TLE web site
- Prepare and distribute library cards for all members

- Implement circulation procedure
- Create/post library circulation signs
- Get feedback from students and volunteers on new system
- Review circulation statistics for evaluation

## Information, Communication & Technology

**Timing:** 2005 - 2008 (To be defined by funding)

**Objectives:**

- Improve our technical resources
- Provide Information, Communication & Technology (ICT) training opportunities to TLE members
- Use ICT training to increase the success rate of adult literacy students

**Target Population:**

New volunteers/tutors/students  
Current members

**ACTIONS:**

- Seek additional funding sources
- Increase number of computers available at TLE for members to use
- Update and maintain computer equipment and software
- Create ideal physical environment for functional use of computers and Internet
- Provide IT workshops and training sessions for all TLE members and staff
- Increase IT resources
- Develop new training initiatives and strategies to benefit students re: integrating technology into student tutorials to provide students with basic computer skills and competencies
- Develop a computer literacy training component for tutors to use with their students to enrich literacy training

- Provide necessary support to tutors to successfully implement computer literacy component with students

<b>Section</b>	<b>Organizational Structure</b>
<b>14</b>	<b>Calendar of Events and Activities</b>

The following calendar is an overview of the activities, events and deadlines that occur on a regular basis during a typical year at TLE.

### On-going/as needed

- Intake/assessment of new volunteers and students
- Tutor Training
- Matches
- Board meetings
- Staff meetings
- Committee meetings
- QELA & QLWG meetings
- LLC-Q/LVQ meetings
- MELS workshops/meetings
- In-service and outside workshops
- Professional development workshops/conferences
- Bookkeeping/finances
- Reading Circle
- Book Sale
- Tutor Talk: held twice a year

### August

- TLE Centre closed
- PSAs for Open House begin one month in advance
- Newsletter preparation and mailing
- Centre preparation and clean-up
- Finance: Preparation of Financial Statements and government report
- Begin to compile conference/convention dates and information (i.e. Teacher's convention)

### September

- Finance: Financial statement reviewed by accountant and prepared for AGM
- International Literacy Day September 8<sup>th</sup>

- New membership id issued
- Open House event
- Confirmation of returning members, matches: day, location, time
- Intake & assessment: New students and volunteers + Student Outlines
- Annual General Meeting preparation: i.e. Nomination information

### October

- Basic Tutor Training begins
- Finance: PACTE Funding expected: budget revision if needed
- First Student Committee meeting/activity
- PROCEDE Conference
- TLE Annual General Meeting: Financial report due
- Newsletter preparation and mailing

### November

- Finance: Annual declaration (Nov. 15)
- Basic Tutor Training completed
- LLC-Q/LVQ AGM and workshops
- QPAT Teacher's Convention
- Social Committee planning meeting
- Board Retreat/Training

### December

- Finance: Record of employment for staff members
- Finance: Annual report (Dec. 31)
- Family Literacy Committee planning meeting
- TLE Holiday Party
- Newsletter preparation and mailing

### January

- TLE Open House Event
- Finance: Budget review
- Family Literacy Day January 27<sup>th</sup>

### February

- Basic Tutor Training begins
- Finance: T4's prepared
- Reading for the Love of it Conference
- Newsletter preparation and mailing

### March

- March Break: School closed for one week

#### April

- Volunteer appreciation week
- QAAL conference
- Newsletter preparation and mailing

#### May

- Spring Boards
- Volunteer/Student Event
- QELA PGI

#### June

- Finance: GST/GST prepared
- Finance: Record of employment for staff members
- Finance: Meeting with accountant
- Board meeting: acceptance of next year's budget
- PACTE proposal and report due
- Phone blitz for materials/resources call back
- Calendar for upcoming school year
- Newsletter preparation for August mailing

#### July

- TLE Centre closes

Section	Organizational Structure
<b>15</b>	<b>Policy and Procedure Manual</b>

See the attached Policy and Procedure Document.