

NALD Networks

Vol 6 no 1

Winter 2001

Websites

Worth

Remembering:

Canadian Labour Congress

www.clc-ctc.ca

Canadian Union of Public Employees (CUPE)

www.cupe.ca/

United Food and Commercial Workers Canada

www.ufcw.ca/

Canadian Union of Postal Workers (CUPW)

www.cupw-sttp.org/

Reading the Museum : A Resource Handbook

<http://www.nald.ca/clr/museum/index.htm>

NALD Literacy Collection-Oral History

<http://www.nald.ca/CLR/oral.htm>

John Howard Society of Regina

www.regina.johnhoward.ca/

Correctional Service of Canada

www.csc-scc.gc.ca/

Department of Justice Canada

www.canada.justice.gc.ca/

International Year for Volunteers

www.iyv2001.org/

Volunteer Canada

www.volunteer.ca

Coalition of National Voluntary Organizations

www.nvo-onb.ca/



UNIONS AND LITERACY

by Ken Georgetti *

What do unions have to do with literacy? While the connection may not be readily apparent for some, the truth is that unions have a long history of creating learning opportunities for workers and their families.

Union involvement in literacy carries on this tradition. Literacy is a way for unions to not only reach out to members wanting to improve their skills, but to look at how we can make our activities and communications more accessible and inclusive.

A Worker-Centred Approach

Unions believe that workplace literacy programs should be about more than the narrow kind of training required for a worker's current job. A union approach is worker-centred, striving to address the needs of the worker as a whole person who has many roles in life within and beyond the workplace. A worker-centred approach means developing the kind of programs that empower workers to have more control over all aspects of their lives. While developing their literacy skills, workers also have the chance to learn about how to participate more effectively in their communities as active and informed citizens.

Learning Empowers Workers

Workers who participate in worker-centred literacy programs often develop increased confidence and skills. They usually communicate better with co-workers, supervisors, the public and customers. They understand written instructions better, deal with new material more easily and work more independently. They are more likely to participate in further training and education. They may feel more valued as employees and make a more significant contribution to their organization.

At the same time, they will probably feel more confident about helping their children with their homework. They will have a better sense of their rights as workers and citizens. They may become more involved in their union and in other aspects of their community. The workplace, the union and the worker all have much to gain.

The Role of the Union

Unions are part of the workplace, and sit across the table from management on a wide range of issues. Many unions have had the vision to bring workplace literacy to the bargaining table, and are doing so in various ways. They are bargaining for quality



Enlightened employers realize that having the union take the lead on workplace literacy makes sense. Generally, workers feel more comfortable talking to their peers, knowing that the union is there to represent their interests and that confidentiality around a sensitive issue will be ensured.

workplace education programs, for resources, for paid time for learning and for at least an equal role in the decision-making about how programs are run. They are working to ensure that training is offered to workers equitably at every level of the workplace, not just to those who already have an education.

...continued on page 2

Increasingly, unions are seeing the potential of their involvement in literacy. Through the Literacy Working Group of the **Canadian Labour Congress** (CLC), representatives from various unions network, share information and learn from each other, and many affiliates have their own literacy initiatives underway. The CLC launched its **Workplace Literacy Project** in 1996, with an emphasis on co-ordination, communications, technical support and the development of resources. It publishes the CLC bilingual newsletter *Learning Together: Solidarity at Work* and has produced several resources through the *Learning in Solidarity* series. The National Literacy Secretariat has been a key partner in these efforts.

Learning for the Future

There is still a long way to go. Within the labour

Networks

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Networks, the newsletter of the National Adult Literacy Database Inc., provides the Canadian literacy community with current information on educational activities in adult literacy and basic adult education.

NALD keeps literacy practitioners, learners, administrators policy makers and researchers informed on trends, recent publications, available resources, upcoming events and ongoing activities both nationally and in the regions.

For further information, or to give your comments, please contact:

The Editor
Networks
c/o NALD Inc.
Scovil House
703 Brunswick Street
Fredericton, New Brunswick
Canada E3B 1H8

Toll Free:
1 800 720 NALD (6253)
Tel: 506 457 6900
Fax: 506 457 6910
info@nald.ca
<http://www.nald.ca>

movement, we need to continue to hone our vision of literacy and support how the vision is realized in practice. Unions need to move literacy up on their bargaining agendas, knowing that the gains we are able to make often spill over into other areas of the community. We need to work with literacy and other social justice organizations to push for public policy that, for example, minimally ensures all adults of any age the right to complete their high school education at no cost anywhere in Canada. Literacy is one of the key building blocks of a Canadian society of engaged and active citizens. We all have a responsibility to participate in creating that foundation. We all have so much to learn.



* Ken Georgetti was elected President of the Canadian Labour Congress in May, 1999. Prior to leading the CLC and its 2.3 million union members, Georgetti was President of the B.C. Federation of Labour for 13 years. Born in Trail, B.C., Georgetti, like his father, went to work at the Cominco smelter where he earned his trade ticket as a pipefitter. There, he became active in the United Steelworkers of America Local 480, becoming its president in 1981. Georgetti brings a commitment to organizing workers, providing life long learning opportunities within the movement, enhancing youth's involvement in unions, and increasing literacy levels for all Canadians. Georgetti also brings to his position a commitment to social justice, community involvement, and international development which respects workers' and human rights. He is a Vice-President and member of the Executive Board of the International Confederation of Free Trade Unions and an executive member of the Trade Union Advisory Committee to the Organization for Economic Cooperation and Development. He is the Honorary Chair of the Association of Learning Disabled Adults, Chair of the Labour College of Canada and a board member of ABC Canada.

The International Year of Volunteers

by Joanne Kaattari, Community Literacy of Ontario *

Celebrate!

The United Nations has formally declared the year 2001 to be the **International Year of Volunteers (IYV)**. The United Nations has developed the following objectives for the IYV: Promotion of volunteerism; Increased volunteer recognition; Increased facilitation of volunteering; Networking between the voluntary, corporate and government sectors

This exciting year is the perfect opportunity to build support for volunteering and to celebrate the amazing achievements of volunteers in our sector. The legacies of past years (for example International Women's Year, International Literacy Year, and the International Year of the Child) have been substantial and have resulted in vastly increased public and government attention to each cause.

Community Literacy of Ontario and Laubach Literacy Ontario are very grateful to the Ministry of Training, Colleges and Universities and the National Literacy Secretariat for their support of several International Year of Volunteers projects sponsored by our organizations.



Tips for celebrating the International Year of Volunteers:

- Contact your local volunteer centre to learn about local events
- Ask students to write a thank you letter to their tutors.
- Send out a special certificate to all volunteers.
- Encourage the Mayor of your municipality to officially declare the International Year of Volunteers.
- Send press releases and/or announcements to all local media.
- Give a letter of appreciation to each volunteer
- Hold a social event, such as a volunteer luncheon.
- Send out a special newsletter that honours all agency volunteers.
- Create a volunteer scroll for your office that lists the names of all agency volunteers.
- Create a wall collage and / or window display to celebrate volunteers.
- Give volunteers a book bag with a copy of a classic book for specific years of service
- Collect local volunteer stories (perhaps with some photos) in a book
- Create a package of seeds with a volunteer appreciation label
- Circulate a commemorative book for as many volunteers as possible to sign

* Joanne Kaattari is the Executive Director of Community Literacy of Ontario. She has worked in literacy for seven years, and volunteered in literacy for 10 years.

NALD Networks Production Team

Editor: Lorette Chiasson

Production Manager and Assistant Editor: Lorraine Nolan

Graphics Managers: Lorraine Nolan

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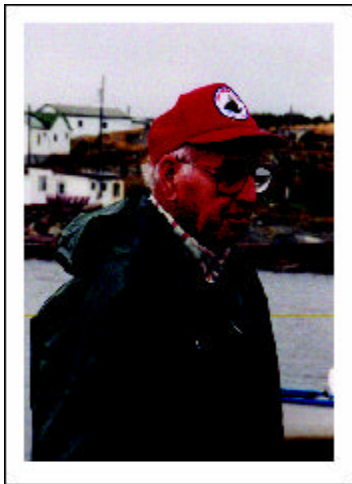


Oral Histories in the Adult Literacy Program

by Helen Woodrow and Frank E. Kazemek *



"The commonplace miracle: that so many common miracles take place."



In "Miracle Fair", Nobel Laureate poet Wislawa Szymborska celebrates the everyday wonders of our seemingly uneventful lives. Oral history reflects this spirit of commonplace miracles. It attempts to capture the lives of persons who most often have gone unnoticed and celebrates seemingly-insignificant experiences. If we bother to look closely and with imagination, we will understand what Leo Tolstoy meant when he said that the life of an ordinary person could be the most complex piece of literature if it were captured properly.

Oral history offers literacy educators and their students opportunities to explore, capture, and celebrate their lives and those of others in their communities. It provides a way for un-

heard or silenced voices to be heard. Moreover, oral history equips us educators with a viable methodology we can use to help our students become more proficient readers and writers.

Recording and Being Recorded

Community-based literacy programs throughout Canada and the United States have often made effective use of oral history. We can find collections of life stories told by people from different backgrounds and various contexts. Whether hunting tales told by Native elders in Nunavut or sea stories told by the fishers of Newfoundland, these oral history texts provide us with valuable resources to use with our students. Likewise, they serve as models which we can emulate in our own programs.

Quite often these oral history collections have been recorded and written by literacy instructors or others involved in literacy work. That is, they have captured their students' life experiences by using some variation of the *Language Experience Approach* (LEA) in which the student dictates a story while the instructor writes it. LEA is a fine instructional methodology with a decades-long record of effectiveness. We recommend its continued use where appropriate.

What we want to advocate and briefly describe is how to utilize oral history in the literacy program by having adult students actually do the recording. By providing students with the appropriate structure, support, and practical skills, we can help them become the interviewers, recorders, and oral historians of their own communities. This will greatly enhance their literacy abilities and foster their sense of being literacy producers.

Some Basics

1) Explore a Topic

Helping adult literacy students become oral historians is an exciting project which will be beneficial to your students, you, and the local community. It begins with a discussion of the project and an on-going commitment of all involved to explore, capture in print, and celebrate the uniqueness of particular lives and local history. Depending upon your particular context, certain themes or topics will surface, for example, in Atlantic Canada the changes in the fishery inevitably emerge.

2) Rehearse in Class

Once your students and you agree on a topic (let's use as an example different kinds of work in the community), then it is important to prepare for the actual interviews. Such preparation will include the following: determination of particular people to interview; investigation through reading and discussion of the particular jobs; generation of possible questions to ask the interviewee; demonstration of brief note-taking strategies; utilization of the tape recorder; and opportunities to role play the interview with peers.

We stress that classroom preparation is vitally important; without it, these efforts will either fail or produce lackluster results. We suggest that your students prepare to interview in teams of two. As partners they will be able to

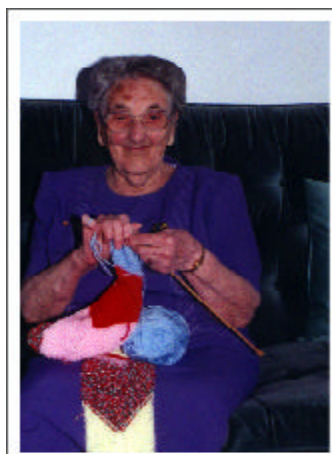
support each other, and a more proficient reader and writer will be able to assist one with lesser abilities. Your modelling of note-taking, asking open-ended questions, and using the tape recorder in an unobtrusive manner will help the students then practice among themselves. It is better to spend too much time in such preparation than too little.

3) Interview in the Community

Once the students feel confident, they will go out into the community equipped with a small tape recorder (this is a must), list of possible questions, and perhaps a camera; as a team they will meet with their interviewee at a pre-arranged time and place. (We recommend a quiet setting on the interviewee's home ground.) The interview should be an informal conversation but should be structured around the topic at hand. It's too easy to lose focus and ramble on to many other subjects; this can result in a less-useful and hard-to-work-with interview. One or both of the interviewers will take brief notes (words or phrases) which might help them highlight important parts of the audio tape. If appropriate, and if the interviewee agrees, photographs might be taken, for example, a boat builder from Digby Neck next to his boat or a shopkeeper from Trail among her shelves and counters of goods.

4) Work with the Interview Data

During this phase of the work, students practice and celebrate their own literacies.



They start by listening to their interview, absorbing the unique voice and language of the speaker, and the pulse of the story. Students might replay the tape two or three times before they begin to identify content chunks. This can be done by using the counter that is a standard feature of most recording units. Specific sentences and sections can be transcribed at the computer or with pen and paper. Hours of tape produces hundreds of typed pages and that project is more than many professionals can manage. That is why we place emphasis on planning before entering the interview setting, chunking the material, and making selections for transcribing.

Throughout this process, students will be engaged in meaningful reading and writing. They might be exposed to new content, the particular vo-

cabulary of a trade or time, and the importance of voice, a sadly neglected component of some adult literacy programs. Most importantly, oral history provides a context to learn standard written English without diminishing the dialect of the speaker. Students also assume the role of structural editor, something few have ever experienced, as they make decisions about the content to be used, and how oral language can be transposed into print for the reader.

5) Publication and Beyond

As individual stories are finalized, students share the texts. At this stage, the classroom is again provided with more opportunities for reading and writing. Now many publication matters arise. There are many ways to engage students in the final proofread, organization and launch of the publication. We recommend, whenever possible, that each student be given an opportunity to both share a strength and apply new knowledge.

Useful References

There are various sources for practical information on gathering and using oral histories with students of all ages. Two that we like are cited below.

Brown, Cynthia Stokes. (1988). *Like it was: A complete guide to writing oral history*. New York: Teachers & Writers Collaborative.

Howarth, Ken. (1998). *Oral history: A handbook*. United Kingdom: Sutton Publishing Ltd.

* About the authors

Frank teaches at the St. Cloud State University in Minnesota. Helen is a consultant with Educational Planning and Design Associates in St. John's, Newfoundland. Frank and Helen have designed distance education programs for literacy instructors and students.

Networks Datebook

Submit your events
for publication on
our website and here in our datebook!
To see how, visit our
events page at www.nald.ca

... with a provincial focus

March 28, 2001

One of the Community Speaks workshop series: How to Inspire People to get Involved in their Neighbourhoods - Calgary AB

Contact: Judy Aldous, CCDN Coordinator,
Tel: 270 4520
judyaldous@yahoo.ca

March 29-31, 2001

Literacy Research Workshop: Demystifying the Research Process Part Two - Vancouver, BC
Org: C2T2

Contact: Centre for Curriculum, Transfer and Technology, Sixth Floor, 1483 Douglas Street, Victoria, BC V8W 3K4
Fax: 250-413-4403
Tel: 250-413-4443
Contact Diane Morrison dmorrison@c2t2.ca
Cheryle Wilson cwilson@c2t2.ca

March 29 - 31, 2001

32nd Annual Saskatchewan Reading Council Conference - Weaving the Strands - Saskatoon, Saskatchewan

Org: SRA
Contact: Weaving the Strands S.R.C. 2001
Tel: (306) 288-2022
Fax: (306) 288-2202
debmiele@yahoo.com
Sandra Quayle, 997 Fraser Place, Prince Albert, SK S6V 2T6
<http://www.stf.sk.ca/ps/ssc/src/conf.htm>

March 30 - 31, 2001

Ocean of Learning - White Point Beach Resort, NS
Org: Cumberland Adult Network for Upgrading and the Adult Education Section of the Department of Education, Nova Scotia
Contact: Josie Dubberke, Conference coordinator
Tel: 902 455-8187,
Fax: 902 424-0666,
Email: josiee@sprint.ca

March 30, 2001 to April 1 2001

CACE Workshop: Instructional Skills Workshop (ISW) - University of Victoria BC
Org: University of Victoria and CACE
Contact: Ione Wagner, Program Secretary, 2nd Floor, University Centre, University of Victoria, PO Box 3030 STN CSC, Victoria, BC V8W 3N6
Email: iwagner@uvcs.uvic.ca
Tel: (250) 721-8944
<http://www.uvcs.uvic.ca/csie/cace/>

March 31, 2001

Day at the Races - At Flamboro Downs - Flamboro Downs, Hamilton, ON
Org: Hamilton and District Literacy Council
Contact: HDLC, 75 MacNab Street South, Hamilton, ON L8P 3C1
Tel: (905) 529-9907,
Fax: (905) 529-0526,
hdlc@bestnet.org
<http://WWW.NALD.CA/hdlc.htm>

April 2, 2001

SCENES Spring Learning Event Learning Experiences in the Community - Saskatoon SK

Org: SCENES
Org: Mary Chapuis Tel: - 306-955-2115
colin.mary@sk.sympatico.ca
Judith Fretz Tel: 306-966-4351
judith.fretz@extfc.usask.ca

April 2, 2001

Owen Sound Scrabble Tournament - Owen Sound, ON
Org: QUILL Network
Contact: QUILL Network, Box 1386, 104 Catherine St., Walkerton ON N0G 2V0
Tel: 1 800 530 6852
Fax: 519 881 4638
learning@e-owensound.com

April 2 - 4, 2001

CLN Spring Conference 2001 - Calgary AB
Org: Community Learning Network
Contact: CLN, Box 3220 (112 - 1st Street) Airdrie, Alberta T4B 2B5
Tel: (403) 948-3815
Fax: (403) 948-3806
Email: clnwk@telusplanet.net
www.nald.ca/cln.htm

April 3, 2001

Collingwood Scrabble Tournament - Collingwood ON
Org: QUILL Network
Contact: QUILL Network, Box 1386, 104 Catherine St., Walkerton ON N0G 2V0
Tel: 1 800 530 6852
Fax: 519 881 4638
geolit@georgian.net

April 5, 2001

Teaching Pronunciation TESL Workshops - Sentence Stress and Intonation - Mississauga, ON
Org: TESL Ontario
Contact: Kathryn Brillinger, 6 Adswood Place, Brampton ON L6Y 4H4
email: kbrillinger@hotmail.com

April 6, 2001

READ Festival 2001 - Victoria BC
Org: Victoria Read Society
Contact: Victoria READ Society, 720 Linden Ave. Victoria, BC V8V 4G7
Tel: (250) 388-7225
Fax: (250) 386-8330
email: info@readsociety.bc.ca

April 6, 7, and 8, 2001

Learning Together- Apprenons ensemble - Moncton, NB
Org: The New Brunswick Committee on Literacy
Contact: NBCL, 944 Prospect Street, Fredericton NB E3B 9M6, Tel: 506 457 1227
Fax: 506 458 1352
literacy@nbnet.nb.ca
www.nald.ca/nbclhom.htm

April 7 - 8, 2001

Discovering and Enhancing Competencies Using the Enneagram - University of Victoria BC
Org: University of Victoria
Contact: Ione Wagner, University of Victoria, PO Box 3030 STN CSC, Victoria, BC V8W 3N6
Email: iwagner@uvcs.uvic.ca
Tel: (250) 721-8944
<http://www.uvcs.uvic.ca/csie/cace/>

April 10, 2001

Owen Sound Scrabble Tournament - Owen Sound ON
Org: QUILL Network
Contact: learning@e-owensound.com
QUILL Network, Box 1386, 104 Catherine St., Walkerton ON N0G 2V0
Tel: 1 800 530 6852
Fax: 519 881 4638

April 11, 2001

Walkerton Scrabble Tournament - Walkerton ON

Org: QUILL Network
Contact: QUILL Network, Box 1386, 104 Catherine St., Walkerton ON N0G 2V0
Tel: 1 800 530 6852
Fax: 519 881 4638
wlc1@on.aibn.com

April 11 - 12, 2001

Grassroots - Community Writing: Literacy and the Homeless

Org: The Centre for Literacy
Contact: CLQ, 3040 Sherbrooke Street West, Room 4B.1-6, Montreal, QC H3Z 1A4
Tel: 514-931-8731, local 1415;
Fax: 514-931-5181
email: literacycntr@dawsoncollege.qc.ca

April 17, 2001

Warton Scrabble Tournament - Warton ON

Org: QUILL Network
Contact: QUILL Network, Box 1386, 104 Catherine St., Walkerton ON N0G 2V0
Tel: 1 800 530 6852
Fax: 519 881 4638
jallan@log.on.ca

April 18th, 2001

C-CALA Annual General Meeting

Org: C-CALA
Contact: C-CALA, 200, 301-14 St NW, Calgary AB T2N 2A1
Tel: 403 266 6444
Fax: 403 266 6449
ccala@learning-resource.com

April 18, 2001

Owen Sound Scrabble Tournament - Owen Sound ON
Org: QUILL Network
Contact: QUILL Network, Box 1386, 104 Catherine St., Walkerton ON N0G 2V0
Tel: 1 800 530 6852
Fax: 519 881 4638
learning@e-owensound.com

April 18 - 21, 2001

"Celebrate Success: Learners, Curriculum & Our Communities" - Victoria, BC

Org: Adult Basic Education Association of British Columbia
Contact: John Boraas, Dean, Access Programs and First Nations Education, Camosun College, 3100 Foul Bay Road, Victoria, BC V8P 5J2
Phone: 250-370-3297
boraas@camosun.bc.ca
<http://www.camosun.bc.ca>

April 19, 2001

Teaching Pronunciation TESL Workshops - Vocabulary: Word Value, Tone and Collocations - Mississauga, ON
Org: TESL Ontario
Contact: Kathryn Brillinger, 6 Adswood Place, Brampton ON L6Y 4H4
email: kbrillinger@hotmail.com

April 19, 2001

Daniel Richler on "The Word" - Montreal QC
Org: Centre for Literacy of Quebec
Contact: CLQ, 3040 Sherbrooke Street West, Montreal, QC H3Z 1A4
Tel: 514-931-8731, local 1415
Fax: 514-931-5181
literacycntr@dawsoncollege.qc.ca
<http://www.nald.ca/litcent.htm>

April 20, 2001

ATEQ: Springboards 2001, the Annual Conference of the Association of Teachers of English in Quebec - Montreal, QC

Org: ATEQ

Contact: please fax: (514) 398 - 4529

April 21, 2001

Medieval Dinner & Dance - Kincardine ON

Org: Saugeen Literacy and the QUILL Network
Contact: sauglit@primeline.net

Saugeen Literacy, Box 2322, 694 Goderich Street, Port Elgin ON N0H 2C0

Tel (519) 389-2302

Fax (519) 389-4793

April 21, 2001

Scrabble Championship - Owen Sound, ON

Org: QUILL Network

Contact: QUILL Network, Box 1386, 104

Catherine St., Walkerton ON N0G 2V0

Tel: 1 800 530 6852

Fax: 519 881 4638

learning@e-owensound.com

April 23 - 30, 2001

Manitoba Book Week - Throughout Manitoba

Org: Literacy Partners of Manitoba

Contact: LPM, Grain Exchange Building, Room 998-167 Lombard Avenue, Winnipeg, MB R3B 0V3
Tel: (204) 947-LPLP (947-5757)

Fax: (204) 956-9315

email: literacy@magic.mb.ca

www.mb.literacy.ca/

April 27, 2001

Beyond the Classroom - Lifelong Literacy Workshop - Winnipeg MB

Org: Literacy Partners of Manitoba

Contact: LPM, Grain Exchange Building, Room 998-167 Lombard Avenue, Winnipeg, MB R3B 0V3
Tel: (204) 947-LPLP (947-5757)

Fax: (204) 956-9315

email: literacy@magic.mb.ca

www.mb.literacy.ca/

April 27, 2001

International Year of the Volunteer Celebration - Hamilton ON

Org: Hamilton and District Literacy Council

Contact: HDLC, 75 MacNab Street South,

Hamilton, ON L8P 3C1

Telephone: (905) 529-9907

Fax: (905) 529-0526

email: hdlc@bestnet.org

nald.ca/hdlc.htm

April 28, 2001

Walk for Volunteers

Org: QUILL Network

Contact: QUILL Network, Box 1386, 104

Catherine St., Walkerton ON N0G 2V0

Tel: 1 800 530 6852

Fax: 519 881 4638

April 30, 2001

Strategies for Teaching Literacy to Children and Adults with Learning Disabilities

Org: Centre for Literacy of Quebec, Inc

Contact: CLQ, 3040 Sherbrooke Street West, Room 4B.1-6, Montreal, QC H3Z 1A4

Tel: 514-931-8731, local 1415;

Fax: 514-931-5181

email: literacycntr@dawsoncollege.qc.ca

May 2, 2001

Reach for your Dreams II Learner Conferences - Winnipeg MB

Org: Literacy Partners of Manitoba

Contact: Karen Ellis, LPM, Grain Exchange Building, Room 998-167 Lombard Avenue, Winnipeg, MB R3B 0V3

Tel: (204) 947-LPLP (947-5757)

Fax: (204) 956-9315

email: literacy@magic.mb.ca

www.mb.literacy.ca/

May 2 - 4, 2001

PGI Golf Tournament - Pangnirtung, NU

Org: ABC Canada

Contact: Kim Crockatt, Nunavut Literacy Council, Box 1049 Cambridge Bay, NT X0E 0C0
Tel: 867-983-2678, OR 2263

Fax: 867-983-2417

kimcr@polarnet.ca

May 3, 2001

Grate Grown-Up Spelling Bee - Kingston, ON

Org: Kingston Literacy

Contact: Kingston Literacy Read-Write Centre, 88 Wright Crescent, Kingston ON P0S C0D

Tel: (613) 547-2012

Fax: 547-2024

Email: kinglit@kos.net

May 3 - 4, 2001

CACE Workshop: On Becoming a Facilitator of Learning - Langara College BC

Org: University of Victoria

Contact: Ione Wagner, Program Secretary, Division of Continuing Studies, University of Victoria, PO Box 3030 STN CSC, Victoria, BC V8W 3N6

Email: iwagner@uvcs.uvic.ca

Tel: (250) 721-8944

<http://www.uvcs.uvic.ca/csie/cace/>

May 3 - 5, 2001

STELA - the Annual Conference of the Saskatchewan Teachers of English Language Arts

Org: STELA

Contact: Paulette Hubbs, c/o Thom Collegiate, 265 Argyle Street N., Regina SK, S4R 4C7

Tel: 306-791-8425 or 586-6599

Fax: 306-791-8672

May 3 - 6, 2001

2001: A Library Odyssey - Grand Prairie AB

Org: Alberta Association of Library Technicians

Contact: AALT, Box 700, Edmonton, Alberta T5J 2L4

www.aalt.org

May 4, 2001

Professional Development

Org: Manitoba Association of Teachers of French

Contact: Louise Moreau - lmoreau@mbnet.mb.ca or Linda Romeo - lromeo@mbnet.mb.ca

(204) 586-0327

MATF, 523 Craig Street, Winnipeg, MB R3G 3C2

<http://www.mbnet.mb.ca/~lromeo/>

May 5, 2001

Teaching Pronunciation TESL Workshops - Vowels - Mississauga, ON

Org: TESL Ontario

Contact: Kathryn Brillinger, 6 Adswood Place,

Brampton ON L6Y 4H4

email: kbrillinger@hotmail.com

May 5, 2001

Adult Tutor Training - Kincardine ON

Org: QUILL Network

Contact: sauglit@primeline.net

Saugeen Literacy, Box 2322, 694 Goderich Street, Port Elgin ON N0H 2C0

Tel (519) 389-2302

Fax (519) 389-4793

May 5 - 8, 2001

Connections 2001 - Whistler, BC

Org: Centre for Curriculum, Transfer and Technology(C2T2)

Contact: Amanda Harbym, C2T2, 6th Floor, 1483 Douglas Street, Victoria, BC V8W 3K4

Tel: 250 413 4402

fax: 250 413 4469

<http://ctt.bc.ca>

[mpenno@home.com](mailto:mppenno@home.com)

May 9-10, 2001

Casino - Calgary AB

Org: C-CALA

Contact: C-CALA, , 200, 301-14 St NW, Calgary AB T2N 2A1

Tel: 403 266 6444

Fax: 403 266 6449

ccala@learning-resource.com

May 10 - 12, 2001

The Courage to Learn - OLC Conference - Toronto, ON

Org: Ontario Literacy Coalition

Contact: Diane Douglass, OLC, 365 Bloor Street East, Suite 301, Toronto, ON, M4W 3L4

Tel: 416-963-5787

ontlitco@interlog.com

May 14, 2001

Assessment of Adult Reading: A Tool for ABE Educators - Montreal, QC

Org: Centre for Literacy of Quebec

Contact: CLQ, 3040 Sherbrooke Street West, Room 4B.1-6, Montreal, QC H3Z 1A4

Tel: 514-931-8731, local 1415;

Fax: 514-931-5181

email: literacycntr@dawsoncollege.qc.ca

May 17 - 20, 2001

Laubach Conference - Charlottetown, PE

Org: Laubach Literacy of Canada

Contact: LLC, National Development Office, 60-C Elizabeth St., Bedford QC J0J 1A0

Tel: 450-248-2898

Fax: 450-248-7054

Toll free: 1-888-248-2898

laubach@netc.net

May 19, 2001

Teaching Pronunciation TESL Workshops - Consonants - Mississauga, ON

Org: TESL Ontario

Contact: Kathryn Brillinger, , 6 Adswood Place, Brampton ON L6Y 4H4

email: kbrillinger@hotmail.com

May 21 - 24, 2001

Education Market Exhibit and Conference - Vancouver, BC

Org: World Education Market

Contact: Sabrina Coletti, Conference Manager

Fax: 33 1 41 90 49 60

sabrina.coletti@reedmidem.com

May 25 to Sunday, May 27, 2001

LEARNING EVENT! - Dryden, Ontario

Org: Literacy Northwest

Contact: Natasha Lovenuk, Conference Coordinator, 6 - 259 Anderson Street, Dryden, ON P8N 1J4

email: nlovenuk@hotmail.com

May 28 - June 1, 2001

Design and Development of Effective Computer-Based and Web-Based Training Programs - University of Victoria BC

Org: University of Victoria

Contact: Ione Wagner, Program Secretary, University of Victoria, PO Box 3030, STN - CSC, Victoria, BC V8W 3N6

Email: iwagner@uvcs.uvic.ca

Tel: (250) 721-8944

<http://www.uvcs.uvic.ca/csie/cace/>

May 31, 2001

PGI Golf Tournament - Breezy Bend Country Club, MB

Org: ABC Canada

Contact: LPM, Grain Exchange Building, Room 998-167 Lombard Avenue, Winnipeg, MB R3B 0V3

Tel: (204) 947-LPLP (947-5757)

Fax: (204) 956-9315

email: literacy@magic.mb.ca

JUSTICE LITERACY INDICATOR, WORKBOOK & CD ROM KIT

*John Howard Society of Saskatchewan,
Regina Council*

In the winter of 1992-1993, the **John Howard Society of Canada**, funded by the National Literacy Secretariat, conducted a study of practitioners working in the justice system with respect to their awareness of limited literacy and the accused. The report *Presumed to Understand: Do you Understand? An Analysis of Literacy, the Accused and the Justice Sector* (1993) by Susan McDougall-Gagnon-Gingras outlined the major findings of this research.

The research report identified that justice workers were generally unaware of the impact of limited literacy on those who come into contact with the justice system and that even when justice practitioners were aware of the impact of limited literacy on the accused, they had no tool to identify the extent of the limitation. The research report concluded that justice and human services practitioners need a reliable literacy knowledge base about justice literacy issues, a reliable literacy measurement tool, and an improved familiarity with community-based upgrading literacy providers.

Justice Literacy Assessment & Awareness Project was created as a response to these research findings. The John Howard Society of Saskatchewan, Regina Council and the University of Regina's Saskatchewan Instructional Development and Research Unit formed a partnership and began to develop initiatives which linked the above mentioned research findings with goals and objectives in each phase of the project.

The objectives of this project were to:

Phase One:

The goal of this phase was to address the need for a reliable literacy measurement tool. Our objective was to develop the **Justice Literacy Indicator (JLI)**.

Phase Two:

The goal of this phase was to address the need for a reliable knowledge base about justice literacy issues and an improved familiarity with community-based literacy upgrading providers. Our objective was to develop the **Justice Literacy Workshop (JLW)**.

Phase Three:

The goal of this phase was to address the need for increased access to professional development information about literacy for justice and human service practitioners. Our objectives for Phase Three were to continue to further promote the **JLW** and try to begin to implement the **JLI** into some legal process.

The Justice Literacy Indicator is a scientifically valid, quick and easy test that gives the administrator an accurate reading of their clients' level of literacy. The justice literacy workshop workbook teaches how to administer the test and some important general information with regard to the effects that limited literacy has on a person's life. This step can easily be added to your intake process, it only takes a couple of minutes to complete and process the test results.

Ten Commandments for Volunteers

1. Understand the job you undertake.
2. Accept training appreciatively and contribute your own experience.
3. Match your interests to the needs and the job.
4. Serve faithfully and report new insights about your work.
5. Discover its meaning to the total program.
6. Open yourself to opportunities for growth in skill, sympathy, self-confidence and responsibility.
7. Value your special two-way role as community interpreter.
8. Contribute to supervision by self-evaluation and a willingness to ask questions.
9. Give loyalty to your organization and its program.
10. Take pride in your volunteer career. It pays handsomely in treasures of the spirit.

[Taken from *Volunteer Handbook for Literacy Tutors in a Correctional Setting*, compiled by The John Howard Society of Newfoundland.]

The workbook is set up in a 4 module process:

Module A - The orientation will:

- outline the social effects of a limited literacy level
- outline the personal effects that people with limited literacy levels deal with
- describe for you the Justice Literacy Assessment & Awareness Project and what was discovered

Module B will:

- describe the legal process
- describe the legal process through the eyes of someone with limited literacy

Module C will:

- describe for you the justice literacy indicator
- demonstrate how to use the justice literacy indicator

Finally **Module D** offers:

- a description of limited literacy and the role justice workers have in the process

If you are interested in adopting the

Justice Literacy Indicator as a part of your organization's process or procedures, or are interested in obtaining a copy of the JLW (including workbook and CD-ROM) as an educational product for professional development for employees or volunteers, please contact the John Howard Society, Regina Council by telephone (306)757-6657, email jhs.regina@sk.sympatico.ca or fax (306) 347-0707. The website is at: www.regina.johnhoward.ca/. We would be happy to facilitate the Justice Literacy Workshop for you or simply provide you with this professional development package for you to utilize on your own time and at your convenience.



Teaching
Tips

NORANDA INC. BRUNSWICK SMELTER ADULT EDUCATION PROGRAM

by Jennifer Martin
Employee Relations Coordinator



The **Noranda Inc. Brunswick Smelter** is a fully integrated primary lead smelter and refinery located on an Atlantic year-round port near the village of Belledune in New Brunswick. Noranda's customer focus allows it to respond to diverse customer requirements through services as: Smelting and refining of complex lead and precious metal; Covered storage, ship loading, and ship off-loading of bulk materials, etc.

In today's competitive marketplace, due to technology and global developments, literacy skills that earlier enabled employees to perform their jobs effectively are no longer enough and must be

enhanced through continuous skill up-grading. In 1994, Noranda Inc., Brunswick Smelter, introduced its Adult Education Program. This program was developed with intentions of making the most effective use of our employees, allowing them to upgrade their skills and knowledge giving them the ability to succeed in their careers.

Objectives

To help employees and their spouses increase their skills so that they are better able to cope at work, at home, and in their everyday lives. To provide a program that is attractive, relevant, versatile and non-threatening to employees.

At work : Brunswick Smelter's **Adult Education Program** is committed to increasing employees' literacy skills so that they are able to read safety signs, memos, training modules, job postings, and other work-related materials. Employees who have previously benefited from the program are now able to use computers to enter their daily logs, sign for overtime, vacation time, "star days", "bank time", and change personal information, such as the name of a beneficiary, on their electronic files. Educated and literate employees of the company are able to easily understand, adapt to, and accept changes within the plant. The learners have increased self-esteem, as they are able to rely less on others for help with tasks that require a basic level of reading and writing.

At home : Employees are able to help their children with their schoolwork, read bedtime stories, or read and write for their own personal pleasure.

Everyday living : Employees are able to read mail, fill in forms, write cheques, read maps and signs,

restaurant menus, newspapers, use a telephone book, shop, etc.

Results and achievements

Since May 1994, Brunswick Smelter's workplace initiatives have celebrated many successes in their French and English and now bilingual classrooms. Fifty-seven people have attended English upgrading classes. Thirty-

two of these people are employees, twenty-four are spouses, parents, or adult children. Seventeen receive GED diplomas and ten people received Literacy Diplomas.

Employees who are actively involved in our Trades Training program & Training and Education Window Program also benefit from the Adult Education Program, as they attend the class for upgrading their knowledge in cer-

tain subjects pertaining to their field of study.

In 1999, former instructor, Roland Guitard was presented with the "Alpha Award" (facilitator category) from the province of New Brunswick. His outstanding dedication and commitment to the program made him the ideal candidate for this award. Roland was a remarkable teacher, and had a great impact on our program; he had the ability to put students at ease, giving them the confidence they needed to succeed. Last summer, Roland Guitard passed away. His spirit and enthusiasm with Brunswick Smelter's Adult Education Program are greatly missed, and he will always be remembered by Brunswick Smelter, and by his students as an exceptional teacher and person.

Originality and Innovation

Literacy New Brunswick Inc., in partnership with Brunswick Smelter has eliminated cost factors for employees. All materials, including paper, pens, binders, and books are paid for. The company pays for all testing fees and workers are given a paid day off to write the exam if a testing date falls on a scheduled workday.

The classes are not held in formal environment such as schools, which might represent a threatening or

inhibiting environment to the employees. There is no regular classroom set-up. Students work at their own pace, on their own time. Students take breaks whenever they want to, and the union provides coffee, tea and soup for their enjoyment. Each class has a telephone in case of childcare issues or bad weather. Learners who prefer to work from home can call the class for help with their studies.

Brunswick Smelter recognizes student achievement throughout the year in the company newsletter, as well as a yearly luncheon ceremony. The program is promoted on a continuous basis and in a variety of ways, such as bulletins, postings, and safety meetings. Brunswick Smelter has also created a Workplace education promotional video to educate employees about the program.

Keeping the learners at the forefront of any decision ensures success. Brunswick Smelter's workplace program is created with the needs of the learner in mind.

- Providing a bilingual class
- Work related curriculum, meeting the individual needs of the learner
- Casual, flexible classroom environment
- Open classrooms to spouses, family members, and the community
- Continuous promotion of the classes attracting new learners every year. Marketing through safety meeting, production of an on-site literacy video

- Recognizing students' efforts by organizing an awards and handing out diplomas and certificates

This program has also addressed the needs of small business in the area. They have invited small business to take part in the class at no cost. This is a model that workplace education providers across Canada can follow.

Addressing the needs of small business seems to have been an issue Brunswick Smelter has solved.



Cool URLs

International Labour Organisation

<http://www.ilo.org/>

Working : Assessing Skills, Habits, and Style

<http://www.hhpublishing.com/WORKPage.html>

The Literacy Bookshelf

Sharing the Light : Cape Breton Literacy Network Public Awareness Initiative 1999-2000 (2000)

Cape Breton Literacy Network

A package including posters, brochures, letterhead, business cards and radio and television public service announcements, plus the document, *Sharing the Light*, telling the story of the project.

Contact: Cape Breton Literacy Network, P.O. Box 1283, Sydney NS B1P 6J9
Tel. (902) 564-5667
Fax (902) 564-8403
cbln@ns.sympatico.ca

Literacy-Based Supports for Young Adults with FAS/FAE (2000)

Margaret Raymond, MEd and Joe Belanger, PhD

A study that investigated the contributions made by three literacy-based supports (support circles, cognitive compensatory tools and cognitive enhancement tools) to the lives of five young adults with FAS/FAE (Fetal Alcohol Syndrome/Fetal Alcohol Effects).

Soon available online in NALD's Full-Text Documents.

Contact: Literacy BC, 601 - 510 West Hastings Street, Vancouver BC V6B 1L8
Tel. (604) 684-0624 1-800-663-1293
Fax 604-684-8520,
literacy_bc@douglas.bc.ca
www.nald.ca/lbc.htm

Literacy in Isolation : An Assessment of the Literacy Needs of Oil & Gas Camp Workers in the Fort St. John Area (2000)

by Michelle Wiens

A report that looks at the literacy needs of oil & gas workers in work camps around the Fort St. John BC area, and examines some options for making literacy services accessible to this target group.

Available online: www.nald.ca/fulltext/isolation/cover.htm

Contact: Fort St. John Literacy Society, P.O. Box 6196, 10257 - 100th Avenue, Fort St. John BC V1J 4H7,
Tel. (250) 785-2110
Fax (250) 785-2127
literacy@nlc.bc.ca

Overcoming Communication Barriers in Patient Education (2001)

by Helen Osborne, MEd., OTR/L

A practical guide health professionals can use to communicate effectively with patients and families who have poor reading skills, are older, have visual or hearing impairments, speak little or no English, or come from other cultures.

Cost: \$24.95 US

Contact: Helen Osborne, Health Literacy Consulting, 31 Highland Street, Suite 201 Natick, MA 01760, USA
Tel. (508) 653-1199
Fax (508) 650-9492,
Helen@healthliteracy.com
www.healthliteracy.com/

Learning to Think, Learning to Learn: What the Science of Thinking and Learning has to Offer Adult Education Programs (2000)

by Jennifer Cromley

A report providing information for adult educators for reading in GED-level classrooms. 18 fact sheets that incorporate learning methods based on cognitive research. Also includes short articles summarizing many of the fact sheets, a selected bibliography, a glossary of technical terms, and appendices on learning styles and the brain.

Available free of charge.

Contact: ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398, USA
Tel. 1-800-228-8813,
TTY/TDD: 1-877-576-7734
Fax (301) 470-1244,
www.ed.gov/pubs/edpubs.html

Literacy Marketing, Promotion, Networking and Partnerships (2000)

READ Saskatoon

A manual that documents the excellent marketing, promotion, networking and partnership work that is going on in the every day work of literacy coordinators and programs across Saskatchewan and Canada. A collection of contact lists, ideas for promoting and fundraising for literacy, a listing of annual literacy events, etc.

Cost: \$19

Contact: READ Saskatoon, #305-220 Third Avenue South, Saskatoon SK S7K 1M1
Tel. (306) 652-5448
Fax (306) 652-4205,
READSaskatoon@nald.ca
www.nald.ca/readsask.htm

The Level Descriptions Manual (2000)

Ontario Literacy Coalition (OLC)

A manual based on the skills listed in the matrix of *Working with Learning Outcomes*. Provides literacy assessors and learners with a summary of skills for each level of the communications outcomes of *Read with Understanding for Various Purposes* and *Write Clearly to Express Ideas* as well as each outcome in the numeracy domain.

Available online in NALD's Full-Text Documents

Contact: OLC, 365 Bloor Street East, Suite 1003, Toronto ON M4W 3L4
Tel. (416) 963-5787
Fax (416) 963-8102
onlitco@interlog.com

Beyond Recruitment: An Online Workshop about Recruiting & Maintaining Volunteers in the New Environment (2000)

Community Literacy of Ontario (CLO); Ontario Ministry of Agriculture, Food & Rural Affairs

An electronic workshop designed for anyone working with literacy volunteers: program staff, Board members or other volunteers. Consists of six modules with accompanying activities, discussion questions and additional resources.

Contact: CLO, 80 Bradford Street, Suite 508, Barrie ON L4N 6S7
Tel. (705) 733-2312
Fax (705) 733-6197
kaattari@bconnex.net
<http://www.nald.ca/clo.htm>

Available online at :
www.nald.ca/fulltext/Clo/cover.htm

Family Literacy Day Toolkit (2000)

ABCCANADA

Family Literacy Day is January 27, across Canada. Toolkit includes : a selection of special event ideas, a step-by-step guide to planning a Family Literacy Day event, a question and answer guide, some facts on literacy and family literacy in Canada, etc.

Contact: ABC CANADA, 333 King Street East, Toronto, ON M5A 4N2
Tel. (416) 350-6270 or 1-800-303-1004
Fax (416) 350-6262,
abc@corporate.southam.ca
www.abc-canada.org

Literacy in Canada: Disparity between francophones and anglophones : A Data Analysis from the 1994 International Adult Literacy Survey (2000)

by Jean-Pierre Corbeil, Statistics Canada

A recent study which analyses the disparities in literacy levels between francophones and anglophones in Canada. Based on data from the 1994 International Adult Literacy Survey (IALS). With respect to their performance on all three scales of literacy (prose, document, or quantitative literacy), francophones did less well on skill tests than anglophones.

Available on Statistics Canada's Web site, at

<http://www.statcan.ca>
Contact: Jean-Pierre Corbeil, Demography Division, Statistics Canada, Tunney's Pasture, Ottawa ON K1A 0T6
Tel. (613) 951-2315
corbeja@statcan.ca

Inmate Education (1997)

John Howard Society of Alberta

An overview of inmate education. Discusses the unique needs of inmate students and details the characteristics of effective correctional education programs. Impact of prison education on recidivism rates is explored and public influence in shaping Canadian corrections policy on education is discussed.

Available online: www.johnhoward.ab.ca/PUB/C36.htm

Contact: JHS-Alberta, 2nd Floor, 10523 - 100 Avenue, Edmonton AB T5J 0A8
Tel. (780) 423-4878
Fax (780) 425-0008
info@johnhoward.ab.ca
www.johnhoward.ab.ca/

SARC Supplementary Tutor Handbook : Supporting Literacy for People with Intellectual / Developmental Challenges (2000)
Saskatchewan Association of Rehabilitation Centres (SARC)

A useful reference guide for people working with adults with intellectual / developmental disabilities, including volunteer tutors working one-on-one with learners through mainstream literacy programs, and disability practitioners delivering programs in group homes, rehabilitation centres, sheltered workshops, day programs, etc.

Cost : \$40

Contact: SARC, 111 Cardinal Crescent, Saskatoon, SK S7L 6H5
Tel. (306) 933-0616 or 1-800-667-3016
Fax (306) 653-3932

rlockert@sarc.ca

Available online at :
www.nald.ca/fulltext/sarc2/cover.htm

Volunteer Leadership Training Manual: Leading, Coaching, Tutoring (1998)
YMCA Edmonton

A manual designed as a framework for the development, assessment, and evaluation of core competencies for effective tutoring. Contains building blocks to design and deliver a competency-based training program and evaluate volunteer skills.

Contact: YMCA Enterprise Centre, 10211-105 Street, Edmonton AB T5J 1E3
Tel. (780) 429-9622
Fax (780) 425-9380.

Weaving Literacy into Family and Community Life (2000)

Canadian Association of Family Resource Programs (FRP)

Describes how family resource programs can: reduce literacy-related barriers within organizations; incorporate literacy-building activities into their current programs and services; develop new initiatives related to literacy, in partnership with literacy organizations.

Contact: FRP, 707-331 Cooper St, Ottawa ON K2P 0G5
Tel. (613) 237-7667
Fax (613) 237-8515
info@frp.ca
www.frp.ca/

Who Wants to Learn? Patterns of Participation in Canadian Literacy and Upgrading Programs (2000)

by Ellen Long

A national follow-up study by ABC CANADA to learn more about adults who unsuccessfully attempt to enroll and complete literacy and upgrading programs. It identified a wide range of factors that limit access to programs for Canadian adults.

Contact: ABC CANADA, 333 King Street East, Toronto ON M5A 4N2
Tel. 1-800-303-1004 or (416) 350-627
Fax (416) 350-6262
abc@corporate.southam.ca

Resources for Learning : Aboriginal Literacy, Creating Ideas – Supporting Opportunities (2000)

prepared by Beverly Anne Sabourin & Associates for Nokee Kwe Skill Development, Inc.

A directory that is a hands-on resource oriented to aboriginal literacy practitioners, educators and advocates who are working to strengthen the resource base of aboriginal literacy programming in Canada. Aboriginal communities in Canada have many issues that are unique to them as a people and as a culture.

Contact: Beverly Anne Sabourin & Associates, 66 Cuthbertson Avenue, Winnipeg MB R3P 0N8
Tel. (204) 885-0660
Fax (204) 885-0659
beaujess@attcanada.ca

Soon available online in NALD's Full-Text Documents.



Literacy 2000: Towards Reintegration

by Louisa Coates, Communications Officer
Communications and Consultation Sector
Correctional Services of Canada

The Correctional Service of Canada (CSC) hosted the world at an international conference on offender literacy last year, in Ottawa. The conference, called **"Literacy 2000: Towards Reintegration"**, was sponsored by the Department of the Solicitor General and the Correctional Service of Canada's Offender Programs and Reintegration Branch, with assistance from the U.S. Federal Bureau of Prisons and the U.S. Correctional Education Association.

The four-day event was developed in partnership with international organizations, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), the European Prison Education Association (EPEA) and the Correctional Education Association (CEA).



Literacy 2000: Towards Reintegration marked the 10th anniversary and builds on the success of CSC's offender literacy conference, **Freedom to Read**, which was held in Ottawa in 1990. A second event, International Literacy Day, held September 8, 2000, also raised public awareness regarding the literacy issue.

Literacy among offenders is an important issue: research conducted by CSC shows that 65 per cent of federal offenders have literacy problems compared with 20 to 30 per cent of the general population. The Literacy 2000 conference attracted over 600 participants interested in offender education, from CSC and outside organizations.

The conference was organized to give CSC staff the opportunity to showcase the excellence of its educational programs, to share views and best practices with international experts and to raise participants' awareness of the importance of literacy and education in correctional facilities.

Conference highlights included awards to winners of the International Offender Literacy Poster Contest, training sessions for educators, workshops to share international best practices and the promotion of an international network for correctional education. The highlights were based on the four cornerstones of correctional education: literacy, special learning needs, teaching for independent learning, and technology and career development.

For more information on the conference, consult the CSC web site at http://www.csc-scc.gc.ca/text/forum/literacy/home_e.htm or contact Louisa Coates at (613) 992-0725.

[This article was taken with permission from CSC, Communications and Consultation Sector, *Let's Talk* magazine, Vol. 25, No. 2 (2000). For more information : www.csc-scc.gc.ca/]

Learner's Corner



RESOURCES FOR LEARNERS

Gander, From Past to Present: Personal Stories of the Military in Gander, Newfoundland (2000)

Edited and compiled by Jacqueline Chantal Snow

Stories of personal memories of the individuals. Intended for adult students. Sentences and font size simplified for easy reading. Anecdotal experiences provide valued insight into life at the military base, and help paint a picture of the changes that Gander has seen.

Contact : Gander & Area Laubach Literacy Council, Inc., 175 Airport Blvd., Gander, NF A1V 1K6
Tel. (709) 256-7368
Fax (709) 256-26118.

Soon available online in the NALD Literacy Collection.

Computer Basics 2000 (2000)

by Brian O'Rooney

Designed as an introduction to computers, and not as a complete computer course. Sections include : *Computer components, Starting, The Mouse, Shutting down, Working with Desktop Windows, Word Processing, Windows Explorer and The Internet.*

Contact : Literacy Nanaimo, 19 Commercial Street, Nanaimo, BC V9R 5G3

Tel. (250) 754-8988
Fax (250) 754-8114,
nanlit@nanaimo.ark.com
<http://www.nald.ca/nanaimo.htm>

Soon available online in NALD's Full-Text Documents.

Over the Mountain 4 (1999)

Edited by The Nova Scotia Community Learning Initiative

The 4th collection of stories and poems written by adult learners throughout Nova Scotia. Stories are a reflection of the dedication and hard work that take place within these classes.

Contact : Adult Education Section, NS Department of Education, 4th Floor, 2021 Brunswick Street, P.O. Box 578, Halifax NS B3J 2S9
Tel. (902) 424-5165.

Stories from Kohkum : Sharing our Values, Teaching our Young, 2nd edition (2000)

READ Saskatoon

Stories of the participants in the Older Native Women's Health Project. Published in English, Cree, Roman orthography and Cree syllabic orthography. Features revised translations of these stories which communicate the culture and lives of the Aboriginal Kohkums.

Cost : \$20 (plus \$4 shipping & handling)

Contact : READ Saskatoon, #305-220 Third Avenue South, Saskatoon SK S7K 1M1
Tel. (306) 652-5448
Fax (306) 652-4205,
READSaskatoon@nald.ca
<http://www.nald.ca/readsask.htm>

Baby and Me : Weekly Pregnancy Guide and Diary (2000)

EGADZ Teen Parent Program and READ Saskatoon

A book written for young pregnant women, with information that will help her understand her pregnancy. It will help her and her baby to be healthy. Explains what to expect for her and her growing baby.

Contact : READ Saskatoon, #305-220 Third Avenue South, Saskatoon SK S7K 1M1

Tel. (306) 652-5448
Fax (306) 652-4205,
READSaskatoon@nald.ca

Soon available online in the NALD Literacy Collection.

Selected Writings & Activities (1998)

Students of the CJHS Literacy Program

A collection of student writings and activities that reflect the dedication and hard work of both students and tutors. Serves to inspire and encourage others to let their voices be heard.

Contact: S. Linda Keam, Calgary John Howard Society, 917-9 Avenue S.E., Calgary AB T2G 0S5

Tel. (403) 266-4566
Fax (403) 265-2458,
info@johnhoward.calgary.ab.ca

Available online at:

<http://www.nald.ca/CLR/selwriac/cover.htm>

Our Words IV : For the Millennium (2000)

Project Literacy Kelowna Society

A compilation of stories by the participants at Project Literacy Kelowna Society's one-to-one basic literacy tutoring program. A special Year 2000 project, whereby learners have brought forward the results of their hard-won literacy achievements.

Contact : Project Literacy Kelowna Society, 14-1304 Ellis Street, Kelowna BC V1Y 1Z8,
Tel. (250) 762-2163

The ManLea Grammar Wheels (1998)

ManLea Entreprises

Developed to assist students in learning English. Include : *The Whizard Wheel, The Adjective Wheel and The Idiom Wheel.*

Contact : Clara Manduca, ManLea Entreprises, 4470 Tucana Court, Suite 511, Mississauga ON L5R 3K8
Tel. (905) 712-4370,
manlea@hotmail.com

Finding the Right Job, 2nd edition (2000)

by Keith Harford, Prince Edward Learning Centre

Includes: *Group activities, Chapter questions, Updated information, Helpful web sites and New learning outcomes articulation.* Made to help you with your new efforts to find a job. A complete approach to job searching.

Contact: Prince Edward Learning Centre, P.O. Box 3223, Picton, ON K0K 2T0, Tel. (613) 476-1811, Fax (613) 476-8766,

readplus@connect.reach.net *Available online at :* <http://www.nald.ca/CLR/rightjob/cover.htm>



Learner's Story

This poem was written by Garrett Bull Child, from Edmonton, Alberta. Garrett has lived in Edmonton for thirteen years. He moved there with his mother Delphine King. He also worked a few different jobs. Garrett decided he wasn't finished learning, so now he attends the Learning Centre in Edmonton. He is improving his reading and writing. He also likes doing math.

HOPE

by Garrett Bull Child

When fall comes, the geese
and ducks go South. A beautiful
white snow
comes down and freezes the lake.
You see some kids skiing in, playing
around,
playing hockey. Spring comes.
All the ice is melting and all the geese
and ducks come back.

And, Among The Winners Were...

The battle for world literacy is too often a story of unsung heroes. That's one reason the NALD newsletter will bring to you on a regular basis a list of those individuals, programs and organizations honoured with international, national and provincial recognition for outstanding work in the global literacy initiative.

National

The Honourable Joyce Fairbairn, P.C. Literacy Public Awareness Award - 2000

Recipient : TAXI Advertising

National Adult Literacy Database (NALD) Award for Contributions to Literacy - 2000

Recipient : Senator Joyce Fairbairn, P.C.

The Cooperators' Learner Achievement Award 2000 for the Assembly of First Nations :
Karen Benoit O'Connor, from Golden Lake Native Language Program

Learning Disabilities of Canada Awards of Excellence - Recipients 2000 :

Award of Excellence in Education : Selena Henderson, Nova Scotia; Monique Goupil, Quebec; Theresa Bishop, Manitoba; George Green, Yukon

Award of Excellence in Volunteer Recognition : Laurent Beauvais, Quebec; Peter Woods, Nova Scotia; Maureen Woods, Nova Scotia; Chris Nagy, Yukon; Cathie Camley, BC; Lezlie Russell, Manitoba

Award of Excellence in Beat the Odds Youth Awards : Doug Alderston, Yukon; Wayne Mosher, Nova Scotia; Kenton Friesen, Manitoba

Provincial

The Co-operators' Learner Achievement Award 2000 :

Alberta : Lorne McGee, from Calgary, a program participant at the Calgary Learning Centre

British-Columbia - *Vancouver PGI* : Connie De Melo from Castlegar, a learner with the Project Literacy West Kootenay; *Victoria PGI* : Doug Gough from Victoria, a learner at Project Literacy Victoria

Manitoba : Jacqueline Moquin from Winnipeg, enrolled at the Deaf Literacy Program at Red River College

New Brunswick - *Anglophone winner* : David Morgan from Saint John, enrolled at Saint John Learning Exchange; *Francophone winner* : Jocelyne Frenette from Beresford, enrolled at Apprentis-Sage

Newfoundland : Tom Baker from Corner Brook, enrolled at the Learning Centre in Corner Brook

North West Territories : Bertha Goulet from Yellowknife

Nova Scotia : Cory Veinotte from Lunenburg, enrolled at NSCC - Lunenburg Campus

Ontario : Pam Johnson from Georgina, a learner from the Georgina Learning Centre

Prince Edward Island : Paul Trainor from Morell, a learner at Morell Learning Centre

Saskatchewan : Leslie Stamins from Regina, enrolled at the Regina Learning Centre, Regina Public Library

Yukon : Joshua Gilbertson from Whitehorse, enrolled in the Yukon Learn GED program

Cool URLs