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Pamela Bennett, Jamie Garland, Chrystal Smith and Natasha Hynes 'being the change!'



LNAG Co-chairs Ed Brown and Caroline Vaughan with Tom Vigeant (National Literacy Secretariat) and Clyde Jackman (Parliamentary Secretary, Department of Education)

## 1. Introduction

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This is a summary report from '**Be the Change**': Provincial Literacy Conference, which was held on December 1-3, 2005 in St. John's. This event brought together literacy stakeholders from throughout the province, and was in fact the founding conference for a new grassroots provincial literacy network, "Literacy Newfoundland and Labrador".

This event was the culmination of a year of activities facilitated by the Literacy Network Adhoc Group (LNAG), which encouraged and supported discussion among those involved and interested in community-based literacy work in the province. Discussions focused on what individuals and organizations would want and need from a grassroots provincial literacy network. These activities included brown bag lunch meetings, facilitated community



discussions, a series of provincial teleconferences, dialogue on a provincial listserv, and more. All of the ideas and input gathered through this process were brought forward to December's conference. Conference participants had the opportunity to hear what others in the province had said, and to add their own thoughts on the values, roles and governance of the new literacy network. This was truly a 'working' conference, and participants attempted to come to some general agreement on principles in the above-mentioned areas. The intent of all this work was to provide the literacy network's new governing body with a solid foundation for more detailed planning and further decision-making to advance literacy in our province.

As you can imagine, it is hard to capture all the detail and richness of a conference like "Be the Change" in a written report format! Participants were very passionate and the work was intense. It is our hope, however, that this report will provide a clear overview of the conference activities and outcomes. More detailed notes are available for any who would like to request them from the Literacy NL office.

As this report illustrates, the conference has fulfilled its purpose of providing a strong foundation for the work of our new literacy network, Literacy Newfoundland and Labrador. This is thanks to all who attended the provincial conference, and the countless others who contributed their voice throughout this yearlong process of laying the groundwork for a strong, grassroots provincial literacy network for Newfoundland and Labrador.

### **About the Literacy Network Adhoc Group (LNAG)**

The "Be the Change" conference was organized by the Literacy Network Ad Hoc Group (LNAG). LNAG officially formed in March 2004 as a group of 15 community-based representatives active in the field of literacy from around the province. LNAG was established as an interim provincial literacy organization with a mandate to work with the literacy community to build the foundation for a grassroots network. LNAG intended that this emergent process would help ensure flexibility and responsiveness to the needs of community-based literacy organizations in the province.



LNAG also agreed to maintain and deliver some of the services previously administered by the Literacy Development Council (e.g. the Learn Line, office space, etc.) until a new network was established. As a result of public consultations and an evaluation of the LDC in 2003, there was a recommendation to dismantle the LDC and replace it with a provincial literacy network. The LDC officially closed its office as of December 31, 2004.

The Literacy Network Adhoc Group will officially dismantle once the new governing board is in place for the literacy network. However, all LNAG members will continue to participate in and support literacy in their own individual ways. As well, to help ensure a smooth transition for the new network, some LNAG members have put their name forth for election to the new Literacy NL board.

### **Acknowledgements**

We would like to thank the National Literacy Secretariat, Human Resources and Skills Development Canada for their tremendous support of both LNAG's exploratory work in 2005 and the "Be the Change" provincial conference.

As well, the members of LNAG must be commended for their hard work and passion. The work of building the foundation for a brand new community-based literacy network was not always easy or clearly defined. The commitment of this group of volunteers to an open process will serve us well as our new network moves forward.

Also, many thanks to everyone throughout the province who have shared their expertise and experience through this provincial literacy dialogue and conference. We can be successful in significantly advancing literacy in our province if we continue to stand together, share what we know, and move along our various paths in a common direction.

*Kim Gillard, Administrative Coordinator for LNAG  
Peggy Matchim, Conference Coordinator*

## 2. Conference Agenda

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### DAY ONE: THURSDAY, DECEMBER 1

8:30 Welcome and Setting the Stage - Ed Brown, Conference Chair/LNAG Co-chair  
Getting acquainted activity - Peggy Matchim, Conference Coordinator

8:45 Keynote address - Cecil Godwin, Literacy/Community Activist

#### **Visions and Values of a New Network**

9:30 Review what people have said in the dialogue to date (i.e. brown bag lunches, regional meetings, teleconferences, etc.)

Review of graphic vision & values - Dawna Lee, graphic artist /LNAG Committee Member and Caroline Vaughan, LNAG Co-Chair

10:30 Small Group Discussion and reporting back

11:50 Launch 'Treasure Hunt for Literacy Nuggets' conference contest

#### **Roles of the New Network**

1:10 Review what people have said in the dialogue to date

1:30 'Open Space' Session – Barb Marshall, LNAG Committee Member and Kim Gillard, LNAG Administrative Coordinator

4:00 Wrap up activity "Setting Priorities about Roles"

4:25 Housekeeping items, reminders

### DAY TWO: FRIDAY, DECEMBER 2

8:30 Welcome to the day, housekeeping – Ed Brown and Kim Gillard

#### **Governance of the New Network**

9:00 Presentation of standard governance models (pros & cons) – Janet Skinner, LNAG Committee Member

Group discussion about the most important characteristics of our new governance model

Report back and large group "dotmocracy" exercise to identify which characteristics people see as most important for new network

12:00~2:00

**"Marketplace" Lunch** – Opportunity and space for individuals, groups, sectors to meet and network around topics of YOUR choice!



Topics posted by participants included:

1. Pam Bennett – Focus group on new 'Research and Practice' project
2. Tom Vigeant – National Literacy Secretariat
3. Crystal Smith and Jamie Garland – The Learners' Perspective
4. Barb Marshall – Challenges Facing Rural Schools

2:05 Report back on governance models with integration of what was heard

2:30 Regional Meetings (in person and via teleconference) to discuss governance options and preferences for new network

3:30 Reporting back

4:30 Wrap up



### ***Celebration Banquet***

6:30~9:00 Banquet Supper  
Speaker – Barbara Burnaby, LNAG  
Committee Member

Greetings – Tom Vigeant, Program Officer, National Literacy Secretariat  
Clyde Jackman, Parliamentary Secretary, Dept of Education

Presentation – Council of Federation Learner Achievement Award

Live music

Surprise guests

### **DAY THREE: SATURDAY, DECEMBER 1**

9:15 Welcome to day, housekeeping – Ed Brown and Kim Gillard

#### ***Making it Work, Next Steps***

9:30 Negotiating Regional Representation

General agreements around process for putting the new body in place (nominations, voting by distance, membership, dates for elections, clarifying next steps etc)

12:00 Closing Luncheon and Wrap Up Activities

### 3. Opening Remarks and Keynote Address

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#### Opening Remarks

Ed Brown, Conference Chair and LNAG Co-Chair, welcomed everyone to the conference and gave opening remarks.

Highlights include:

- Emphasized that this is a different kind of conference. More of a 'working conference' with much to be done. Not the kind of 'professional development' conference that usually happens
- We have a big task to do, but it's exciting – this is really the *founding* conference for a new community-based literacy network for our province
- Pointed out that the agenda for next 2.5 days is to discuss the Values, Roles and Governance of the new network
- Described how the Literacy Network Adhoc Group (LNAG) has been working for a year to lay the groundwork for this event and the new network to follow
- Asked the LNAG members to stand up – these are individuals who are all involved in different aspects of community-based literacy around the province
- The work of LNAG has been mainly to encourage people to have their say on the values, roles and governance of the new network, via the listserve, community discussions, teleconferences, etc. All of that input is being brought forward to this conference for participants to hear and respond to.
- LNAG as it exists now will not continue – there will be a new governing body established for the new literacy network



#### Keynote Address

Cecil Godwin, longtime community activist and former member of the Literacy Development Council (LDC), the Newfoundland and Labrador Association for Adult Education (NLAEE) and Movement for Canadian Literacy (MCL), provided the keynote address. He spoke passionately about:



Keynote speaker Cecil Godwin

- His experience as a learner, as someone who became a learner when the cod moratorium happened
- His extensive experience as a member of various literacy discussions and initiatives at the regional and provincial levels
- How he came to realize the importance of having a strong, autonomous, community-based literacy network in the province
- The need to avoid getting caught up in politics and power struggles
- The need to maintain a strong focus on working together to meet the needs of learners in communities

## 4. Vision and Values of the New Network

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Dawna Lee and Caroline Vaughan, both members of LNAG, facilitated this session.

Dawna Lee walked participants through the beautiful graphic at the front of the room. Dawna created this visual reflection of the many important values people have identified as essential to the success of a strong, grassroots literacy network for the province.

Participants reviewed what people throughout the province have already said about the values of this new network. (See the Handout in Section 12 entitled *What People Have Said about Values for the New Network*. It provides a detailed summary of all of the things people have had to say on this topic. This information was gathered through various brown bag luncheons, community discussions and teleconferences leading up to the conference.)

People then gathered in small groups to further explore values: how well the presented information would suit the new organization, were there any values missing, etc. Caroline Vaughan facilitated a reporting back session and further discussion.

Dawna Lee pointed out that the graphic was a 'work in progress' and that she would add to it based on the comments, suggestions and priorities identified throughout this session and the rest of the conference.



## 5. Roles of the New Network

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Barb Marshall, LNAV member and Kim Gillard, LNAV's Administrative Coordinator, facilitated this session.



The session opened with a review of what we have heard to date about the roles stakeholders throughout the province think the new network should play. (See Handout B in Section 12 entitled *What People Have Said about Roles of the New Network* for a detailed summary of this input.)

In addition, participants were reminded to look at the wall murals describing the kinds of roles played by the other provincial coalitions already in existence. (See Handout C in Section 12 entitled *Sample Roles Played*

*by Provincial and Territorial Coalitions* for detailed information.)

The remainder of the afternoon was devoted to an Open Space activity, which allowed participants to determine which subjects they wanted to discuss. Many participants commented that this was a very useful and empowering as to encourage dialogue, and allow important themes and concerns around the network's potential roles to emerge freely.

The following is a brief description of how the Open Space activity worked:

- "Open Space" discussions are based on the following principles:
  - Whoever comes are the right people
  - Whatever happens is the only thing that could have
  - Whenever it starts is the right time
  - When it's over it's over
- Topics for discussion were chosen and posted on the wall by participants
- Times and places for each group to meet were "self organized" using a chart on the wall made up of post it notes filled out by participants.
- People are invited to move from group to group (i.e. feet) similar to the type of discussion that occurs in a coffee break; cross pollinate discussions with what they discussed in other groups (i.e. the bee); and attract others to their idea if they simple want to consider something entirely different from the topics in that round (i.e. the butterfly).
- Brief flip chart notes from these discussions were posted on the wall along with the names of those who participated. People who wanted to talk with others later about the posted subjects could do so.



A wide variety of interesting topics related to roles of the new network were put forward for discussion in the Open Space, as listed below. (Please note that flipchart notes from each of these sessions are available for anyone interested.)

- Learners Support Groups
- How do we help people in communities find out about literacy?
- Network and Political Action
- Our Education System: How come we have students leaving our high (or elementary / primary) schools illiterate...And what role (if any) can a new organization play?
- Will this provincial organization be a one-stop literacy shop?
- Do! / Time for Action / Time to do / To act / Action planning
- How to create and maintain partnerships and effective communications
- Rural /Urban: How can we change policies to meet the needs?
- New organization as innovator - how to get beyond the status quo
- Network credibility – how do we ensure it?
- Early intervention in testing and diagnosing disabilities
- How to foster (nourish/develop/encourage) a love of learning specifically in children?



This session wrapped up with a 'dotmocracy' exercise, which provided people opportunity to identify which roles they think are most important for the new network to play. The charts below provide a good overview of this, and will be very useful when the new governing body sets to work on prioritizing and action planning for the new network!

Dots: yes/no	Should the new network for NL be involved in some way in the categories below?
Yes - 53 No - 0	Public Awareness / Public Relations
Yes - 60 No - 0	Advocacy / Monitoring Policy
Yes - 28 No - 0	Training and Capacity Building
Yes - 39 No - 0	Information Sharing and Networking
Yes - 16 No - 47	Research and Resource Development

Dots	Public Awareness/ Public Relations
3	Celebration literacy events (like Family Literacy Day, International Literacy Day, International Learners' Week etc)
2	Raising Funds through special events (like telethons, Peter Gzowski Golf Tournaments etc)
11	Developing and sharing information about literacy (promotional materials)
2	Participating in International Literacy Day (either in Ottawa or NL... talking with politicians)
8	Publishing learner writings
6	Supporting public awareness / promotion through electronic discussions, websites
4	Hosting Learn Line (the 1-800 phone line for information and referral)
14	Hosting reading "events" (Word on the Street, Read for 15 challenges between communities etc)
16	Supporting Learner network in doing promotion and awareness
16	Grassroots outreach to engage with all communities (electronic, teleconferences etc)
21	Provincial publicity campaign, TV, radio etc statistics, 1-800 engaging private sector

Dots	Advocacy / Monitoring Policy
7	Talking with government regularly & monitoring & responding to policies and program initiatives
5	Supporting and promoting aboriginal literacy initiatives
15	Advocating for more focus on lower levels of literacy (level One)
7	Supporting and mentoring development of a provincial learners' network

0	Hosting workshops / conferences etc on literacy policy, research findings etc
6	Advocate around funding issues (flexible criteria, long term, stable etc)
3	Promote clear language for us and all partners
12	Advocate for alternatives (no one size fits all etc)
6	Access \$ for inclusion and participation (e.g. advocate to remove financial barriers)
22	Support and advocate for people with learning disabilities so they can get the tests and resources they need to learn and participate

<b>Dots</b>	<b>Training and Capacity Building</b>
7	Developing teaching and learning resources for practitioners and learners
0	Providing family literacy training to practitioners
2	Providing clear language training
5	Coordinating summer institutes for practitioners
3	Supporting the development of local and regional networks (linked to prov. network)
8	Supporting local group abilities to apply for and run successful projects
6	Link tutors and practitioners to share best practices, resources, skills etc
5	Coordination of literacy activities in province
0	Enhance programs and resources (e.g. translation) for new Canadians (ESL)
3	Promote and support services and programs for youth
8	Make learning accessible, friendly, fun for all... Don't lose the point of this structure
1	Help people get access to the "stuff" O(resources information etc) they need and don't have
2	Have regional literacy field workers
0	Training and mentoring about operating non profit organizations

<b>Dots</b>	<b>Information Sharing and Networking</b>
11	Maintaining web site and electronic communications system
0	Publishing "stuff" - newsletters, e-newsletters
1	Operating resource center(s)
7	Keeping a database of current literacy services and support
12	Providing access to teleconference meetings, workshops, dialogues
12	Broaden network to include all partners as well as those directly involved in literacy
15	Sharing information about new resources and tools

<b>Dots</b>	<b>Research and Resource Development</b>
0	Develop opportunities for training and support of "Research in Practice"
2	Host pilot research projects
1	Developing and field testing new resources
6	Develop new assessment and evaluation tools
2	Research the "volunteerism" question (value volunteers & don't devalue paid work)
11	Access and share information on models and best practices here and in other regions
3	Share statistical data and other research findings (help interpret)

## 6. Governance of the New Network

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Janet Skinner, LNAG member and Cecil Godwin, longtime literacy activist, facilitated this session.

The objectives for this session were to:

- Learn about “alternatives” in governance, and understand that groups need different models depending where they are in their life cycle
- Consider pros and cons of various models
- Discuss and decide what parts of each model we may want/not want
- Reach some consensus on a model that suits us, i.e. our needs and our values

To start off, participants discussed in small groups some of the things they *disliked* about how boards, committees and working groups sometimes work. The idea was to lay these out upfront, and consider a governance model that would help to minimize these as much as possible.

- Burn out
- Governance too rigid
- No plan or sense of direction
- Building trust a challenge
- No follow up on discussion
- One person committee
- Not sticking to mandate
- Structures not staying in touch with clients
- No conflict of interest process in place
- Grassroots not having access to organization
- Members not taking responsibility for doing work
- Personal agendas pushed rather than group consensus
- Accountability - lack of following clients' needs and consensus of group
- Provincial government set in its ways-not accountable
- Not sure of vision
- Abuse of power and responsibility
- Not keeping to organizations principals
- All constituents need to be included
- People distracted – not on task
- Red tape and bureaucracy

Participants then reviewed in detail different kinds of governance models, and discussed the pros and cons of each. (See the Handout D in Section 12 entitled *Backgrounder on Governance* for information that was provided to participants prior to the conference.)

Next, the group looked at how several other provincial and territorial literacy coalitions have set up governance models to suit their own needs. Samples included Prince Edward Island, the Movement for Canadian Literacy, Nunavut and Ontario. (Point form notes are available for each of these for anyone who would like them.)

This was followed by several rounds of dialogue to allow people ample opportunity to discuss the characteristics they think are important for the governance model for the new network. The group listed positive characteristics of all the models, and again used the process of ‘dotmocracy’ to see which characteristics are most important. The results of the dotmocracy are below. You can see how many dots were placed after each of the identified characteristics.

*High priority Characteristics:*

- Need Regional Reps (44)
- Sensitive to environmental change and can adapt rapidly (43 and 42)
- Board deal well with many diverse interests and has protocols for dealing with conflict and disagreement (33)

*Medium priority Characteristics*

- Clear mission, vision and values (28) and based on constituent ideas (20)
- Clear roles and responsibilities (27) to get the necessary \$\$ resources (19)
- Good communications systems to include many diverse stakeholders (23)
- Organization values efficiency and effectiveness (22)

*Other positive Characteristics*

- Organization channels member, (partner) and board energies into committee work (20)
- Only enough structure to get the job done (10)
- Leadership and resources are there to adapt best practices (10)
- There is "some way" of supporting self-organizing group work (3)
- Executive Director has freedom to run the organization (2)
- Focus on outcomes and results (2)
- Board has values and sectoral representation (1)

## **Regional Discussions**

In this part of the session, conference participants met with others from their own region for discussions about governance. They were asked to come back with suggestions about regional representation. Also, if time permitted, they could share thoughts about how to build in the ability to work effectively with change.

Individuals who could not attend the conference but wanted to participate in this portion of the conference, were able to link in via teleconference (individuals from the Avalon region had the option to join this session in person). This invitation was sent out publicly prior to the conference start. Those who joined in are included on the participant list in Section 9.

Before end of the session, each region came back with their thoughts on what regional representation for the new literacy network should look like. They were as follows:

**Avalon** - 5 regions (Labrador, Western, Central, and Eastern & Avalon), 2 representatives from each region + 2 learners, Review after 2 years. Total board of 12

**Central** - 4 regions with the following representation on the Board, Central 2 + 1 learner, Eastern/Avalon 2 + 1 learner, Western/Northern 2 + 1 learner, Labrador 2 + 1 learner. Total board of 12

**Eastern** - 5 regions with the following representation: Labrador 2 Western/ Northern 2, Eastern 2, Central 2, Avalon 2, Advisory Committee. Total board of 10

**Labrador** – 5 representatives from Labrador and 5 from Newfoundland with regions for each being decided by people in the two landmasses. Total board of 10

**Western** - 3 + 1 learner from each of 4 regions of Labrador, Eastern, Central and Western. Total board of 16

The day ended with agreement that there would be a 'round 2' discussion in the following morning's session to reach some consensus on what final numbers and regions for regional representation would be.

Participants agreed that whatever the final model looked like by the end of conference, it would still be open for ongoing review and change as needed, once the new literacy network begins its work in 2006.

## **7. 'Making it Work and Next Steps' Session: Some Key Agreements**

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After reflections and announcements, participants continued the discussions about regional representation. Regional groups were asked to consider the interests their 'round 1' positions were based on. They then had time to regroup and discuss new options that might satisfy the needs and interests of all regions. (There are detailed notes on the subsequent proposed options for any who would like to see them.)

After further discussion about the challenges and the importance of meeting the unique needs of each region, it was finally agreed that the board of the new literacy network would be made up of representatives from four regions.

The governance model agreed on is a board of 14, with 4 from Labrador, 3 from Western, 3 from Central, and 4 from Eastern. This was the model suggested by Central in the 'round 2' discussions, and was ultimately selected through a voting process with four rounds.

Regions that had made notes during their discussion shared them with the full group. These included:

- Being open to change of focus
- Important to monitor what is going on
- Clearly define roles, objectives, and needs
- Have a work plan, be strategic
- Regional feedback is key
- Be responsive to issues/learners
- Work with governments
- Stay true to values

Discussion then followed around some several other key items that were felt would help to get the new network established. There was agreement that:

- Membership should be individual rather than organizational, so that anyone who wished could have direct involvement with the network
- While details around membership fees can be determined by transition team, there should be no fees for learners
- Members will have opportunity to vote for the representatives from their region
- Elections will happen by distance using a mail-in ballot that can't be reproduced (i.e. wax or embossed seal)
- Deadline for elections will be Feb 15, 2006 (i.e. ballots to be postmarked by this date)
- Transition team would finalize details and implementation related to all of the above. All conference participants were invited to join on this transition team if they wished
- The name of the new organization will be **Literacy Newfoundland and Labrador**

Participants felt that these key agreements would provide the foundation to create the new board of Literacy Newfoundland and Labrador, and that the structure and process of the new board would remain open for review and possible change as needed as work gets underway.

## **8. Celebration Banquet**

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Our Literacy Celebration Banquet took place from 7-9pm on Friday, December 2<sup>nd</sup>, after two days of very intense work and discussion. The event was meant to be a relaxing dinner with entertainment and also a celebration of the work completed thus far. The agenda for the evening was as follows:

### **Ed Brown, Conference Chair**

Welcoming Remarks

### **Snails to the Rescue**

Musical Entertainment

### **Barbara Burnaby, LNAG member**

Address: "Where a Community-based Literacy Network Fits In"

### **Tom Vigeant**

Greetings from National Literacy Secretariat, Human Resources and Skills Development Canada

### **Mr. Clyde Jackman, Parliamentary Secretary for the Department of Education and MHA for Burin-Placentia West**

Greetings from Department of Education  
Presentation of Council of the Federation Literacy Award to Jamie Garland, Stephenville

### **Nappertandy**

Musical Entertainment

### **'Open Mic' Opportunity**

For any who wanted to say a few words

### **Kim Gillard, Administrative Coordinator for LNAG**

Thank you and presentation of commemorative t-shirts for LNAG Committee Members

### **Barb Marshall and Sherry Penney**

Comedic Improvisation

## **9. Feedback from Conference Participants**

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Participants were given opportunity to share their thoughts, opinions and feedback as the conference progressed on a large 'What do you think?' mural posted on the wall. Participants shared the following comments:

- Thanks for listening to Labrador. We will all be stronger for this.
- Nice to hear from the two students. They are the reason we're here. Keep at it.
- Loved the photo activity – rich metaphors for literacy. Amazing comments from participants about assets, deficits, needs.
- We are in the groan zone now!
- Great job! Everyone is interested in making a positive change.
- Love the passion in this room. The keys to change are all here.
- Well organized, fast moving, excellent location.

## **Feedback from participant evaluation forms**

Forty percent of conference participants filled out and returned their evaluation forms. This evaluation was seeking a qualitative response from participants, and the aim of the five general questions was to allow participants opportunity to respond freely and address any issues they felt were important.

### **1. What did you like best about the conference?**

Overwhelmingly, people responded that this type of face-to-face networking is extremely valuable, and the thing which they liked most about the conference. Several others commented that they liked the 'openness' of the process and that everyone had opportunity to speak and contribute. Specifically, six people commented that they like the way the 'Open Space' activity allowed participants to create their own agenda, rather than just respond to something already designed. Some of the comments to this question included:

- *Networking with people new and old from different literacy organizations*
- *I appreciate your work and wanting to involve people in the process*
- *The interest and dedication hasn't waned, which is encouraging. I like being on the leading edge of changes coming!*
- *Way the conference was organized – we were always busy, never bored*
- *Creative ways of stimulating discussion and maximizing participation.*
- *The meals were so great.*

### **2. What did you like least?**

Some participants said that they would have liked to see more involvement of aboriginal people, youth and learners. And as always, there were a couple of complaints about the food (but, we have to add there were many positive comments as well). Three participants expressed disappointment that there still seem to be some interpersonal politics going on within the literacy community - people trying to 'control' outcomes and impose their own agenda on others. Some people commented that the timing of activities was good, while others felt some sessions were rushed. Finally, a few others commented that all was good and they had nothing to comment on for this section.

- *The pork at the banquet was terrible.*
- *There was a lot of defensiveness for a group supposed to be working toward the same goal*
- *Some topics needed more time – felt a bit rushed in the end*
- *Not enough learners, and HIGHLIGHT those we have*

### **3. What would you change for next time?**

Several people said they would like to see more learner involvement next time. There were three comments about the poor acoustics in the room, saying that use of a microphone and Power Point would be useful next time. One participant felt that working sessions like these might do better with 'outside' facilitators, who don't have as much of a personal stake in literacy issues. Some specific comments included:

- *More open space*
- *More input from learners, have their profiles so we can hear their stories and successes*
- *Encourage participation for all to speak and have a voice*
- *Better communication to ensure equal representation from the regions*
- *Have some choice in meals*

#### **4. What did you hope to get from this working conference?**

Most participants replied that they hoped to lay the foundation for a strong, community-based literacy network for the province. Several others commented that the networking was also very important. Here is a sample of some of the responses:

- *A solid network base, a voice*
- *I hoped I would be part of the change – and I was!*
- *A literacy organization for NL and to know where we go from here*
- *Networking, info, to hear what is happening around NL in person*
- *Chance to meet people in the literacy field and discuss ways to support each other via the new network*

#### **5. Were these hopes met? Why or why not?**

Overall, participant responded that yes, their hopes for the conference had indeed been met. A couple responded that time will tell if the positive momentum carries through into the new network once it is up and running. Here are a few samples of people's responses:

- *Yes and more. I was very happy to take part in the "process". I've never taken part in such a process like this before.*
- *Definitely, the opportunity to get together and share ideas is so important*
- *Time will tell if accessibility is increased for learners*
- *I went to this conference with little hope of anything. I did see this was a very organized conference with a lot of hard work put into it. I saw a lot of focus put on be the change. I hope it continues to keep that focus. Congratulations to the LNAG committee.*



## 10. Participant List

<b>Western</b>			
Chrystal Smith	Stephenville	ABE Level 1 Participant, Bay St. George Learning Centre	Smithchrystal@hotmail.com
Dawn Chaffey	Corner Brook	Provincial Laubach Literacy Office	laubach@nf.aibn.com
Glenda Hayes	Deer Lake	Deer Lake Community Learning Centre	deerlkclc@nf.aibn.com
Jamie Garland	St. George's	ABE Level 1 Participant , Bay St. George Learning Centre	Jamiegarland1980@yahoo.ca
Maureen Kennedy	Corner Brook	Humber Laubach Literacy Council, volunteer president	Maureen.kennedy@cna.nl.ca
Natalie Hynes	Corner Brook	Books for Babies	BabyBooks@ed.cna.nl.ca
Pamela Bennett	Stephenville	ABE Level 1 Instructor, Bay St. George Learning Centre	pamelalbennett@yahoo.ca
Paula Power	Corner Brook	The Learning Centre	Ppower1@nf.aibn.com
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## 11. Conference Media Coverage

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A media release highlighting the conference was sent to all provincial radio, television and newspapers on Wednesday, Nov 30<sup>th</sup>, the day prior to conference start. This was the same day that Statistics Canada released provincial data from the International Adult Literacy and Skills Survey. The news release referenced this new data, and positioned the new provincial literacy network as having an important role if our province is to find innovative and effective approaches to addressing literacy issues. See the full media release, below.

In response, Kim Gillard (Administrative Coordinator for LNAG) had interviews with CBC Radio and VOXM Radio. The Telegram, also, ran a piece directly from the news release. Other points of interest include:

- The interview with CBC Radio included the voices of conference participants Jamie Garland, Chrystal Smith (both are participants at the Bay St. George Learning Centre, Stephenville) and Pamela Bennett (Instructor, Bay St. George Learning Centre)
- Anne Budgell from CBC Radio also followed up with an interview with Kim for CBC's Radio Noon program
- Roger's television's 'Corner Brook Café' also followed up with participants in Corner Brook to discuss the release and conference from their perspective.
- Envision.ca ran a full-page 'good news' story on the conference. See the story, below, following the release.

### Media Release:

Provincial Literacy Conference St. John's, December 1-3, 2005  
For Immediate Release November 30, 2005

### New Literacy Stats for Province Indicate Urgent Need for Innovative Approaches

Today Stats Canada released the full report of The International Adult Literacy and Skills Survey (IALSS), which clearly points to the need for new ways of doing literacy work. The results show no significant change from previous data gathered in 1994. **About 55% of people in our province are still scoring in the two lowest literacy proficiency levels** (for the prose domain).

As disheartening as this is, it's very timely for our province. This weekend people from the literacy community throughout Newfoundland and Labrador are gathering to establish a new grassroots provincial literacy network.

The Literacy Network Adhoc Group (LNAG) is a temporary group that has been working through 2005 to facilitate the process of establishing this network. Kim Gillard, Administrative Coordinator with LNAG says, "This new data is vital, and will help

inform the work and priorities of this new network". It is expected this new and innovative approach will have significant impact at the community level, and help people engage in new ways of looking at literacy. Gillard continues, "Literacy is a crosscutting issue that has great impact for social and economic development for our province".

**Invitation:** Media coverage is welcome at the provincial conference Literacy Banquet - Friday, December 2<sup>nd</sup> at the Capital Hotel, Salon A, Kenmount Road. 6:30 cocktails, speakers and dinner 7-9 pm.

Contact Kim Gillard at the Literacy Network Adhoc Group:  
(W) 709-738-7323  
(C) 709-728-1030

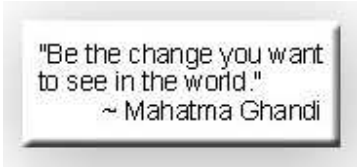
### Envision Story:

## 'Founding' conference lays groundwork for Literacy Newfoundland and Labrador

December 21, 2005

People involved and interested in literacy throughout the province gathered in St. John's earlier this month for 'Be the Change' – A Provincial Literacy Conference. The conference provided an opportunity for delegates to network and share views on what an effective community-based literacy network would look like in Newfoundland and Labrador.

"The title 'be the change' was taken from the well-known quote by Mahatma Gandhi", says Kim Gillard, Administrative Coordinator for the Literacy Network Adhoc Group (LNAG). "We really wanted to challenge people to think and talk about the role that each of us needs to play toward building and sustaining a strong, grassroots and community-based literacy network for our province."



"Be the change you want to see in the world."  
~ Mahatma Gandhi

LNAG has been working for the past year to facilitate dialogue on this topic, via teleconferences, community discussions and a provincial literacy list serve. All of this input was brought forward to the provincial conference, where participants worked to reach consensus on the values, roles and governance of the new literacy network.

### A new provincial literacy network

Literacy Newfoundland and Labrador will be launched early in 2006, as a network of individuals and groups involved / interested in community-based, grassroots literacy work in our province. It will be a great source of information and support to staff, volunteers and learners, as well as a strong voice to work with government

and business partners to nurture healthy and vibrant communities in this province.

This new network will link with other provincial coalitions from across the country, and will receive federal funding through the National Literacy Secretariat, the same program of Human Resources and Skills Development Canada that provided financial support for the conference.

### **Literacy affects all of us**

Literacy is a crosscutting issue for our province, one that affects people's ability to participate in society. Barriers exist for people who struggle with basic reading and writing skills – when dealing with health issues, making financial decisions, dealing with legal matters, finding employment, raising their families...and the list goes on!

Just last month Stats Canada released the full report of the International Adult Literacy and Skills Survey (IALSS), which shows that almost *55% of people in our province* are still scoring in the two lowest literacy proficiency levels. This shows no significant change from previous data gathered in 1994.

"The many community-based literacy groups in our province will play a vital role in identifying best practices and new, more effective approaches for literacy work in our province," continues Gillard. "Literacy Newfoundland and Labrador provides opportunities for us to work more strategically together and also with our partners in the government and business sectors."

### **Membership**

This network will only be as strong as the individuals and organizations that are involved! For more information, contact Kim or Peggy via email at [info@literacynl.com](mailto:info@literacynl.com), or toll-free 1-800-563-1111.



Clyde Jackman,  
Parliamentary Secretary to  
the Minister of Education  
and MHA for Burin-Placentia  
presenting the Council of  
the Federation Literacy  
Award to Ms. Jamie  
Garland of St. George's, NL.

## Handout A

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### What people have said about... VALUES for the new network

This document outlines all of the things people in the province have had to say on this topic through various brown bag luncheons, community discussions and teleconferences leading up to the conference.

#### Supporting Strong Regions

- Ensure regional equality
- All regions must be involved and represented
- Need staff based outside of St. John's as well as inside
- Delegate pieces of work to various regions (whether staff or volunteer led)
- Value regional diversity – one size will not fit all
- Regional representation on the new governing body
- Inclusive of regions and sectors yet getting the right people (passion/commitment)
- True, inclusive province-wide coverage
  - Work to involve areas where not much happening
  - Support areas where lots is happening (don't exclude those doing well)

#### Grassroots Approach

- Grassroots communication is strength of network – feeding into it and back out as well
- It is important that there be people at the "ground level". We need people at the regional levels who can work with their local communities, but at the same time they can be a network and connect in with the overall governing body. We can learn from one another, not duplicate services, and learn from one another.
- Learn from long success of Labrador's literacy network, ability to mobilize
- Agenda set on community level, then region, and then provincial. (Needs to reflect local issues, and community needs) Have input/ownership at the community level
- Always work with the families at their levels. Encourage the grassroots people, those out there working with the people to always work with them. Make sure these people who are working with the families understand fully the programs they are using

#### Governance, Transparency and Accountability

- Don't need a 'superstructure', could be barebones and focus on supporting existing groups and programs. The most important thing is programs for people in communities.
- People on board/subcommittees should be active members
- Be fiscally responsible with any acquired funding. Money to go to communities/programs
- Accountability – build in evaluation mechanisms
- Leadership comprised of professionals, communities, and have a good mixed representation
- Accountability is important and puts ALL literacy groups at risk if can't show benefits

- Use funding wisely
- Sharing piece (allow people to get on the same page)
- There is no one perfect model

### **Seeing the Bigger Picture**

- Literacy is not the only factor (Income, Family, Geography are factors as well)
- Have a holistic approach - recognize literacy issue not isolated
- Love your province – when people are educated the province can operate at its peak

### **Working with Learners**

- No “token” learners
- The learners voice is vital
- Be respectful and responsive to learners and their needs/desires
- Safe supportive environment
- Respectful of learners and people with literacy issues
- Encourage tolerance, professionalism, sensitivity in those doing literacy work
- Move away from labeling, toward building self esteem
- Work needs to filter down to client/learner level - Hearing not just listening
- Core values - much of what you are doing now. Lots of compassion, passion and open-mindedness to literacy at all levels and all types.

### **Support Program in Communities for People**

- Don't lose sight of literacy needs at the community and local program level

### **Partnership**

- Take a partnership approach
- We need to have a strong link with the school system.
- Work with government, not against, or in confrontational way
- Work with government as partners - see role as assisting government and community in meeting common goals

### **Inclusion and Access**

- Important to be culturally sensitive
- Sensitive to language needs
- Valuing clear language right from the start
- Everyone is entitled to receive an education, even if they did mess up the first time around
- Be realistic
- Must be accessible
- No one kind of knowledge is better than another. Parents' knowledge = teacher's knowledge = volunteer = learner, etc. We all have expertise to share.
- Network should use clear language itself
- Information must be accessible
- Promoting value of first language development
- Recognizing cultural values

### **General**

- Try to be proactive not reactive
- Identification has been done to death – focus on the practical stuff

- Learn form lessons learned and best practices from our province

### **CAUTIONS people have for the new network**

Do not be a funder

Do not dictate

Don't take on too much at one time

Don't reinvent the wheel

Don't set yourself up as the only voice – encourage, facilitate other voices being heard as well

Prioritize and focus – can't be all to all or do everything at once

Don't give up!

Beware the use of computers! Not everyone has access or ready to use them

Be very positive. Lose the negative and WORK TOGETHER.

### **Things the network should NOT do?**

**Don't** dictate

**Don't** be a band-aid solution

**Don't** waste money - Should do more teleconferencing instead of flying, have meetings in central locations, instead of St. John's

**Don't** stack committee with bureaucrats and politicians (have good cross-representation)

**Don't** forget main goal or lose sight of the issues

**Don't** ignore other issues relating to peoples lives

**Don't** lump all communities in same basket. Different communities have different approaches, needs, resources (because it didn't work in one community, doesn't mean it won't work in another)

**Don't** ignore past mistakes

**Don't** ask what the issues are anymore. It is time for action

**Don't** ignore accountability to communities. Be/stay inclusive

**Don't** be answerable to government or another bureaucratic level

**Don't** stagnate. If you're not functional, move on and let someone in who can do the job

The folks who participated in the Labrador discussions also wanted to put forward the values that they have already established and used through the Labrador Literacy Information and Action Network (LLIAN):

#### **1) Everyone has a right to learn.**

All people have a right to learn and a right to be literate so that they can participate fully in their community.

#### **2) Learning is a life-long process.**

Learning takes place from the time we are born until the time we die. People are never too old to learn something new, or re-learn something important. Adults make decisions about what they want and need to learn as a result of what happens to them in their lives.

#### **3) Learning can take place anywhere.**

People learn all the time; before, during and after their school years. Healthy organizations encourage volunteers, staff, learners and other members of the community to keep on learning.

**4) Learning should be an equal partnership. It builds on the strengths of individuals and communities.**

A healthy learning environment means that when people come together to learn, they come together as equals. Literacy learners should decide what they want to learn and how they want to learn it. You don't have to be an expert to teach someone else. Tutors can learn as much as learners. Learners can make good tutors.

**5) Everyone has something to contribute.**

In literacy and community work, it is important to involve as many people as possible. Learners, staff, volunteers, community members and organizations can contribute valuable knowledge, skills and abilities to decision making.

**6) Collaboration makes us stronger and more effective.**

Our links with other groups and organizations inside and outside of the literacy field are important to us. Working together makes us stronger as individuals, organizations and communities. Collaborating encourages people to think of learning and education as something of value to the whole community. It helps people to move between informal and formal learning environments. It also helps us to make the best use of scarce and valuable resources.

## Handout B

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### What People have said about... ROLES of the New Network

This document outlines the comments people in the province have made about what the new literacy network should DO, through various brown bag luncheons, community discussions and teleconferences leading up to the conference.

What people have said we (should or could) do can be organized into the following categories. These are categories commonly used by literacy coalitions in other provinces. Using them may make it easier to see where we are similar and where we differ in terms of what we want our network to do. It may also help to see if things we want are missing.

- Public Awareness/Relations
- Advocacy/ Monitoring Policy
- Training and Capacity Building
- Information Sharing & Networking
- Research and Resource Development

Note that some activities that were suggested were in more than one category (e.g. Advocating for the use of clear language, and providing training to partners in use of clear language. Also advocating for learner supports and developing the capacity to have an effective learner network would be in two different places.)

#### **Public Awareness/Relations**

- Promotion/Awareness/Public relations around issues and locally available programs and resources
- Encourage use of tools for (volunteer) communication – web, newsletter, email
- Heighten public awareness of literacy issues in the province
- Public promotion of literacy programs available locally throughout the province
- Be the point of contact people can access in privacy, with no stigma, to find a program near them (i.e. toll free number advertised) Promote good news and successes (i.e. newsletter, media, etc)
- Raise funds and awareness (i.e. annual telethon)
- Province wide campaign (TV commercials, etc)
- Combat negative attitudes, misinformation, stigma
- Promote network to learners, groups, general public
- Explain “Literacy” to people - literacy beyond numbers, letters and reading
- Make presence known in remote and local communities so people will know what the new network can do for/with them
- Move International Literacy Day to another time in this province (other provinces do it!)
- Grassroots level outreach to engage communities (i.e. teleconferencing, regional face to face discussions, web page, chat room, annual conference, etc)
- Bulletin for tutors, bulletin for learners
- Advertisements that reach out, community links, make all key personnel aware of all the programs available
- Develop corporate partnerships, sponsorships

- i.e. Pizza Hut rewards program, readers get free pizza per/# books
- Chapters, Coles, Scholastic – local groups around province could tap in
- Could partner with Aliant (1-800 number)

### **Advocacy/ Monitoring Policy**

- Facilitate ongoing dialogue between government and literacy organizations, so that government is engaged with the people and issues
- More involvement with youth, especially those at risk
- Network needs to be connected to other agencies dealing with learners (HRLE, HRSDC, etc.)
- A 'parents' network to share resources, opportunities, support
- Make plans for Learner Advisory Network and support system for it
- Funding - Access \$ as required for inclusion and participation
- One-stop shop resource for funding sources, opportunities – links
- Leverage national and provincial funds, share with groups
- Be a voice for those who cannot speak for themselves/lobby
- Work with various target audiences around literacy and plain language (i.e. justice and health agencies)
- Influence policy development at government level (Rural Secretariat)
- Keep an eye on for-profit programs, encourage access to free programs
- Advocacy (Systemic Issues)
- Advocate for alternatives - there is no one size fits all answer – make program fit people not people fit the program
- Encourage cross-departmental discussion of literacy
- Advocate around funding issues:
  - Gaps in support for school aged kids who need alternatives
  - Need investment in preschool, early childhood programs and supports
  - Advocate for dedicated staff positions to coordinate volunteers
- Advocate for more focus on lower levels of literacy
- Lobby, advocate for Level 1 ABE
  - Makes good sense to have these in the CNA, they have the resources in place already
- Advocate to government around funding practices
  - Need for flexibility in criteria
  - Need to think strategically, in terms of long term investment
  - Could the Network act as distributor of provincial funds to groups in the province?
  - Federal government – limitations of JCPs – these are cyclical and don't encourage ongoing, lifelong learning approach.
  - Need to think longer term and address root issues related to employment
- Promote clear language use to targeted organizations/agencies (health agencies, banks, etc)
- Validate and support front line workers and their frustrations
- Provide support at provincial, community and individual level
  - i.e. weaving early - youth - adult - family.

### **Training and Capacity Building**

- Make plans for Learner Advisory Network and support system for it
- Share best practices/models that work well locally in communities or regions
- Link tutors (develop links to support systems)

- Testing of students and assigning of tutors to be done from a central base rather than each organization doing their own and using a variety of tests, to ensure consistency
- Network needs to be connected to other agencies dealing with learners (HRLE, HRSDC, etc.)
- Newsletters, teleconferences around specific topics, groups (i.e. parents, learners, etc)
- Coordination and facilitation
- Promote clear language use to targeted organizations/agencies (health agencies, banks, etc)
- Facilitate the process for Regional Literacy Field Workers
- Facilitate resource-sharing – groups with like mandates could share space, resources
- Facilitate communities sharing resources and working together where possible
- Training to people in the field
- Enhance access to translations, materials for new Canadians
- Institutes for instructors, tutors and volunteers
- Promote youth involvement as peer tutors – i.e. share resources or model for others to follow organizations, schools, etc). This leadership would benefit the youth tutors as well as the youth who need tutoring. Partner with Canada Volunteerism Initiative?
- Don't lose the whole point of this structure.... Make learning accessible, friendly, accessible, "fun" for both learners and the network
- Identify, support and encourage the kind of partnerships and joint activities that will move literacy activities, resources, awareness, skills etc into the front line organizations that are usually the first point of contact. (e.g. FRCs healthy youth centers etc)
- Provide access to Getting access to "stuff" people don't already have - resources, information, advice, mentoring, sharing challenges etc
- Support communities/organizations/schools
- Identification and sharing of potential funding sources
  - o Assist with proposal writing
  - o Assist with project management

### ***Information Sharing & Networking***

- Work with the broad spectrum of groups already in place (family literacy, economic development, youth, seniors, etc) for a holistic approach
  - o Support the work of these groups that is already happening
- Facilitate networking opportunities:
  - o Regionally (i.e. regional trade show)
  - o Provincially (i.e. Annual conference)
  - o Nationally (i.e. NWT/Nunavut work)
- Work with schools and churches – rural and isolated communities have access too
- Networking
- Ideally have 'community school' model everywhere, with paid coordinator and library.
- One-stop clearinghouse – database of groups and programs by community and region
- Distribution centre for resources and materials
- Continually build the database to include all groups, new groups
- Share best practices/models that work well locally in communities or regions
- Be a resource clearinghouse
- Continually build database of programs, resources (including those in development) in province/ country so as not to "reinvent the wheel" and when necessary

- Ways of sharing how resources have been used (well and not) and how they have been amended for local use
- Circulate information - equivalent of CET network (list serve)... With rules and understandings
- Improve communications among stakeholders (schools, FRC, police, CVN, etc)
- Learners hot line
- Share best practices/models that work well locally in communities or regions
- Network needs to be connected to other agencies dealing with learners (HRLE, HRSDC, etc.)
- Newsletters, teleconferences around specific topics, groups (i.e. parents, learners, etc)
- A 'parents' network to share resources, opportunities, support
- Maintain database of organizations, programs and services

### ***Research and Resource Development***

- Foster new innovative ideas
- Research best ways of communicating with learners on their own communities
- Find new assessment tools that are culturally relevant (Resource sharing info)
- Research and provide stats from Newfoundland
- Research the "volunteerism" question (i.e. to recognize value of volunteers and don't devalue paid positions. We need both. So much would never have got off the ground (including paid jobs) w/o the work of volunteers)
- Access Share info on models and best practices that work in other regions, provinces
- Share and interpret research, data, stats, etc
- Share statistics and data – get the word out, regional breakdowns where possible

## Handout C

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### Sample Roles Played by Other Provincial and Territorial Literacy Coalitions

Activities of provincial literacy coalitions fall into the following main categories:

- Public Awareness/Relations
- Advocacy/ Monitoring Policy
- Training and Capacity Building
- Information Sharing & Networking
- Research and Resource Development

Note that some activities may appear in more than one category. The list below may not include every activity undertaken by provincial coalitions, but provides a good overview of the kinds of things they do.

#### **Public Awareness/Relations**

- celebrating International Literacy Day
- celebrating Family Literacy Day
- hosting the PGI Golf Tournament
- developing and distributing promotional materials
- hosting learner and other focus group discussions
- providing information about literacy to the public, to governments, and the media
- participating in Literacy Action Day (on Parliament Hill)
- supporting bursary funds for learners
- hosting workshops and conferences
- Hosting the “Learn Line”/ “Help Line” (e.g. learners, practitioners and parents)
- Analysis and sharing of research (e.g. the latest IALS/ALL survey)
- Publishing learner writing
- hosting reading activities (e.g. “Read for 15”, “Word on the Street”, “Canada Reads”)
- providing a contracted clear language editing service to the community (cost recovery basis)

#### **Advocacy/ Monitoring Policy**

- monitoring and responding to federal and provincial literacy initiatives and policy
- supporting and collaborating with a provincial aboriginal literacy network
- participating in Literacy Action Day (on Parliament Hill)
- supporting and mentoring a provincial learners network
- monitoring provincial/territorial literacy strategies
- building working relationships with federal and provincial government reps and policy makers
- hosting workshops and conferences
- participating on the board of the Movement for Canadian Literacy, and in MCL’s initiatives (advocacy, national literacy policy and 10 year strategy for literacy)
- promoting reading and writing in all official languages including first languages for aboriginal people
- promoting access to ESL for new Canadians literacy program delivery
- supporting and modeling diversity in delivery models

- supporting learners who experience barriers to learning through learner networks and learner coordinator role

### **Training and Capacity Building**

- developing (often with partners) teaching and learning resources for practitioners and learners
- providing family literacy training to practitioners
- providing plain language training to practitioners, partners and others
- encourage and facilitate resource sharing among members
- building partnerships to access services for members (e.g. law school that supports plain language constitutions)
- coordinating summer institutes for professional development
- supporting the development of local literacy networks
- developing tools for capacity building, evaluation, assessment etc
- supporting local group abilities to apply for and operate successful projects
- one coalition said “we do not deliver learning programs”.
- hosting youth websites and newsletters for youth at risk (e.g. Northern Edge and WOW in NWT)
- partnering with labour, government and the private sector to develop workplace/workforce learning strategies

### **Information Sharing & Networking**

- maintaining a web site with current information about us and other provincial/territorial services
- publishing newsletters
- publishing e-newsletters
- operating resource center(s)
- keeping a database of current literacy programs and opportunities in the province/territory
- providing access to electronic conferencing for practitioners
- sharing information about new resources and tools

### **Research and Resource Development**

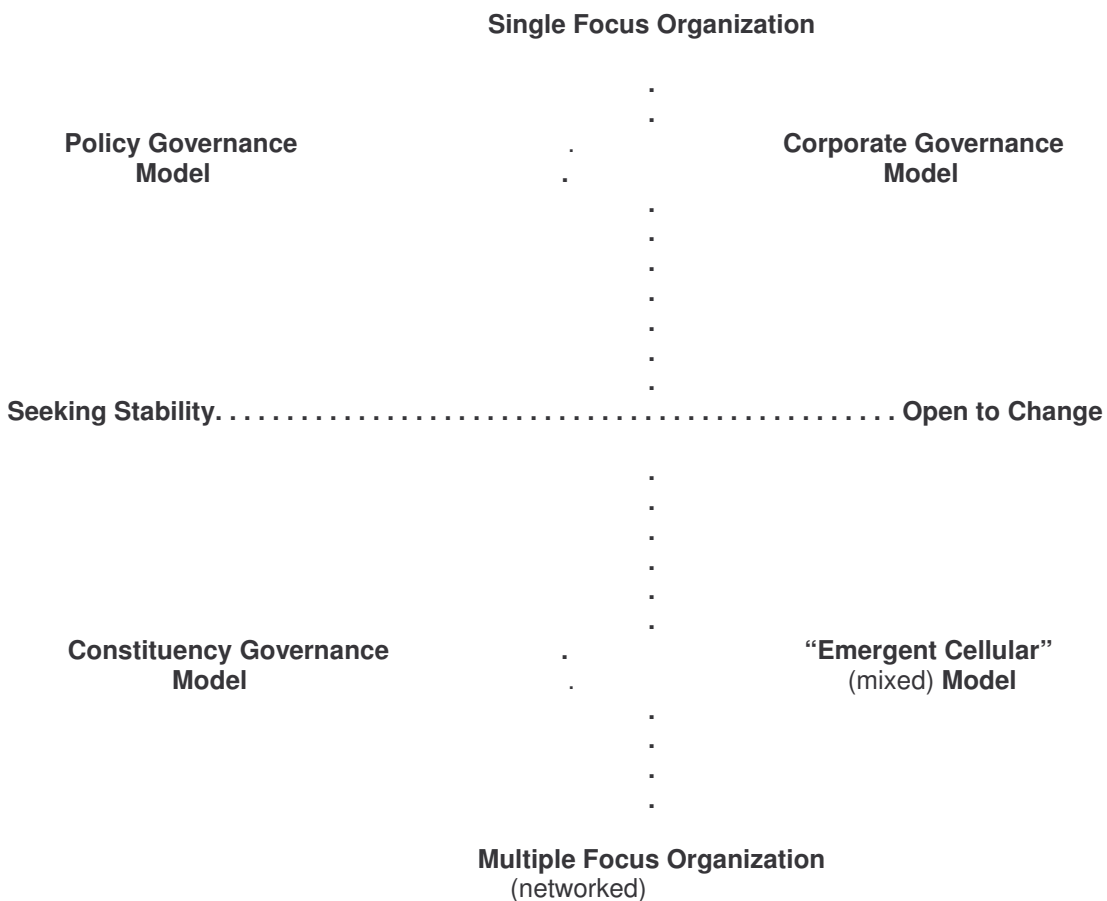
- developing opportunities for training and support in “research in practice”
- hosting and/or partnering to host pilot research projects to answer community based needs (e.g. NWT needs assessment, current research in practice project, Innu dictionary)
- developing and field testing new resources (e.g. Books in the Home and 1,2,3 Rhyme with Me (NWT), math software (NS))
- supporting experimental action research projects. (The New School in BC)

## Backgrounder on Governance

Here are the things that follow for use in our discussions:

1. Chart with ways to look at governance models
  2. Pros and cons of the Policy Model
  3. Pros and cons of the Corporate Model
  4. Pros and cons of the Constituent Model
  5. Pros and cons of the “Strange Mix” (Cellular Emergent) Model
  6. Things to think about while we consider what our “start up” model should be
- 

### 1. Chart with ways to look at governance models



**2. Pros and cons of the Policy Model (eg the Carver Model)**

In this model, there is a clear difference between the role and work of the board and the role and work of the staff. The only staff person the board works directly with is the Executive Director. The board evaluates the ED and the ED evaluates the staff.

The board:

- focuses only on the vision, mission, values and strategic priorities of the organization
- empowers the Executive Director (or other head staff person) to manage staff and carry out the mission of the organization
- evaluates results through stakeholders

<b>Pros</b>	<b>Cons</b>
Clear roles and responsibilities	Board and staff relations are disconnected. This can get in the way of good relationships
Clear vision, mission, values	Board often feels disconnected from programs and operations (not their role)
The focus on outcomes and results can lead to increased accountability	Staff often mistrust board’s ability to govern because of a perception that the board doesn’t understand how the organization really operates
The board’s focus on results connects them with other boards and with stakeholders. They look at the “big picture”	Sometimes a rift develops between the board’s direction and the operation.... and it doesn’t show up immediately. (no feedback loop to the board from staff except through the ED)
Often a satisfying role for board members (hands off the day to day operations)	Power is in the hands of a few.
The model gives great freedom to the executive director to run the organization	Change is not easy
The board takes on the responsibility of making sure that funds and resources are there to carry out the mission	

Notes:

### 3. Pros and cons of the Corporate Model (the business model)

In this model:

- the emphasis is on efficiency and effectiveness
- stakeholders are interested in return on their investment
- rewards are clear, and the fittest survive
- the board looks for competitive advantage
- “investors” with more shares have more power to elect board members
- the chair of the board is often the CEO (Chief Executive Officer)

<b>Pros</b>	<b>Cons</b>
Clear focus on the “business” of the organization	High focus on the “bottom line” returns to one organization. So little focus on common interests or in social conditions
Organization’s culture emphasizes efficiency and effectiveness	Collaborations are measured by returns to investors and not to benefits to all consumers
There is a sensitivity to changes in the “marketplace” or environment of the organization.	Community social needs are not always considered
The organization values ability to change rapidly to benefit from changes in the environment	Time frames for social and community change don’t often fit with short term business plans
Leadership and resources are available to adopt best practices	There is little interest in change just for public gain.

**Notes**

#### 4. Pros and cons of the Constituent/ Representative Model

##### In this model:

- there is a direct link between the board and the constituents. Examples of “constituencies” could be regions or sectors.
- strict rules for the election or appointment of reps from each constituency
- board members participate in policy development and in planning
- values input from the regions and central decision making
- the relationship with the ED is not always clearly defined, and can change as regional reps change
- board/ ED relationships sometimes need to be contracted for clarity

<b>Pros</b>	<b>Cons</b>
Broad base of participation and power is decentralized	High constituent expectations and demands for the timely, adequate, accessible, consistent, communications. Pressure!
Vision is allowed to emerge that is inclusive of constituent’s perspectives	Constituent energy can be dispersed through lots of committees and activities. Could possibly become unproductive
Energy of constituents often channeled into action-oriented committees	Vision can lose focus and commitment can drop with board turn over.... or with constituency demands
Emphasis on communication because of need to involve lots of diverse stakeholders	Because the board positions are as “representatives”, the reps can start to work for re-election rather than shared interests
Board often connected to “big picture” as a result of a broad base of constituents	The model often needs to be based on written contracts ... renewed regularly to keep it in line
Successful boards develop a variety of ways of dealing with multiple interests and disagreements that come from diversity	Value of stability makes change difficult

##### Notes:

## 5. Pros and cons of the “Strange Mix” (Cellular Emergent) Model

This model:

- allows for flexibility and responsiveness to information
- is characterized by continuous, organic innovation
- is based on “cells” or independent, self-managing teams and partnerships
- “cells” can act alone or interact with other cells
- combines independence and interdependence allowing organization to generate know how and to share it rapidly in ways that lead to innovation

<b>Pros</b>	<b>Cons</b>
It is an “knowledge- seeking” model that matches the knowledge-based economy	The history of this model is not as long as the others, so there is not as much documentation on it
Organizational structures are highly adaptable to the work that needs to be done	Based on assumptions about participants’ abilities to change and to negotiate roles as they go
A minimal amount of structure is required, just enough to enable and ensure productive work	Negotiation may be needed to talk through the differences in power among participants
Adapts to the complexity and unpredictability of the environment as needed	May be difficult for those who prefer one focus and need specific and predictable direction
Innovators both inside and outside the organization are supported by the environment this model creates	Accountability and resources are spread out, so not easy to predict
Interdependent relationships and self-organizing practices are enabled and supported	Organizational dynamics and expectations may result in people being excluded
Multiple visions (not just one) are valued and possible	

Notes:

Other terms used to refer to variations of these four models are listed below:

1. Operational (focus on operations)
2. Collective (focus on operations/inclusive decision-making processes)
3. Management (focus on management of operations)
4. Constituent representational (focus on constituent interests)
5. Traditional (focus on policy and some operations)
6. Results-based (focus on governance and accountability)
7. Policy governance (focus on policy, not operations)
8. Fundraising board (focus on fundraising activities)
9. Advisory board (focus: advice and connections)

We are sharing this kind of background information, along with examples, so that we can see the choices that are possible. The other provincial and territorial coalitions all have very different governance models, although they accomplish some very similar things.



## Handout E: Treasure Hunt for Golden 'Literacy Nuggets' Game Card

<p>1. The NL Books for Babies idea was brought forward to the Humber Literacy Council by member Bessie Merrigan in what year?</p>	<p>2. Which well-known Innu woman has just received a honorary doctorate at Memorial University?</p>	<p>3. What was the name of the provincial literacy organization that existed prior to the Literacy Development Council?</p>	<p>4. What federal bureaucrat did many in the literacy community refer to unofficially as the "Adonis" of literacy?</p>
<p>5. Where did the new Family and Friends Resource Centre open last year?</p>	<p>6. Teachers on Wheels, now a recognized provincial literacy organization, originated as a program of which national organization?</p>	<p>7. Where did the model of the language nest program come from?</p>	<p>8. What community library was closed in 1996 due to funding cuts, but reopened and is now run by volunteers?</p>
<p>9. The first tutor training workshop in NL took place in 1984 – where?</p>	<p>10. Which literacy organization was selected to present their clear language newspaper at the Canadian Rural Partnerships national exhibition and conference?</p>	<p>11. What year did First-Time Readers start in Grand Falls-Windsor?</p>	<p>12. What was the name of the innovative literacy pilot program that incorporated drama and literacy? (Hint – it was facilitated by Gerry Doyle)</p>
<p>13. What well-known literacy organization (in this province) is celebrating its 10th anniversary this fall?</p>	<p>14. Name four places in the province where literacy outreach offices used to be located but no longer exist?</p>	<p>15. Who is the current president of the NL Laubach Literacy Council?</p>	<p>16. Which literacy worker in Labrador received the Governor General's medal in 2002?</p>

## Answers to Trivia Game Card

1. 1994
2. Elizabeth Penashue
3. Newfoundland and Labrador Literacy Coalition
4. Adrian Papanek
5. Clarenville
6. Laubach Literacy
7. From the aboriginal people of New Zealand, called the Maori
8. Friends of the Goulds Public Library
9. Marystown, provided by Thelma Blinn
10. Partners in Learning in West St. Modeste
11. 1991
12. First Stage
13. Labrador Literacy Information and Action Network (LLIAN)
14. Used to be in Parson's Pond, Twillingate, Gander, Fogo, Wesleyville...and other places
15. Monnie Moores
16. Agnes Pike