



ELSA Net

NEWSLETTER

Fall 2010 | Issue 22

Health and Wellness

Feature Article 'Brain Wellness'

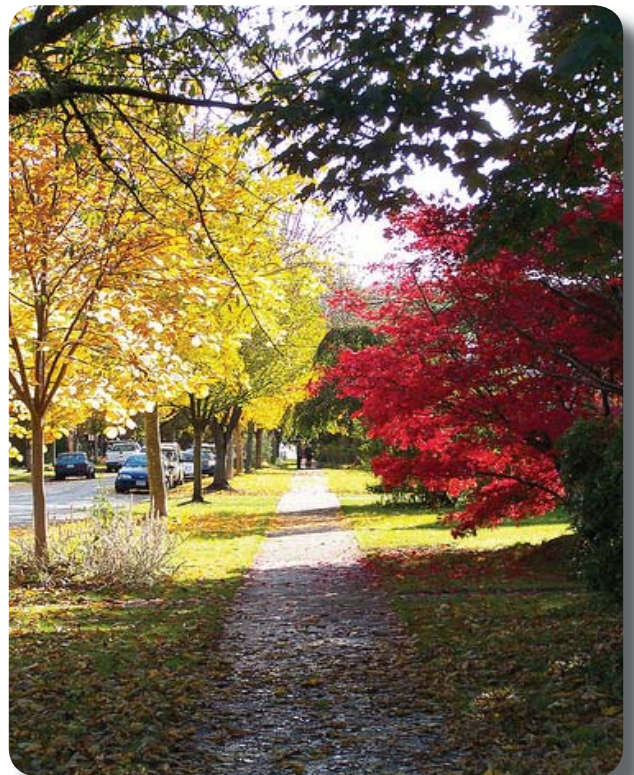
Page 5

Creating a Personal Learning Network (PLN)

Page 9

"Expert" Teachers: More than Experience

Page 13



Contents

ENGLISH LANGUAGE SERVICES FOR ADULTS

3	Update from the Ministry
4	ELSA Net Update
5	Feature Article
6	Resources
9	Cyber Space
11	Childcare Resources
13	Professional Development
14	From our Members
17	From our Community

Our Mission

ELSA Net empowers its members, throughout the province of British Columbia, to help their clients achieve language and resettlement goals by providing leadership, communication networks, and resources.

Our Vision

Excellence in Settlement Language Services

Our values reflect our passion for education and support our success.

Excellence
Diversity
Unity
Communication
Accountability
Teamwork
Ethics

ELSA Net

English Language Services for Adults Network
200 - 5050 Kingsway, Burnaby, BC V5H 4H2
Phone: 604-639-3230
Fax: 604-639-8116
esl@elsanet.org
www.elsanet.org

The ELSA Net Newsletter is available in PDF format on the ELSA Net website: www.elsanet.org.

Contributions to future editions of the ELSA Net Newsletter are welcomed at esl@elsanet.org.

Newsletter Team

Seonaigh MacPherson
Colleen Rogan
Vania Ganacheva
Alice Wilcox

Update from the Ministry

Update on the Immigration and Welcome BC Branch

In October 2010, the Ministry of Advanced Education and Labour Market Development became the Ministry of Regional Economic and Skills Development, and retains responsibility for the Immigration and WelcomeBC Branch. The Honourable Moira Stilwell remains our Minister, with Shannon Baskerville continuing as the Assistant Deputy Minister and Deb Zehr as the Branch Executive Director.

Learn English Campaign

The 2010 ELSA advertising campaign kicked off on September 20th and continues through March 28th, 2011. This year's campaign will reach more immigrants than ever before, with a profile in YVR Airport, inside the Canada Line, on large external "Bus Kings", ethnic radio, TV, newspapers and more. The campaign will promote awareness of ELSA services amongst new and existing immigrants to BC, and the broader community. For the first time ever ELSA promotion has garnered the attention of the premier's office, which is providing creative and strategic direction through the Public Affairs Bureau.

The creative ELSA advertisements posted throughout B.C. were designed using photos of actual ELSA students, coordinated with the help of the Immigrant Services Society of BC. With a new theme encouraging newcomers to "Learn English for Free", the advertising call to action will direct potential clients to WelcomeBC.ca, where they'll be taken to the ELSA landing page. This plain language landing page has been specially created for the campaign and includes an eligibility checklist that will help newcomers determine if they can take ELSA classes. It also includes links to multilingual ELSA user guides, and the option to call EnquiryBC toll free for assistance in the user's language of choice. To help newcomers connect the campaign to the classrooms, service providers are being supplied with marketing collateral tools (posters, decals, promo cards) to help them promote within their establishments. If you have not yet ordered your promotional materials, please contact Tim Tucker at timothy.tucker@gov.bc.ca.

WelcomeBC Social Marketing



- A South Korean micro-site was released on October 1, 2010. Micro-sites provide immigration and settlement information to prospective newcomers in their home country by utilizing a format that is culturally appropriate for the target audience. WelcomeBC.ca micro-sites are also in development for Mexico, India, China and for French speaking immigrants. The South Korean site can be viewed at http://immigration.welcomebc.ca/canada_kr/index.page.
- An online Service Directory Map is currently in development to assist newcomers with locating settlement agencies, ELSA Assessment Centres, English Language services, and other BC services. The service directory map is expected to launch by the end of 2010. Service providers may be contacted shortly for street view photos of their agencies to post on the map.
- The WelcomeBC Portal is also reworking the Service Providers Gateway. Focus group testing is underway to help improve the site.
- The WelcomeBC Client Engagement Unit is working on the country's first Mobile Channel for newcomers with the development of a mobile website and smart phone software. Mobile access for BC newcomers and prospective arrivals is targeted for Phase 1 release in March 2011.



ELSA Net Update

WELCOMEBC DAY



(Above: Chris Friesen (Immigrant Services Society of BC) and Jeanne Fike (Burnaby Family Life) accept the WelcomeBC Day award on behalf of the Burnaby Intercultural Planning Table.)

The Government of British Columbia has officially proclaimed October 6th as WelcomeBC Day in recognition of the many contributions that immigrants make to British Columbia.

The first annual WelcomeBC Day was celebrated on October, 6, 2010 with a ceremony and reception at SFU Harbour Centre, Vancouver. The event brought together immigrant service providers, elected officials, several orders of government and ministry partners, members of the Consular Corps, educational institutions and other key partners to celebrate immigration in BC and demonstrate the benefits of immigration to Canadians. At the celebration, a WelcomeBC Award was given to the Burnaby Intercultural Planning Table (BIPT), for their exemplary efforts in connecting newcomers to the labour market and their communities. This is just one example of the many innovative partnerships at work under WelcomeBC.

Since 2007, BIPT has demonstrated an outstanding capacity to build and sustain effective partnerships with a wide range of organizations, including the Burnaby Board of Trade, Burnaby Family Life, the Immigrant Services Society, South Burnaby Neighbourhood House and the Burnaby School District. BIPT has engaged these partners and others to develop and implement innovative solutions to help newcomers settle and feel welcomed in Burnaby.



BIPT is showcasing the very best of WelcomeBC.

STaRS 2 Update

By Alice Wilcox, STaRS Helpdesk Support,

ELSA Net

I'd like to introduce myself as the STaRS Helpdesk Support at ELSA Net. Over the last month I have been familiarizing myself with the STaRS2 upgrade - an exciting time for STaRS users!



STaRS 2 is being built with an "off the shelf" product called Siebel.

Siebel is an Oracle

application and has been used in a variety of industries (it has even been used by IBM). It is customizable in order to meet the requirements of the ELSA program. As it is a customizable product it will be easier to maintain, update and support. Two things I am especially looking forward to are user-friendly reporting functions and students having a fully traceable history.

STaRS 2 should be up and running by the end of March 2011 and testing sessions will take place around that time. If you have any questions please email me at stars@elsanet.org. I look forward to working with you.

ELSA Health Workshops

We are happy to announce that the ELSA Health Workshops are now available online! Workshop titles include: At the Clinic/Calling 9-1-1 (Level 1/2), BC Poison Control (Level 3) and Using 8-1-1 Healthlink BC (Level 4/5).

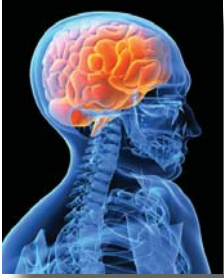


We hope you will enjoy the new health resources on the ELSA Net website by visiting:

<http://www.elsanet.org/site/resources/links-teachers/health-project>

Feature Article

Health and Wellness



"Overall, I think that the 'development' paradigm needs to give way to something more integral, such as 'well-being' that includes areas such as affection, creativity, spirituality, participation, security, identity, understanding, and ...subsistence. ...I think that the 'powerful' nations and their communities need to have stories told to them that will make them question their reverence for development and make them maybe yearn more for well-being."

Felipe Montoya-Greenheck in conversation with Ortixia Dilts in Langscape2(6)
(See www.terralingua.org or contact: ortixia@terralingua.org for journal)

Brain Wellness

By Gary Anaka, Brain Coach

Memory failing? Can't focus? Brain fatigue? It's hard to teach and be well if you don't have a brain to do it with.

Your health is the most treasured possession you have. At the center of that reality is your body's most crucial organ, your brain.

Did you ever hear that you only use 10% of your brain? Or, that you can't grow new brain cells? Or, that your brain can't change? These are myths, don't believe them.

Two great discoveries are changing the way we live.

1. Neurogenesis. Did you know that you can grow new brain cells absolutely every day at any age? The way to do that is through daily exercise. Neuroscience is loaded with research that clearly states that physical movement and aerobic exercise are necessary for achieving optimal brain functioning and good health.

2. Plasticity. Your brain constantly changes. Brain plasticity is the new frontier of hope. It is possible to recover and improve your brain as you age. You now have a choice between brain wellness and fitness, or disease and pathology.

Here are a few tips to keep your brain plasticity alive.

- (i) Nourish your brain.
- (ii) Get lots of oxygen and sip clear water all day long.
- (iii) Feed your brain with a nutritious life supporting diet.
- (iv) Your brain craves novelty and challenge keeping the regulatory system for plasticity working.
- (v) Get lots of sleep, keep your sense of humour and never stop learning.

Prevention is the key. There are no magic pills. Quality of life requires a healthy brain.

How to Have a Good Day

Glenda Standeven

www.glendastandeven.com

Wake up early - don't rush

Breathe slowly and deeply

Dress well

Take a few moments to develop inner strength

Exercise

Eat like a king in the morning

Set clear, realistic goals for the day

Greet everyone with enthusiasm

Smile a lot

Express appreciation for every kind act

Compliment whenever appropriate

Communicate on a feeling level

Listen more - talk less

Beware of giving advice

View your work as a pleasure

Do your best without feeling the compulsion to be the best

Avoid hostile competition

Keep your neck muscles relaxed

Throw away all negative feelings

Don't hang on the hate, grudges of guilt

Review your accomplishments at the day's end

Begin your evening as a new experience

Plan pleasurable events and interactions

Eat like a pauper at night

Express appreciation for your blessings

Lots of love

Take time to be healthy or you'll have to take time to be sick!

Resources

Using Graphic Novels & Wordless Picture Books: For Young Children, Youth, or Adult ESL Learners

Two key genres of multimodal texts with implications for ESL teachers are graphic novels and wordless picture books. Graphic novels and wordless picture books rely wholly or partially on graphic images (pictures and displays) to convey the narrative or information. Although these can include conventional “picture book” or “comic book” designs, they are expanding to include longer formats with non-traditional contents for diverse audiences.

The fewer the words and the more universal the images, the more accessible these books are to ESL, special needs, or pre-literate children. Merely using these books with children help them to learn good literacy practices such as manipulating a book, interacting with books and with other readers, and learning to “read” pictures and link them to texts. Examples include wordless books like *The Wave* or information books with some words like *Faith* or *We are All Born Free*.

The rise in “graphic novels” like Art Spiegelman’s *Maus* about his father’s Holocaust and post-Holocaust life in America or Chester Brown’s *Louis Riel* can have very advanced contents. Just visit the graphic novel section of your local bookstore and peruse the titles, and you

will see how far and rapidly this genre is changing. Other examples include a newly published graphic representation of Charles Darwin’s *Origin of the Species* or *The Arrival* by Paul Tan, a graphic novel that explores the journey and settlement struggles of a refugee to the USA in pictures.

ESL learners, boys, youth, and special needs readers, have something to gain when graphic novels and texts are integrated into literacy and more advanced education programs. Below find some tips for using these books with children, youth, OR adults.

Appropriate Contents:

- ensure they are age-appropriate
- ensure they have cognitively challenging contents
- ensure both visual and literate “texts” are “decipherable” by students

Teaching Strategies

- develop language development activities alongside viewing activities that draw on oral, written, and reading skills, not just viewing and representing
- have students develop creative texts themselves by combining representation (e.g., pictures) and texts (e.g., words).
- encourage various levels of groups in the reading process, including whole-class, small group, pairs, and individual activities.

For a list of graphic novels go to ELSA Net Resource Page at www.elsanet.org/resources.html.

ESL: Learning English with the CBC

In conjunction with Carleton University’s Department of Applied Linguistics, CBC has made available ten lessons relevant to Canadian culture, history, and settlement that are available on the CBC Website at <http://www.cbc.ca/ottawa/esl/lessons.html>. These units offer activities across the six skill areas that include supported listening activities using clips from CBC TV news stories. They include units appropriate to beginner (ELSA 1-3), intermediate (ELSA 4,5) and advanced (ELSA 6,7) levels.

BEGINNER:

Canadian Doctor in China:
Dr. Norman Bethune

D-Day Beaches:
Canada and the end of the war

Brushes with Royalty:
Canada’s Queen

Terry Fox:
A Marathon of Hope

INTERMEDIATE:

Arctic Winter Games:
Olympics of the North

Maple Syrup:
A taste of Canada

Environment vs. Jobs:
Inside the debate

ADVANCED:

Making Laws in Canada:
The capital punishment debate

Louis Riel and his Role in
Canadian History

Women in the Workforce:
The influence of WWII

For the full article in PDF go to ELSA Net Resource Page at www.elsanet.org/resources.html.

Resources

BABIES... Viewing Infants Across Cultures

Babies, a newly released DVD, is a wordless film that traces the lives of four infants from birth to toddler years (0-3 years old) in four different regions of the world. The film moves between Ponijao in rural Namibia, Bayarjargal in rural Mongolia, Mari in Tokyo, and Hattie in San Francisco to offer a unique glimpse of human development across cultures. The film could be used at any level from early literacy to advanced ESL. With no words, the documentary offers an engaging basis for a unit on comparative cultures and parenting skills with activities to develop viewing skills.

Viewing and Representing Skills. Adult ESL (EAL) has been slow to add viewing and representing to the four



skill areas of reading, writing, listening, speaking. In contrast, most K-12 English language frameworks now recognize all six skill areas. Not only are viewing and representing key multiliteracy skills in the 21st century, they offer very useful scaffolds for English language learners. The key is to build language development activities around the viewing activities.

Suggested Activities to Use with *Babies*. The film is highly adaptable as a classroom resource. A teacher or facilitator can use part or all of the film. Below find some possible activities to build around the viewing:

ACTIVITIES to PREPARE for VIEWING:

- Discuss students' experiences of infants
- Target key vocabulary
- Discuss the four countries represented in the film.
- For higher levels, introduce Compare/Contrast genre by brainstorming urban vs. rural or developed vs. developing world differences.

ACTIVITIES WHILE VIEWING:

- Use a notetaking activity and/or a (compare-and-contrast) graphic organizer such as a columned chart.
- Learners can list all the items they recognize and can name associated with each baby (country): e.g. animals, utensils, toys, or food types.

POST-VIEWING ACTIVITIES:

- Learners research in groups the regions depicted in the film using the Web-based "Urgent Evoke: Hungry Planet, What the World Eats" (<http://www.youtube.com/watch?v=uXT870WN-t8>) with these regions depicted in short films under 5 minutes.
- Learners describe 'a day in the life' of one of these children's from the mother's or father's perspective or from the perspective of the infant.
- Use articles or segments of articles written about the film (READING) available at <http://www.focusfeatures.com/babies/articles>

POSSIBLE UNIT THEMES:

(in which this film could be used)

- Child development and lifestyles across cultures.
- The value of PLAY in human development across cultures.
- One aspect of the lives of children: e.g. love, siblings or companions, community, animals, water, toys, or housing.
- Children's rights: 'needs' vs. 'wants'.

Resources

Active Living Resources

ELSA Literacy and Early Childhood Educator Resources

Video Resource - McKay Media (Producer)



The new ELSA Net Healthy Living video is a five minute video targeted towards ELSA literacy and level 1 students. The focus is on healthy lifestyles

emphasizing healthy eating and physical activity. The video promotes these concepts as a means to maintaining healthy weight and overall well-being. The video depicts two families that encourage each other to be physically active and eat healthy food. It provides modeling for simple conversations around healthy lifestyles and creating community connections for families.

Literacy Classroom Materials (developed by Ryan Drew)

Supplementary materials are designed to support the use of this video in the literacy classroom, including pre and post listening activities. Materials develop literacy skills while encouraging students to consider healthy lifestyle options. The resource package is a collection of three interactive lessons. The three parts include: 1) How do you Come to School? 2) Making Healthy Food Choices and 3) An Active Lifestyle. Materials help students develop listening, speaking, reading and writing skills as well as encourage them to consider healthy lifestyle choices.

Resources for Parent Education Sessions (developed by Judy Olivieri and Ryan Drew)



Our video and resources contain simple language and clear concepts in fun, interactive sessions that help parents with packing healthy lunches and simple ways to be active with their pre-

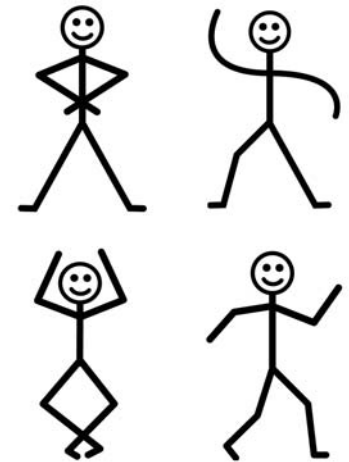
schoolers. Materials include both resources for Early Childhood Educators and take-away resources for parents.

Website Access

The Active Living video and accompanying resource materials are posted on AMSSA's Healthy Living website at <http://www.amssa.org/healthyliving/esl-resources/video.html>. All videos and resources are also linked to the ELSA Net Teacher's Resource page at <http://www.elsanet.org/site/resources/links-teachers>.

Advisory Committee Members

ELSA Net would like to thank the advisory committee members for their valuable input at the outset of this project. The advisory consisted of a group of ELSA literacy instructors:



Name:

Cathy Chambers
Erin Swayze
Paula Mannington
Paul Carter
Susan Bonham

Agency:

Burnaby English Language Centre
Immigrant Services Society
Abbotsford Community Services
SUCCESS
Pacific Immigrant Resource Society

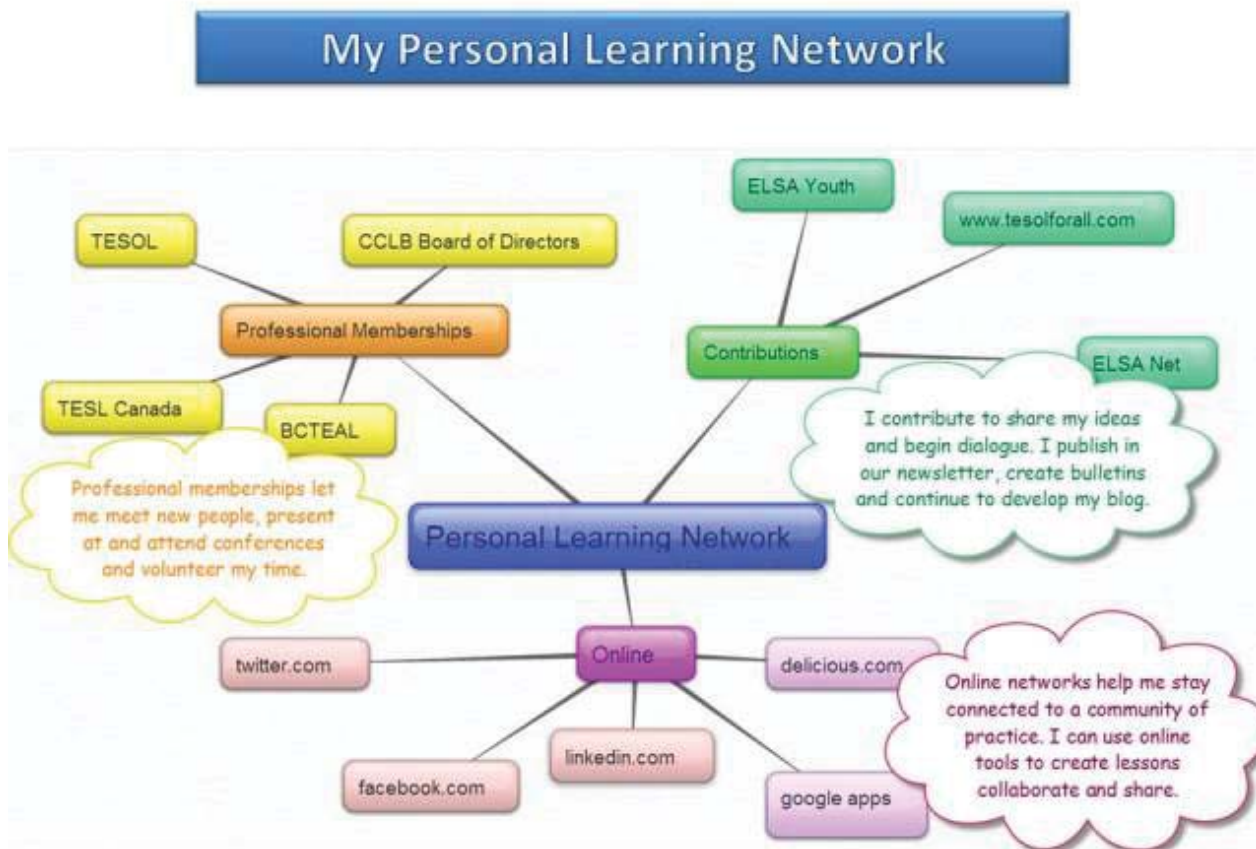
DVDs will be mailed to every organization in the coming month. Keep an eye out for your copy of Active Living.



Cyber Space

Creating a Personal Learning Network (PLN)

By Colleen Rogan



Made with www.bubbl.us

What is a PLN?

A Personal Learning Network is, essentially, a group of places where we learn. It is a "loose" collection that can include face-to-face and online networks. Building a PLN is an important part of learning, growing and staying connected. Keep in mind, however, that building a PLN is a process rather than an event. In other words, it takes time to slowly accumulate your networks.

Key Sources of a PLN

I only recently learned about PLNs. Personally I found the idea of building a PLN quite overwhelming, so I decided to start slowly and look at only three possible avenues. Then I asked myself questions about how those connections help me learn professionally.

Cyber Space

Online Communities and Networks

Online networking is relatively new to me. I have a blog which I share with teachers and colleagues www.tesolforall.webs.com. In my blog I have lesson ideas, Power Point presentations and videos of myself teaching. I collaborate with others using free, online tools such as google docs <http://www.google.com/google-d-s/tour1.html>. I recently joined Twitter <http://twitter.com> and LinkedIn <http://www.linkedin.com>. I don't have many connections yet, but I started following Sir Ken Robinson.

My favourite tool is my delicious account and can't imagine how I lived without it. Delicious let's you bookmark sites and annotate them with comments and tags as you bookmark. You can then share your bookmarks. To open your own Delicious account go to www.delicious.com.

You will need a Yahoo account as well (which you can open easily and for free). If you are curious about my delicious links, you can find them here: www.delicious.com/colleen.rogan.



Professional Organizations

Professional organizations are key to remaining connected. Through organizations, we grow as teachers, managers and teacher trainers. I make new connections by becoming involved in activities that interest me. This could include volunteering my time, attending or presenting at a conference or contributing to a newsletter. Here are four organizations to consider becoming involved with.

<http://www.bcteal.org>

<http://www.tesol.org>

<http://www.tesl.ca>

<http://www.language.ca>

Contributions

I am fortunate that my job offers me many opportunities to contribute to and collaborate with my professional community. I distribute resources, offer training, write for our newsletter, create bulletins, network, research and share ideas. Think of ways that you can contribute to the ELSA community. Perhaps this is by writing a newsletter article, presenting at an in house or ELSA Net Professional Development event, or sharing you ideas with colleagues. Maybe you would like to explore starting a blog. Here is some free blog software to experiment with: <http://wordpress.org> and <http://www.webs.com>

Where would you like your PLN to grow?

Once you get started, building your PLN is actually a lot of fun. I'm learning about new websites, blogs, and online tools everyday. In the upcoming issues, I will explore each section of the PLN in detail. Look for ESL teacher blogs in our next issue of ELSA Net News.

Childcare Resources

Immigrant Family Literacy Values & Expectations

- Books are important to pre-school children and their parents.
- These young children have an effortless love of books.
- Books and reading are inextricably tied to their parents' vision of school success.
- These parents want to be actively involved in the education of their children.
- Good schools & childcare centres do make a difference in people's lives.
- Readers need easy access to books.
- Continuing adult education opportunities are welcomed by parents.
- The parents who enroll their children in programs do so with great expectations.
- Most immigrant parents value bilingual and bicultural educational opportunities.
- Excellent teachers are greatly respected and valued.

Adapted from Marsha Grace's study of Hispanic-American preschoolers' family literacy values:
http://www.readingonline.org/articles/art_index.asp?HREF=/articles/grace/index.html

Dual Language Books for Family Literacy

Dual language books offer a strategy to develop family literacy skills in immigrant families. There are several types of dual language books:

(1) Bilingual books with the complete text in two languages (e.g., Harriet Rohmer's *Uncle Nacho's Hat / El sombrero de Tio Nacho*).

The Vancouver Public Library and its associated interlibrary loan libraries in the province have many bilingual books. If you go to their Website (www.vpl.ca/) and conduct an ADVANCED SEARCH using "bilingual" you get the following numbers of titles for these languages: i) Chinese (644 titles); ii) Punjabi (122 titles); iii) Farsi/Persian (2 titles).

(2) Monolingual books in translation(s). Many classic children's picture books from *The Caterpillar to Brown Bear, Brown Bear* are available in multiple translations. For an extensive list, see Dr. Rahat Naqvi of the University of Calgary's Website at <http://www.rahatnaqvi.ca/dldb/database.php>.

(3) Bilingual books that code-switch between the languages (e.g. Lynn Reiser's *Margaret and Margarita*).

For more information, see:
http://www.readingonline.org/articles/art_index.asp?HREF=ernst-slavit/index.html



A sample of a young student's work in Calgary in a dual language book program from R. Naqvi, www.rahatnaqvi.ca/files/IdentityTexts.pdf

Childcare Resources

20 Fun Nutrition & Literacy Activities: Celebrating 20 years of the NWT Literacy Council

The Northwest Territories Literacy Council has an array of "How-to-Kits" for young children and families to develop strong family literacy and home education practices. Although intended to serve Aboriginal families, many are adaptable to immigrant families.

How-to Kit on Nutrition (for young children and families): As an example, the How-to-Kit 20 Fun Nutrition and Literacy Activities offers examples of 20 fun recipes and educational activities to develop participants' awareness of nutrition. They include background resources you may require, like the Canada Food Guide and bingo cards to play nutritional bingo. Find this resource with connections to other at: http://www.nwt.literacy.ca/resources/famlit/howtokit/nutrition_literacy.pdf

Other Examples of NWT How-to Kits

Involving Families in Children's Learning
 Literacy Activities for Holidays - Thanksgiving, Halloween, Christmas, Valentine's Day, Easter, Birthdays
 Puppet Making
 Culture and Traditions
 Books in the Home
 Facilitating a Workshop
 Talking Books
 Family Math
 Family Cooking
 Readers Theatre
 Family Literacy Activities
 20 Outdoor Family Literacy Activities

Find these on the NWT Literacy Council website:

www.nwt.literacy.ca

HIPPY: Home Instruction for Parents of Preschool Youngsters

A program serving immigrant and Aboriginal families with home-based support is HIPPY. A national NGO funded in part in British Columbia by Citizenship and Immigration Canada (CIC), Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home-based education program that teaches parents to be their preschool children's first teacher and prepare their 3-5 year olds for school. HIPPY is designed to offer support to these parents and families using a 30-week (per year) role play curriculum.

If interested, families can approach the local HIPPY centre to participate on the program. Participation is based on need. Teachers or programs can find the local HIPPY site in British Columbia or across Canada on the Website at the end of this article.

HIPPY parents are supported with easy-to-use activity packets that make learning and play fun, home visits by care professionals (home visitors) and group meetings.

1. Families apply to the program and are selected on the basis of need determined by income.
2. Chosen families make a two-year commitment to participate 30 weeks per year, concurrently with the school year.
3. Parents are provided with carefully developed materials, curriculum and books.
4. HIPPY home visitors, who are parents in the program, are employed to work with 15 families each. The home visitors call upon the family every second week, bringing a new set of materials - usually a storybook and a packet of instructional materials. The home visitor and parent spend about one hour reviewing the materials, using role-play. If the parent has low literacy skills, an older child or a friend can take part in the visit. All of the instructional materials are prepared at a grade three reading level, and in Canada are available in English and French.
5. Parents spend 15 minutes each day doing activities with their child.
6. Every other week, the HIPPY program offers a group meeting at community centres or schools, with enrichment activities for parents.
7. Home visitors are provided with weekly training sessions that better prepare them for their home-visitation work.

<http://www.hippycanada.ca/howhippyworks.php>

Teachers' Professional Development

"Expert" Teachers: More than Mere Experience

"Expert" Teachers

In their CAELA Network Brief, Amber Rodriguez and Sharon McKay describe "expert" teachers as more than just "experienced" teachers. In adult ESL, they have the following qualities:

- rich & varied knowledge
- intuitive judgements based on experience
- motivation to solve a wide range of teaching problems
- understanding of students' needs and learning and ambient contexts
- ability to integrate instructional objectives and language learning
- fluidity and automaticity in teaching
- efficiency and effectiveness in lesson planning

"Expertise" and Career Satisfaction

Huberman's 1993 study identified three activities associated with teachers who develop expertise and lifelong career satisfaction:

- **Shift Roles.** These teachers shift content areas or levels or, alternatively, take on new responsibilities in administration or mentoring peers.
- **Engage in Classroom-Level Experimentation.** These teachers demonstrate more willingness for risk-taking and engaging in experimental projects and approaches.
- **Participate in Activities that Challenge Knowledge and Skills.** Motivated by challenge, these teachers constantly revitalize their teaching and materials.

Professional Development for Teacher Expertise

Below are three forms of professional development that support the cultivation of teacher expertise:

- (1) **Action Research.** Action research is a systematic approach to classroom inquiry and experimentation by teachers into their own teaching practices.
- (2) **Mentoring, Coaching, and Peer Observations.** The process of communication and exchange cultivates expertise for both the purported novice and expert.
- (3) **Reflection.** Below are three effective strategies for enhancing your reflective capacity as a teacher.
 - (i) **Study Circles.** (See PODs article following.) Self-initiated and self-directed, these informal and voluntary meetings allow teachers to explore a common issue, problem, topic, resource, or book together.
 - (ii) **Reflective Teaching.** Also known as "inquiry teaching," this involves a systematic use of inquiry and reflection as a method of feedback.
 - (iii) **Reflective Writing.** Writing is a proven way to enhance reflection and awareness. Here are some forms of reflective writing identified by Rodriguez and McKay:
 - Journals (independent, interactive, on-line)
 - Creating a cumulative teacher portfolio
 - Writing critical analyses of incidence or case studies
 - Online professional development discussion boards

Professional Development PODs:

Manitoba ALT-Branch Initiates

Communities of Practice

The Adult Language Training Branch of the Government of Manitoba is developing an innovative professional development model called PODs: (Practicing / Our / Domain {shared knowledge}). The program encourages adult EAL (ESL) teachers in government funded settlement EAL programs to self-organize study groups or PODs to explore clearly delineated areas of interest relevant to their teaching and professional development.

Paul Vieira, the Program Officer overseeing the initiative, described the PODs as an "organic approach" to professional development that supports teachers to form learning communities through bottom-up participatory processes with top-down support. A key premise of the program is that the teachers have to participate voluntarily and program directors have to be educated to support the PODs.

The use of the natural metaphor of a pod is intentional, as "it reflects a fractal form that is universal yet different in every instance." Vieira describes the communities of practice as an approach to professional development to "foster a natural environment for the organic transfer of knowledge, professional wisdom, and best practices through the interaction of experienced practitioners and novices."

The following link leads you to a series of workshops he led for Manitoba ESL teachers on communities of practice and the PODs initiative:

<http://www.youtube.com/user/SettleManitoba#g/c/C44E2B5052D35919>

The following link leads you to the PowerPoint (Prezi) he prepared on communities of practice:

<https://prezi.com/secure/f00d97aa676f7fff-b0c063defde410e5c5cfe02d/>

From Our Members

NUTRITION TOUR PRICE MART, LANGLEY

By Annemieke Vrijmoed and Lynda Brown,
New Directions, Langley



Twice a year the students of New Directions enjoy going to Price Mart for a “Healthy Eating” tour. This tour is lead by nutritionist/dietician Barbara Price. Barb leads every class through the store individually. She begins at the produce section where she points out the importance of eating a variety of vegetables and fruit, the more colourful the better. She then moves onto the baked goods, pointing out the benefits of eating high fibre, particularly whole wheat bread. She also explains which kind of milk is best for particular age groups. She stresses that eating meat should be limited to just a small quantity and how important it is to eat fatty fish with lots of Omega 3. In essence all you need is to shop the perimeter of the store, which is where the most nutritious foods can be found.

For a resource on NUTRITION, visit www.elsanet.org/resources.html.



Excel Students Charitable Activities

At Excel Educational Centre we are proud of our students for their recent devotion to various charitable causes in 2010. In July, Marianne Akune and Stefanie Henders led our students in our second BC Children’s Hospital Childrun fundraiser in which we raised over \$6000 to help fight childhood cancer! It is always a meaningful and fun event for our students in Richmond as it provides them the opportunity to integrate into the community and meet positive people who share in the same desire to help others. An informational and funky video of Our Road to the BC Children, produced by Stefanie Henders, can be found at the following link: <http://www.youtube.com/watch?v=pCOjSgEzoxk> We encourage other ELSA schools to view the video to learn about fundraising activities and witness how much enjoyment students can have while exercising and making a difference.

A more recent fundraising event included the Terry Fox Run in September. Level 3 and 4 students raised over \$600 and ran 10km in the beautiful Garry Point Park in Steveston. The lessons I had taught about Terry Fox really hit home for our students on this day. They met cancer survivors and came to a realization that their fundraising efforts were really making a difference in the lives of others and towards medical advancement. Here is a photo of our special day:



Bravo to the tireless efforts of our inspirational students and teachers at Excel! – Paul Naismith

From Our Members

ELSA Students Continue their Creative Lives in Langley

By Linda Davies and Inta Schorcht

“From Across the Oceans: Diversity in Local Art” is the newest exhibit at the Langley Centennial Museum in Fort Langley. The organizer, Inta Schorcht, past instructor and coordinator at New Directions, is very excited about this opportunity to show-case the work of several Lower Mainland artists who have chosen to live, work and raise their families in Canada.



This multi-faceted presentation includes the work of Jong-Jin Lee, Chih-Hsiung (Jackson) Chien, Elena Sambuev, Iris Chen, Lily Ao, Valéri Sokolovski, En-Wei (Michael) Jao, Kosheng Ko, Shu-Chen Huang, Juma Wu, Baljit Kaur, Seonok Lee, Sandra Lin, and Jarnail Singh. Approximately half of these artists were students at New Directions; all of them have crossed an ocean in coming to Canada. Their



homelands are diverse, ranging from Taiwan to Estonia, and their chosen art medium is also diverse including oil paints, water colours and sculptures.

Although some of the artists are newer, others have been creating art for years. “The caliber of artist represented here is very high,” reports Inta. Many awards and recognition have been received by all of the artists. Both contemporary and traditional art forms are featured in this exhibit, which is the first of its kind not only at this museum, but in the Lower Mainland. The exhibit runs until January 9th, except for the museum closure, December 24th to January 2nd. More information can be found at www.langleymuseum.org, by contacting the museum at 604-888-3922, or emailing the museum curator, Kobi Howard at koward@tol.ca



ELSA Class Orchard Visit is a Healthier Choice

By Karina Chambers, Settlement Project Coordinator South Okanagan Immigrant & Community Services



Fall is here and it is apple harvest time. Since the Okanagan has so many varieties of fresh fruit and vegetables, the ELSA teachers at South Okanagan Immigrant and Community Services (SOICS) wanted to educate students on healthy living alternatives. ELSA level 1 to 5 classes took a field trip and drove 5 minutes out of town into the bountiful bench orchards and vineyards. Students walked the rest of the way to the orchard along the beautiful Kettle Valley Railroad Trail, across the trestle bridge overlooking the gorge, and up into the heart of Michel Labelle Farms.

From Our Students

Along the way they learned about riparian bird species and local ecology practices. Once there, students were given a tour of the orchard, taught the right way to pick an apple, and educated on the numerous apple varieties. Best of all students taste-tested the juicy, crisp apples. It was a wonderful opportunity for the class to see where their food comes from and learn the advantages of buying locally. Moreover, they learned about the extensive trail system that runs through and around our city that encourages exercise and a healthy green lifestyle. By the end ELSA students had eaten their fill of apples and enjoyed the beautiful warm fall day.



Health and Wellness

Submission - Letter by Sonia Garcha, ELSA Level 5 student with PICS

My name is Sonia Garcha. I used to dance in India. I enjoyed dance parties and participated in all my school functions even though I was a math teacher. After coming to Canada, I found that a lot of people have interest in their cultural dance. Due to my interest, I performed voluntarily in temples and for PICS. Due to so much interest, I have started to teach dance in my spare time. Now I am a dance instructor.

Dance is a physical exercise. Regular dancing is great for improving endurance and stamina. Dancing can burn as many calories as walking, swimming or riding a bicycle. It keeps me fit. If I dance daily, I find myself happier and alive. I feel fresh after dancing. Dancing is a great way for people of all ages to get and to stay in shape. It helps to maintain good health. You can also reduce your weight by dancing.

In Canada, due to the cold weather, people don't perspire. That is why they have lots of health problems. If you dance regularly you won't face these kinds of problems. Because physical activity reduces stress and tension, regular dancing gives an overall sense of well-being.

Dancers are disciplined and dedicated. Exercise can often be boring but dance is an exercise which never bores you. It is a social activity. Dancing provides many opportunities to meet other people. I have made many new friends through my dance lessons. Dancers are admired for their skills and this indeed is very gratifying.

In short, dance keeps you happy and happiness is the key to good health. It keeps you physically, mentally fit and strong. It also helps to gain self confidence and relieves stress. So keep on dancing and have a long healthy life!

From Our Community

ASSESSING WELL-BEING

Education: A Report of the Canadian Index of Well-being

NEWLY RELEASED in October

The Canadian Index of Wellbeing (CIW)'s vision is "to enable all Canadians to share in the highest wellbeing status by identifying, developing and publicizing statistical measures that offer clear, valid and regular reporting on progress toward well-being goals and outcomes Canadians seek as a nation." To that end, they have just released a report on Canada's

report card on education and its contribution to the well-being of Canadians through eight lenses. Although they advocate a lifespan developmental approach to well-being, they don't appear to include adult basic or ESL education like ELSA offered outside of the secondary or post-secondary context in this report on Education. The key areas of research covered in this report are outlined below.

1. Early childhood education & care
2. Transition to school: developmental health in kindergarten

3. Student-educator ratio in public schools
4. Social and emotional competences in middle childhood
5. Basic educational knowledge and skills of youth
6. Equality in education: the socioeconomic gradient
7. High school completion
8. Postsecondary education

You can read or download the full report at: http://www.ciw.ca/Libraries/Documents/Education-Full_Report.sflb.ashx

Step Ahead

By Alice Wilcox

The Step Ahead Program for Multi-Barriered Refugees is a pilot project being carried out by a consortium of settlement agencies: MOSAIC, Burnaby Family Life, Immigrant Services Society of BC, S.U.C.C.E.S.S. and DIVERSEcity.



It provides enhanced, long term settlement services for immigrant and refugee families with multiple barriers preventing them from integrating into life in Canada. These barriers include unemployment, poverty, housing, low level English, and health and family issues.

Program participants have faced

serious challenges and traumatic experiences such as war, poor living conditions in refugee camps and poverty. Clients are referred to the program via the consortium agencies, external settlement agencies, schools, the Ministry of Children and Family Development, etc.

Unlike other programs, part of Step Ahead is carried out in the participant's home by settlement counsellors. The counsellor works with the family to establish an action plan in order to overcome the specific barriers the family is facing. This intensive case management allows an enhanced focus on integrating into the community in a personalized approach.

Counsellors will also connect clients to community services and resources and act as a mediator if necessary. They provide clients with much needed encouragement, culture and language support. However it is important to note that the counsellors do not act solely as interpreters. For example, when going to the doctor, the counsellor

will encourage the client to use his or her English skills if possible and interpret only if needed.

The aim of Step Ahead is to mainstream the clients so they can live fulfilling, independent lives. Program staff feel they can see a positive change in their clients, with participants being more connected.



While "success" is a term gauged by everyone differently, success of the program can be seen through clients resolving serious health issues, finding jobs, and being active in their community.

Currently the program is at full capacity. Step Ahead is scheduled to run until December 2011.

From Our Community

A StrongStart for Children and Parents

By Emma Hatfield, Corpus Academics

Like so many new parents these days, I wanted to give my newborn daughter the strongest possible start in life. In her first year I tried to give her the best nutrition I could, in order to give her a strong foundation for health and wellness. Once her nutrition was well established, I knew there were other things I needed to give her to continue building that foundation for life. Unsure of what exactly to include and when to begin, I turned to friends for advice. One friend introduced me to the solution that I was searching for: the StrongStart BC program.

It is a free program, which is run by the Ministry of Education, for children, from birth to age five, and their parents. Designed as a no pressure early learning initiative, it gives pre-school children opportunities to access high quality learning resources, social interaction opportunities and an introduction to the classroom environment. It offers parents, caregivers and even grandparents time to enjoy hands on fun with their children, opportunities to ask questions to other parents and staff, and a chance to make connections in the community. Often, it is stay-at-home parents who bring their children, or grandparents who take care of their grandchildren during the day. Because of this, parents can meet others who may share similar experiences, doubts and joys.

Select schools in almost every school district in the province offer the program for three hours a day (minimum), five days a week. There is no obligation to stay for any set amount of time or a minimum number of days. Parents just arrive and enjoy activities led by an ECE trained and certified educator. Often the activities include story time, gym time, art projects, circle time and a free healthy snack. Parents can choose to participate in activities or simply play with their child.

There is no goal to create young Einsteins. Instead, there are toys for children of all ages; tactile, picture and story books; rocking and high chairs; friends of all sizes and ages and open hearts and minds. In my year and a half of attending StrongStart, I've never seen children reciting the alphabet or being tested on colours or shapes. Instead, we sing a song about the days of the week and mark the date on the calendar. We join in the activities that my daughter is able to do and we do our own thing when it suits us.

Finally, the StrongStart gives newcomers a gentle introduction to the education system in BC, which can be drastically different to classrooms and schools they grew up with. I encourage all parents and ELSA teachers to spread the word: no pressure, free and welcoming - StrongStart BC.

For locations and contact information, visit http://www.bced.gov.bc.ca/early_learning/pdfs/strong_start_contacts.pdf

Family Literacy Day® 2011

Family Literacy Day 2011 takes place on January 27. The following ideas from ABC Life Literacy Canada [fld@abclifeliteracy.ca] for ECE and ESL programs and teachers like to promote family literacy through the celebration of Family Literacy Day, including event planning resources, activity ideas, and promotional materials.

Theme: Play for Literacy

Learning is fun! Join others on January 27 and Play for Literacy with your family, friends or community. Enjoy the benefits of improving literacy and numeracy skills



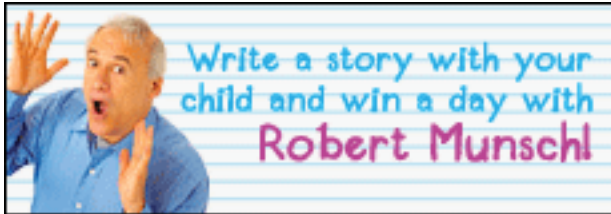
through board games, card games and word association games. Find out more!

Promote your Family Literacy Day event by registering it on the Family Literacy Day website, which receives more than 50,000 visits in December and January!

From Our Community

Last chance to win a visit from Robert Munsch...

There is less than one month left to enter the national Munsch at Home Contest. This contest is a great way to work together as a family, create a story and practice your literacy skills. Find out details on how you can win!



Family Literacy Tips from A to Z

(Adapted for use with immigrant parents.)

- Encourage immigrant parents to act as a reading role model for their children by reading in their spare time. Remember, children learn by example.
- Encourage adult ESL immigrants to read books in their first language, too. There are many titles written in various languages in the library.
- Encourage parents to boost their baby's brainpower by reading aloud. Infants love the sound of a parent's voice and the closeness of sharing.
- Parents can be encouraged to read in their first language. The VPL has children's books in various languages
- Also, parents and children can read from DUAL LANGUAGE BOOKS (see this newsletter page 11 under Childcare).
- Coordinate a book club with immigrant parents or help them to do so.
- Encourage immigrant parents to donate time as a volunteer to a literacy program in their community. Volunteer to tutor adult learners, read to children or help in the office.
- Help parents to learn to engage in sing-along sessions with their children by teaching them English children's songs. Singing helps develop a greater awareness of rhythm, rhyme, words and sounds.
- Fundraise! Use your Family Literacy Day event as a way to raise money for your local literacy organization, school or library.

HELP: The Human Early Learning Partnership

(<http://www.earlylearning.ubc.ca/>)

The Human Early Learning Partnership is a UBC-based organization to collate and disseminate research on early childhood education and development in the Province of British Columbia. It has special resources on its website to serve government, the community, researchers, business, and the media.

The Early Development Index (EDI). HELP's Early Child Development (ECD) Mapping Team is producing a range of maps that show the results of the Early Development Instrument (EDI) and socio-economic data. The EDI has been used to assess kindergarten children around the province on the basis of **five indicators of child development**:

- social competence
- emotional maturity
- language and cognition
- communication skills
- physical health and well-being

The data indicate that the rate of vulnerable children has continued to increase from 26.1% in 2000 to about 30% in the latest collection period in 2009. Highly diverse areas with high levels of immigration and Aboriginal areas of the province, appear to face the most serious challenges.

Community Stories: The community stories initiative of HELP allows community organizations to identify key programs or initiatives serving the well-being of children and their families in BC. You can visit the site to read about the initiatives across the province or in your region. HELP also encourages community organizations to submit their success stories. You are asked to provide four items:

1. Provide a brief overview of your community and its key success story (2 paragraphs max).
2. List 3-4 key factors that contributed to your success.
3. List key challenges that were encountered, if any.
4. List key resources for further information (e.g., slides, blog, agency website, published report)

You can submit or read the stories from the various regions at the following website:

<http://www.earlylearning.ubc.ca/for-you/community/community-stories/>



English Language Services for Adults Network

#200 - 5050 Kingsway
Burnaby, British Columbia, V5H 4H2

Phone: 604-639-3230
Fax: 604-639-8116
esl@elsanet.org
www.elsanet.org