



**READ NB**  
Improving lives through literacy

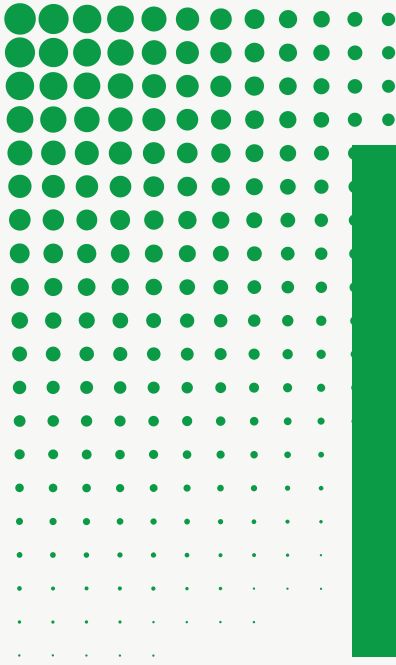
---

# TUTOR COORDINATOR HANDBOOK

---



## MODULE 1 - INTRODUCTION



# Welcome

Laubach Literacy New Brunswick (LLNB) has a long history, dating back to the 1970s when its first council was formed in Saint John. After more than a decade of pioneering work, Laubach Literacy New Brunswick was established in 1981 to support all the local/regional councils throughout the provinces. For more than four decades we have been offering adult literacy programs and services throughout its affiliated councils in the province.

In 2021, LLNB undertook a rebranding exercise, with the support of its affiliated councils, to choose a new name that better represented the work we do and which would provide a cohesive brand behind which LLNB and the councils could stand behind.

After significant stakeholder engagement, the name **READ NB** was chosen and launched in spring 2023.

READ NB (Laubach Literacy New Brunswick) has a provincial board of volunteers which sets the tone for our leadership across the province and in support of its individual councils. It is the READ NB board, in consultation with stakeholders across the province, that sets the Strategic Direction for the organization, establishes the priorities and monitors operational and financial activities in relation to the defined strategy.

# MISSION

To provide programs that improve the literacy skills of New Brunswickers

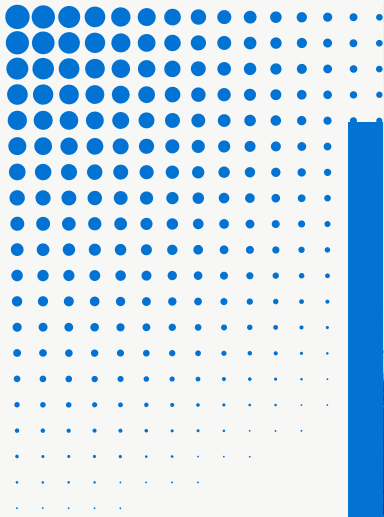
# VISION

To empower New Brunswickers to change their lives and build stronger communities by improving literacy - one adult, one goal, at a time.

# VALUES

- We recognize that literacy is a basic social value.
- We recognize the right of all New Brunswickers to improve their skills, to access learning opportunities and enjoy a better quality of life.
- We believe that it is the right of the learner to receive a consistent quality service.
- We offer learning plans that are contextually relevant to a learner's goals.
- We will maintain consistent literacy training standards and behave in all matters in a way that trust is preserved.
- We value the dedication and responsiveness from all LLNB volunteers and staff.
- We engage with trusted partners and supporters to achieve our purpose.
- We seek the perspectives of our stakeholders in the development of programs and services.





# STRATEGIC PLAN

---

## MAKING AN IMPACT

A Strategic Plan is important because it tells us how to get from where we are today to the future we want to create. It keeps us focused on the areas that will have the greatest impact in achieving our mission and helping us reach more learners each year. Aligning our work to advance these strategic impacts and being able to measure our success on a provincial level will allow us to better address the literacy challenges and opportunities in our province and secure our role as a partner to government as they work to create a strong and literate province.

Our plan is grounded in three strategic impacts that clearly define the future we are trying to attain:

### STRATEGIC IMPACT 1:

New Brunswickers will know about the literacy programs and services we provide.

*We will work in collaboration with our community partners to improve access and knowledge of our services. Focus areas here include awareness and education, information exchange and community engagement.*

## STRATEGIC IMPACT 2:

Our adult learners will have a robust selection of programs, services, and resources to choose from on their literacy journey.

*Our learner's success is our success, and we are committed to offering the English literacy programs and services that they need for success. Focus areas here include Investment in innovation, capacity building, and better access to programs.*

## STRATEGIC IMPACT 3:

Our councils throughout the province will have the resources they need to meet the expectations of their constituents, both volunteers and learners.

*READ NB relies on its councils to provide community programs and services. By empowering them with education, resources and support, more New Brunswickers will have access to the literacy support they need. Focus areas here include service coordination, training and governance.*

# STRATEGIC ENABLERS



The enablers outlined are critical foundational elements to successfully achieving our strategic impacts. We recognize that success is dependent on strong leadership both at [READ NB](#) and at each of our affiliated councils, the energy to engage our people – volunteers and communities - and the ability to adapt to a changing environment through innovation.

These four enablers will ensure we are able to implement new directions, align our priorities and achieve our goals.

## COMMUNICATION (Awareness)

One of the first barriers to overcoming literacy issues is knowing where to go to for support. We will address this head on to ensure our program is recognized throughout the province.

### Short Term

- Review the brand with councils to determine how to better promote our unity in clear and concise manner. (Hence our new name [READ NB](#))
- Develop an engagement strategy using the “Stories & Impacts” of our learners, tutors, and volunteers.

### Medium Term

- Develop stakeholder profiles to guide marketing decisions.
- Develop a comprehensive, province-wide awareness plan – using digital, radio and print (as available) as well as continuing to enhance our web presence and social media.

## FINANCE (Fund Development)

It is essential that we have sustained and consistent funding aligned to our project objectives, yet flexible enough for us to react to new conditions, challenges and opportunities. We will support fund development at both the provincial and regional level to ensure we have the diversity required to respond to needs as they arise.

### Short Term

- Work with councils to identify key measurements and indicators that demonstrate our mutual accountability.
- Develop a comprehensive online toolkit for council fundraising including policies, samples, trainings, etc.

### Medium/Long Term

- Secure funding/assistance for councils to build capacity: staff, technologies, space.
- Identify opportunities to increase donation/sponsor/grant opportunities province-wide – events, planned giving-programs.

## **EDUCATION & INNOVATION (Digital Learning)**

Our emphasis on education ensures we are a learning organization, not just a teaching one. Our tutors will be prepared to support learners in the way they want to learn, and our programs and services will reflect what our learners have told us with regard to how they want to learn.

### **Short Term**

- Develop a 'brand' concept for our digital learning programs that emphasizes 'connectivity' between learners and tutors.

### **Medium/Long Term**

- Implement a training program for tutors using online resources/apps to create a more robust learner experience.
- Connect with government re: digital literacy initiative to find commonality that could support goals.

## **INFRASTRUCTURE (Capacity Building)**


Our councils and community partnerships are the basic cornerstones of our organization - our foundation. Without them, we couldn't help anyone to improve their lives through literacy. This strategic plan puts this relationship at the forefront.

### **Short/Medium Term**

- Build capacity by identifying community partnerships to improve learner and tutor recruitment.
- Regularly engage councils and stakeholders as part of an ongoing assessment strategy.
- Develop and encourage participation of the councils in a platform to share best practices.

### **Long Term**

- Work with councils to redefine geographic boundaries and look at expanding into a 'Zone' model to improve our reach throughout the province.
- Increase diversity to ensure our councils/tutors resemble the learners we serve .  
Redevelop council agreements to reflect changes to accountability.



# QUALITY FRAMEWORK FOR ADULT LITERACY AND ESSENTIAL SKILLS SERVICE DELIVERY

In 2011, the Department of Post-Secondary Education, Training and Labour (PETL) launched a Quality Framework for Adult Literacy and Essential Skills Service Delivery which aims to encourage all Adult Literacy & Essential Skills (LES) organizations and practitioners in New Brunswick to strive for best practice in their field.

The eight Quality Standards at the centre of the framework. Below is our commitment to the framework.

**QS1.** [READ NB](#) is managed responsibly and meets all regulatory requirements.

**QS2.** Using the fundamentals of public participation, we implement planning processes that led to the creation of our documented strategy and action plan. This is available on our website for the public to review.

**QS3.** Using feedback from our affiliated councils, identify, deploy and manage the resources we need to support its adult literacy and essential skills action plan.

**QS4.** We and our affiliated councils promote mutual respect, equality and diversity and are sensitive to the social, cultural, vocational, and learning contexts of learners.

**QS5.** Our board works diligently to ensure our team is supported appropriately and has access to continuing education opportunities to enhance their knowledge and skills.

**QS6.** The development and delivery of our program is focused on enabling learners to meet their literacy and essential skills goals and reflects best practice in adult learning principles.

**QS7.** We work in partnership with our affiliated councils as well as other like-minded stakeholders throughout the province to ensure learner needs are met.

**QS8.** We are committed to transparent manner and is committed to the continuous improvement of its practices, programs, and services.

A learner-centred approach is at the heart of the quality standards, and we encourage tutor coordinators/tutors to review the detailed explanations of each quality standard and reflect on how they can continuously improve their practice.

The table below outlines our standards of practice:

<p><b>Learning Environment</b> - Programs provide safe, comfortable, and appropriate learning environments that respect diverse learner needs and uphold every learner's right to confidentiality.</p>
<p><b>Learning Resources</b> - Resources used in programming are current, accurate, well-maintained, and sufficient to support all learners effectively.</p>
<p><b>Accessibility, Equity, and Inclusion</b> - Programs welcome all adult learners and are committed to providing equitable opportunities for learners, staff, and volunteers. Programming is designed and delivered to respond to the varied and unique needs of adult learners. Services are affordable, flexible, and convenient to ensure broad accessibility. Under-represented and hard-to-reach groups are given thoughtful consideration in program planning and delivery.</p>
<p><b>Respect for Individual Differences</b> - The program promotes and reflects respect for individual differences. Policies and procedures foster mutual respect, understanding, and openness, and are applied fairly and consistently. Learning approaches acknowledge and validate each learner's social and cultural background, goals, learning style, and skill level.</p>

**Learner-Centred Service Delivery** - Service delivery prioritizes learner needs and is supported by staff and volunteers with the knowledge, skills, and experience to teach and/or support improvements in adult literacy and essential skills. Appropriate levels of individual and group support are consistently provided.

**Evidence-Informed Program Design** - Program development and delivery are informed by research and best practices in adult learning, literacy, and essential skills. Learners' existing knowledge and experience are recognized and integrated into their learning plans. A range of teaching approaches accommodates different learning styles and supports learners to work at their own pace. Learning materials are relevant to the learner's context and goals, and instruction is structured with ample opportunities for practice.

**Orientation and Initial Assessment** - Orientation processes are welcoming and reassuring, offering a clear introduction to program expectations and supports. Initial assessments are conducted with sensitivity to confidentiality and result in a solid understanding of learner goals, current skill levels, recommended strategies, and a mutually agreed-upon individualized learning plan.

**Monitoring Progress and Recognizing Achievement** - Learner progress is reviewed regularly. Detailed and constructive feedback is provided, and accomplishments are documented and celebrated. Information from progress reviews is used to update learning plans. Programs support meaningful and recognized learning outcomes.

**Learner Supports and Pathways** - Support systems are in place to address learners' broader needs and enhance their ability to participate and succeed. Information about learning pathways and transitional supports is clear, accessible, and readily available.

# CODE OF CONDUCT

## expectations, values, and responsibilities

### **Respectful Behaviour**

All individuals associated with READ NB will:

- Treat learners, colleagues, partners, with dignity, respect, and fairness.
- Foster an environment that welcomes differences and diverse perspectives.
- Refrain from any form of discrimination, harassment, bullying, or intimidation.
- Communicate in a manner that is courteous, patient, and supportive.

### **Confidentiality and Privacy**

All individuals will:

- Protect personal information shared by learners, staff, and volunteers.
- Discuss learner information only with those who require it for program purposes.
- Comply with relevant privacy legislation and READ NB confidentiality policies.
- Avoid discussing confidential information in public or unsecured settings.

### **Professional Boundaries**

Those involved in service delivery will:

- Maintain appropriate boundaries with learners, avoiding relationships or interactions that could create conflicts of interest, dependency, or discomfort.
- Refrain from offering services or assistance beyond the scope of our program.
- Avoid giving personal, legal, medical, financial, or other specialized advice unless professionally qualified and authorized by READ NB.

### **Integrity and Accountability**

All individuals will:

- Act honestly and ethically in all organizational matters.
- Fulfill responsibilities reliably, arrive prepared, and communicate proactively when difficulties arise.
- Use organizational resources responsibly and only for authorized purposes.
- Avoid conflicts of interest, or disclose them promptly when they occur.

### **Reporting Concerns**

All individuals will:

- Report violations of the Code of Conduct, safety concerns, or suspected misconduct to the appropriate READ NB authority.
- Support a culture where concerns can be raised without fear of retaliation.

# CULTURE OF SUCCESS

**INSPIRING:** this is the top attribute people want from our organization, and to do this they told us that we need to be innovative. Since 2019, we have offered online virtual learning opportunities, and connected with virtually with our councils province-wide. It is with this goal in mind that we look for new opportunities.

**SELF-RELIANT:** In discussion with our councils this translated into having greater confidence in what we are trying to achieve, as well as diversification of our fund development so we are not reliant on any one stream of funding. We need to be bold in forging new connections.

**INTERESTING:** Attracting your attention and making you want to learn more about something or to be involved in something: not dull or boring. As an interesting organization, READ NB and its affiliated councils will be better able to recruit learners and volunteers, as well as sponsors/donors. We heard here that we should also be creative in reaching new audiences.

**NURTURING AND APPROACHABLE:** These two go hand-in-hand and speak to our ability to build relationships with our constituents – we are members of our communities, connected to our learners and volunteers.

**TRUSTWORTHY:** This is demonstrated in our balanced approach and by sharing our measured results. We take accountability - to our councils and our stakeholders - seriously.

INNOVATIVE

BOLD

CREATIVE

NURTURING

BALANCED

SELF RELIANT

INTERESTING

MEASURED

INSPIRING

CONNECTED

