



ELSA Net

NEWSLETTER

Spring 2013 | Issue 27

Integrating Change

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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

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.

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*Special thanks
to our contributors!*

ELSA Net Update

ELSA Net Transition Webinars

Wed, May 22, 10:00 am - 12:00 pm

CIC Procurement/Call for Proposals Process

Thurs, May 23, 10:00 am - 12:00 pm

*Federal Settlement Language Models -
Policy & Practice*

ELSA Net will be offering two webinars next month to help settlement language providers navigate the upcoming transition to federal oversight in April 2014. We have gathered panelists from other jurisdictions that are already operating under the national model to share their experience of Citizenship and Immigration Canada's contracting and delivery process.

These webinars will be offered on www.Tutela.ca and will serve to complement AMSSA transition-focused activities by adding additional information specifically related to language-focused programming and delivery.

Please contact Karolien Swaak, Project Liaison, to receive registration information for the webinars as it becomes available: elsasupport@elsanet.org or (604) 639-3234.

STaRS Help Desk Update

ELSA Net

Alice Wilcox (604) 639-3221, awilcox@elsanet.org

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With the development of STaRS2 R1.4 underway, the team is anticipating the launch in June. This release will address outstanding issues with attendance as well as resolve the incorrect seat counts that have been troubling end-users. We are also excited that 1.4 will update the childcare units calculation, and resolve an issue around referrals - no more 'dummy assessments' to enable new referrals! Along with this release, the team will be sending out informational updates as well as updated Service Provider Quick Steps.

The Help Desk would be happy to provide training and assistance on issues surrounding Release 1.4, querying, full scope for new users, or any specific request you may have. Sessions can be done via on-site visits or through remote computer access. Feel free to contact the Help Desk to make arrangements.



2013 ELSA Net PD Conference *Communities of Practice*

November 4, 2013

Plans are underway for the ELSA Net conference. The theme is Communities of Practice. Thomas Farrell, a professor from Brock University and a key proponent of Reflective Practice has been confirmed as our plenary speaker. The conference is at the **Vancouver Convention Centre**, 1055 Canada Place, Vancouver, BC.

National Update

Message from the Executive Director

Brenda Lohrenz, ELSA Net

“The only way to make sense out of change is to plunge into it, move with it, and join the dance.”

Our board president, Katie Graham from SUCCESS, brought this quote in her message to the board last June, and it has stayed with me. ‘Plunge’ is what I envision our students feeling as they touch down at the Vancouver airport for the first time - what an intense mix of emotions that must be! Exhilaration, trepidation, sadness in loss of a known past; hopefulness in anticipation of an unknown future. There are always those that join in readily without inhibition, and others that hang back tentatively, not wanting to make the wrong moves as they take care to study the dance floor first ... in which group do you see yourself?

Our first dance as a sector moving into the unknown is in the form of a CFP, or CIC call for proposals. This upcoming June endeavor asks us to take a risk and ‘jump in’. Careful study will play a role here, and to that end ELSA Net is hosting some important Tutela webinar panels on May 22 and 23 with participants from other provinces who have had the opportunity to try out their dancing shoes. Understanding of your community and a vision for how to meet client needs will be vital - and we all have this expertise! Same music, different steps...

On the national front, a key topic on the language table at the CIC/sector initiative NLAB - Newcomer Language Advisory Body is a ‘National Settlement Language Training Framework’. What will this be and how will we get there? Here is the next plunge. Who is the client of the future? What will their challenges look like? What will their needs be? Where will they settle? There is much for consideration. As we look at higher selection benchmarks in a lot of immigration categories, perhaps this will be a more language savvy group coming in, but families will accompany and their needs will also figure. Pathways to integration must be broad and far-reaching, and there are multiple intersections for language.

Derwing and Waugh published a research paper, overviewed in our fall 2012 newsletter, regarding language skills and the social integration of Canada’s adult immigrants. (http://www.irpp.org/pubs/IRPPstudy/IRPP_Study_no31.pdf.) Even for newcomers holding professional degrees in their country of origin and high levels of official language skills, their conclusion was that challenges and barriers to full social integration remained. There is obviously much that goes beyond a traditional definition of ‘language instruction’ by entering into that nebulous zone of socio-cultural competencies. As we all know, the ESL classroom as model United Nations is a valuable learning ground for practicing ‘soft skills’.

Regardless of structure for a National Settlement Language Training Framework, higher language thresholds for skilled immigrants entering Canada and potential ‘post-modernized approach’ service directions, the settlement outcome for LINC delivery across the country will likely remain; that students ‘develop the requisite skills to integrate and contribute to Canada economically, socially and culturally’. If we as current ELSA providers, soon to be LINC providers, make sense of change through the eyes of our students - service delivery models might be adjusted or modified, but the overall goal remains. We are working towards effectively supporting those who have taken the plunge and chosen Canada as the place to rebuild their lives.

On with the dance!

ELSA Net Training

May 24, 9:30 am - 4:30 pm

Technology Certificate Program - Module 3

May 30, 9:30 am - 4:30 pm

Revised CLB and CLB Support Kit Training for Regional ELSA Providers

May 31, 9:30 am - 4:30 pm

Revised CLB and CLB Support Kit Training for LM ELSA Providers

Formative Assessment Toolkit Training ELSA 2 - 3

Feature Article

The Queen of Change

By Edith (Edie) Ives, ELSA Instructor, Central Vancouver Island Multicultural Society, Nanaimo, BC

The theme for this edition of the ELSA Net newsletter is Integrating Change. I think this is an interesting and appropriate topic considering the season, the upcoming transition to CIC, and my own recent personal change journey. In 2010, I moved to the island from the mainland, took early retirement from the BCTF, and planned to experiment with a different career or volunteer opportunity. Obviously, life had an alternate plan for me when a wonderful, part-time position at the Central Vancouver Island Multicultural Society (CVIMS) in Nanaimo came my way last September.

It has now been seven months since I started this journey. As someone with over 30 years' teaching experience (regular, ESL, and Special Education) in the public school system at both the elementary and secondary school levels, I remember thinking that this part-time job was going to be a breeze. Wow, was I in for a surprise!! As I am new to ELSA, the CLBs, the resources, the expectations and the accountability were all new to me. Also, my program, ELSA 6/7 for Smaller Communities, was new for British Columbia, so I was integrating a new curriculum.

I found the volume of resources staggering, and searching through them to find the best material for my lessons was time consuming. It took me at least three months to find the resources and websites I liked best and save them to an easily accessible location. It has been very difficult, but I have also learned an incredible amount. I have developed my computer skills and become more familiar with technology in general. In fact, I am finding this teaching experience one of the most challenging, rewarding and enjoyable experiences of my life.

Thankfully, ELSA Net has provided many training opportunities. Their in-house as well as online activities have helped me get a handle on the curriculum and program expectations. The amount of work required

before the program started was significant, but there was always someone at the other end of my computer to help and encourage. At our first training session in New Westminster, I remember wondering how I was going to stay ahead of my students while learning and exploring the new curriculum, tools and resources. Thankfully, ELSA Net staff members as well as my fellow teachers from all over BC were helpful and encouraging.



Another change for me was teaching adults. I had some experience teaching ESL at the local university, but the students at the multicultural centre in Nanaimo are an entirely different and (I think) unique population. Most of my students have university or college degrees from their home countries and are taking my course to improve their English skills to a level where they can get employment in similar fields in Canada. The majority of them are young mothers and only one is currently working another job in his off hours. They are an absolute delight but also keep me on my toes with questions and additional information regarding the curriculum. Dare I say that I am learning almost as much from them as they are from me?

Feature Article

The cultural backgrounds in my class are very diverse, so I am constantly learning new and fascinating information about their countries, which enriches my life as well as my teaching. The students are learning about other cultures and countries as well. As with many ELSA classes (I am discovering), class numbers can vary from day to day, so the dynamics in the classroom as well as my initial activity plans sometimes change shortly before class. Thankfully, I have considerable experience and am quite flexible, so I always have a “Plan B” and some days even a “Plan C.” I even had a student who joined us through video conferencing for a while, so I learned yet another new set of skills.

I am honestly amazed at times when I look back over the past seven months and think about all the new and (mostly) wonderful things I have learned since joining CVIMS and becoming part of the ELSA Net family. Though challenging and often time consuming, I must admit that I am thriving in this new and exciting environment. I also choose to look forward to the changes we expect in 2014 with optimism. Looking back over this article I can’t help but smile, as I can now see why I was asked to write this article. I may even think of myself as “The Queen of Change.” I wish you all the very best on your individual journeys and may you embrace change in your life.



Resources



Updated Information from the Newcomer Language Advisory Body

<http://tutela.ca/ViewContentItem?itemId=5630>

The Newcomer Language Advisory Body (NLAB) is a committee of settlement language training experts that advise Citizenship and Immigration Canada on language policy directions and program priorities, ranging from placement assessment to the measurement of learning outcomes. Established in November 2012, NLAB is affiliated with the Settlement and Integration Joint Policy and Planning Council (SIJPPC). In the interest of keeping the settlement language training sector informed of the ongoing work of NLAB, meeting notes will be shared on Tutela regularly.

Citizenship Resource: PDF Version and Audio Files

<http://tutela.ca/ViewContentItem?itemId=5735>

This is a classroom resource for teaching citizenship topics to adult English language learners. It was developed as a companion piece to the study guide Discover Canada: The Rights and Responsibilities of Citizenship. The Citizenship Resource consists of seven chapters based on citizenship-related themes that reflect the overall organization and content of Discover Canada. Each chapter consists of a CLB 1-8 planning framework and an activities section. These tools include ready-made reproducible activities with audio material and related instructor notes.

Listen to Recorded Webinars on Tutela

<http://tutela.ca/HomePage>

Catch up on Tutela webinars by viewing the recorded sessions. The latest recording of Tutela webinars are always posted in the Featured Resources section on the Home page.

Resource Tips and Tricks

If you can’t find what you’re looking for, try making your search broader. For example, instead of searching for “grammar handout for past tense”, simply use the search term “grammar”. This will definitely yield more results for you to choose from.

Resources

Cyberspace

ELSA Resources for Higher Levels: Lifelong Learning

By Paul Carter, ISSofBC

ELSA learners face huge changes coming to Canada. Lifelong or continuous learning is essential for adapting to change. Here are some resources for using with your higher level learners:

Canadian Council on Learning: The Value of Lifelong Learning (May 27, 2010, 9:59) - YouTube

This video is a great way to introduce the topic as it explores the social and economic benefits of learning at all stages of life. It includes interviews with Canadians from many different parts of Canada and has excellent footage of the scenery as well.

Uses: Learners take notes about the different examples of lifelong learning.

<http://www.youtube.com/watch?v=PvUdARitXIO>

Discover the Possibilities of Continuing Education - CanLearn

This government page has links to extensive resources for continuing education options, financing, and workplace skills.

Uses: Learners navigate the site and reduce a given section of up to about two pages to an outline or summary.

<http://www.canlearn.ca/eng/lifelong/index.shtml>

Education Planner

This website is a goldmine of resources and information. It offers information on post-secondary educational options in BC with information on programs, credentials, university transfer, institutional information, and career development.

Uses: Learners access information online about educational institutions, apprenticeships, career development, and more. This site also has an Advising Centre (www.educationplanner.ca/plan) with an excellent collection of videos and resources that are well suited to listening and note taking practice.

www.educationplanner.ca/

Lifelong Learning - The Encyclopedia of Informal Education

This article gives an overview of the concept of lifelong learning and examines the implications in regards to the possibilities, aspirations, and problems with current policies.

Uses: Learners reduce a text of up to about two pages to an outline or summary.

<http://www.infed.org/lifelonglearning/b-life.htm>

Literacy and Essential Skills - Human Resources and Skills Development Canada

This site contains information, examples, and resources for assessing and practicing the nine essential skills in Canada. There are links to definitions of the skills, exercises, videos, podcasts, and more.

Uses: Learners access information online and use the resources to explore, define, and practice essential skills.

www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml

Ministry of Advanced Education and Labour Market Development

This website contains information on adult education, degree authorization, foreign qualifications recognition, and StudentAid BC.

Uses: Learners navigate the website menu and summarize moderately complex instructional texts for multistep procedures related to education planning, student aid, qualification recognition, or application procedures.

<http://www.gov.bc.ca/aved/index.html>



Another way to support your lifelong learners is to help them access the ELSA Net Directory of ESL Courses & Employment Programs for Immigrants in BC.

<http://www.elsanet.org/esldirectory/index.php>

Resources

The Latest and Greatest in the Employment World

April 2, 2013 marked the one-year anniversary since employment services in BC received a makeover in an attempt to centralize and streamline services. With the launch of the new **Employment Program of BC (EPBC)** (www.workbc.ca/Work-BC-Centres/Pages/Work-BC-Centres.aspx) in 2012, large regional employment providers took centre stage, replacing many small community-based providers. The new program also adopted a fee-for-service billing model and enforced service limits determined by clients' level of employment readiness or client tier.



In addition to regional centres, EPBC offers satellite and outreach offices designed to serve the needs of specialized populations such as new immigrants. In Victoria, for example, the Inter-Cultural Association of Greater Victoria subcontracts from regional provider, GT Hiring Solutions, to provide targeted services that meet the unique needs of newcomers to Canada.

British Columbia News Room (www.newsroom.gov.bc.ca/2013/04/employment-program-of-bc-celebrates-one-year-milestone.html) recently posted an article praising the success of the new program, stating, "To date, WorkBC Employment Services Centres have provided employment supports and services to almost 82,000 individuals. Of the over 67,000 people who have received case management services; almost 50 per cent have successfully found employment."

While EPBC certainly offers value for our clients, it is not without some hiccups. For example, the program's unintuitive and time-consuming reporting system, ICM, takes valuable time away from service delivery. Also, the fee-for-service and client tier models reduce service providers' ability to provide customized services as well as restrict the number of service hours clients can receive.

For Employment Services in BC for Newcomers (chart) go to <http://www.elsanet.org/site/resources/newsletter>.

While other employment programs in the province have not been affected by the shift to EPBC, many are facing upcoming transition:

- **Job Options BC:** Funding for Job Options BC is not confirmed after March 31, 2014. http://www.jtst.gov.bc.ca/job_options_bc/
- **Settlement and Integration Program Labour Market Services:** Settlement-funded services such as career mentoring and short-term employment programs will transition to the federal government on April 1, 2014. www.welcomebc.ca/Communities-and-Service-Providers/Service-Providers/funded-services/inclusive-communities/settlement-integration.aspx
- **Skills Connect for Immigrants:** The Skills Connect for Immigrants program will also transfer to federal administration; however, their contracts with the province have been extended until March 31, 2015. <http://www.welcomebc.ca/Work/fqr/fqr-qualifications/skills-connect.aspx>

For more information about these programs, including eligibility and services provided, see **Employment Services in BC for Newcomers**.

Other Employment Resources for Teachers

BCIT's International Credential Evaluation Services (ICES)
<http://www.bcit.ca/ices/>

ICES evaluates formal for-credit educational programs for people who have studied in other provinces or countries and determines comparable levels in British Columbian and Canadian terms.

Immigrant Employment Council (IEC-BC)
<http://www.iecbc.ca/>

IEC-BC is a non-profit organization that aims to raise awareness of the benefits of integrating immigrants into BC's labour market. Their initiatives include a career mentoring program and an immigrant TalentMatch service. They also provide many resources to employers on how to hire and retain newcomer employees.

WorkBC <https://www.workbc.ca/Education-Training/Programs/Pages/Employment-Programs.aspx>

The WorkBC website includes extensive resources on career exploration, post-secondary education options, employment programs in BC, labour market statistics, and workplace resources. It also has a job search tool to search for current opportunities around the province.

Resources

Student Success: From Job Search to Job Success



Burnaby EFW student, Ayako Fukada, sought out GT Hiring Solutions' employment services for help finding work commensurate with her former position as a Customer Service Representative in a Japanese trading company.

When asked of her experience with the Employment Program of BC at GT, Ayako spoke very positively: "As they are open early, I was able to go before school

hours to use their computers for my job search in a quiet space (and print things out if needed)." Ayako also attended job search workshops, such as resume writing and interview tips. "The seminars were great," says Ayako, "I was able to learn some important tips and ways to get a job successfully in Canada."

With the support she received, Ayako landed a Customer Service Representative position at VanCity Credit Union and is happily employed.

A Snapshot of GT



GT Hiring Solutions, a private employment services provider, is the main contractor for the Employment Program of BC (EPBC) in Burnaby, Victoria/Saanich, Nanaimo, and Chilliwack. They are one of 44 EPBC contractors in 73 catchment areas around the province.

GT makes impressive use of technology to ensure easy access to their services. All GT clients are provided with a pass-card and an online access code upon their first visit. The pass-card is easily attached to a key chain and looks just like a grocery store loyalty card. The online access code allows clients to use tools such as workshop schedules, a job board, resume templates, job search tip sheets, and skills assessments from the comfort of their home.

Clients can also choose to conduct their job search at GT's employment resource centres, where they have access to computers, printing and photocopying, and the assistance of a GT staff member, if needed.

Group workshops on topics such as resumes, cover letters, interview skills, and labour market information are offered daily from 9 am - 12 pm. Also, eligible clients can see a case manager for more individualized assistance. Most newcomer clients will require the additional support that case management provides, including more thorough resume assistance, help with foreign credential recognition, job leads, and referrals to other relevant services such as Skills Connect for Immigrants and Job Options.

The Burnaby GT centre has a number of service partners to help address the needs of specialized populations, including MOSAIC which has a long history of serving newcomer clients.

For more information on the services provided by GT Hiring, see their website (<http://gthiringsolutions.ca>).

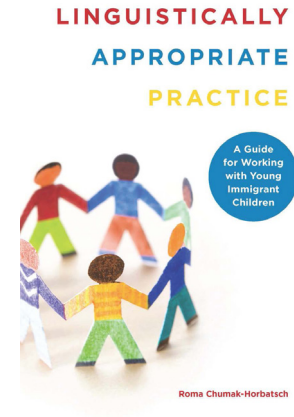


Child Care Resources

Newcomer Early Childhood Resources

Linguistically Appropriate Practice

Roma Chumak-Horbatsch, an Associate Professor in the School of Early Childhood Studies at Ryerson University, offers a different viewpoint. In her book, *Linguistically Appropriate Practice: A Guide for Working with Young Immigrant Children*, she makes an argument that not only can young children successfully navigate two languages, but including the home language in a program actually facilitates the learning of English. www.mylanguage.ca



Stand Together or Fall Apart

Dr. Judith K. Bernhard of Ryerson University in Toronto, has recently written a book for professionals who work with immigrant children and families. *Stand Together or Fall Apart: Professionals Working with Immigrant Families*, published by Fernwood, will be of particular interest to social workers, teachers, counselors, settlement workers, early childhood educators, and child and youth care workers.

<http://standtogetherorfallapart.com>



Welcoming Newcomer Children

Dr. Judith Colbert's book "*Welcoming Newcomer Children*" is a resource for teachers and others with an interest in supporting young newcomers from birth through age 8. Judith is a writer, researcher & training specialist. The book explores answers to these and other questions related to the settlement of young immigrants and refugees.

How do you define settlement?

What is culture?

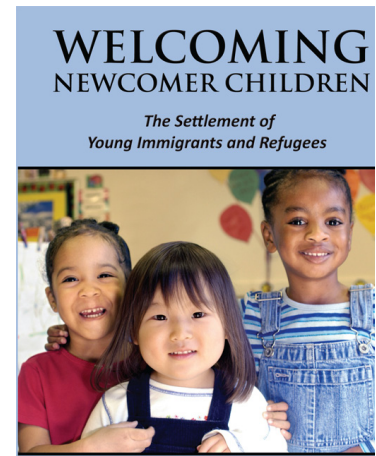
Why do they matter?

Do young children have distinctive settlement needs?

Is settlement related to school readiness?

Do YOU transmit culture?

www.welcomingchildren.ca



Child Care Resources

Planning and Observation

Curriculum Planning, Observation and Reflection Tool

Organize your thoughts, curriculum plans, classroom observations and children's interests. Allow families to see at a glance, how children's questions and experiences are incorporated into your planning. The large size makes it noticeable for parents and visitors and will assist in sparking discussions with parent regarding what their children are learning and doing. The chart is a living document which merges the connection between children's interests and play, educator observations and documentation with curriculum development.



eccdc Curriculum Planning, Observation and Reflection Template

This product was created by the ECCDC. All copyright rights are reserved. To provide a free copy per ECCDC, please email requests.

Date _____
Group _____
Name _____

What Actually Happened	Language and Literacy Exp. Activities	Science and Technology Exp. Activities	Mathematics Exp. Activities	Blocks and Construction Exp. Activities	What Actually Happened
What Actually Happened	Imaginative and Pretend Play Exp. Activities	Observations, children's interests, and previous considerations			Group Activities Exp. Activities
What Actually Happened	Sensory Experiences Exp. Activities	Cognitive and Fine-Motor Exp. Activities	Outdoor Activities Exp. Activities	Creative Art Experiences Exp. Activities	What Actually Happened
What Actually Happened	What Actually Happened	What Actually Happened	Domain	Skill	

Legend

- children's interests
- what's the plan
- what they did/what actually happened

Exp. Reference to Specific Expectations within Early Learning for Every Child Today or the Full-Day Early Learning - Kindergarten Program

Emotional, Personal & Social	
Communication & Language	
Knowledge & Understanding of the World	
Physical Development & Movement	
Artistic & Creative Development	

Refer to the link for Curriculum Planning:

http://www.eccdc.org/view/en/professional_library/resources/curriculumplanning

Newcomer Early Childhood Free Online Courses

Mothercraft

Free Online Professional Development Courses for Settlement Workers - Caring for Canada's Children

http://www.mothercraft.ca/index.php?q=ccc_archive



CMAS Canada

Separation Anxiety and Culture Shock e-course:

This online workshop will help you understand separation anxiety in newcomer families and the impact of culture shock on the separation process. The course offers strategies to help you manage separations, as well as parent expectations. From creating a sample separation plan to navigating your way through a gradual separation scenario, there are suggestions to help you put these strategies into practice.

<http://cmascanada.ca/learning-centre/online-learning-centre/>

Working with Newcomer Families e-course

This online workshop gives you knowledge and tools you can use to collaborate with and gain the trust of the families of children in your care. The course covers both the theory and practice behind topics that include family and child-centred care, diversity and bias, cross cultural child-rearing practices and communication, and building trusting relationships.

<http://cmascanada.ca/learning-centre/online-learning-centre/>

From Our Members

Taking Lessons from our Students: Embracing Change as a Means for Growth

By Bobbi Mand, Surrey English Language Centre (SELC)



Change can be overwhelming or a blessing - I choose to think of it positively. By embracing change, we elect to be optimistic about our future and new opportunities. This flexibility is a virtue that I try to instill in

my students, who have made a drastic change in their lives by moving to Canada. Some of them have escaped for their lives, seeking freedom and a better life.

In a recent class discussion, one student broke into tears about not finding a job in Canada, "I had a prestigious job in my country and now I can't even get hired." Another student jumped in and said, "We all had prestigious jobs. We have to accept that we need to change in some ways to achieve success in Canada."

I strive to apply the same positive attitude to my own experiences. Recently, I moved into a leadership role as the Site Coordinator at Surrey English Language Centre. In this new role, I am responsible for resolving building issues, teacher issues and any concerns that students may have. I have to assess each situation and come up with the best possible solution for everyone.

As Site Coordinator, I have established a strong sense of achievement. My main objective is to provide those around me with a stress-free working environment where they feel comfortable to learn and work. My purpose in pursuing a teaching career is to help people in any way that I can. I am fortunate to be given this opportunity to use my passion for helping people, both as a teacher and a leader.

Managing Change in the Workplace

By Kathryn Rockwell, ELSA Net

The world hates change, yet it is the only thing that has brought progress. - Charles Kettering

Change is stressful. You can embrace it or resist it, but it takes energy to do something differently. Uncertainty is stressful, but is unavoidable in most sectors.

As a leader, how can you help your staff integrate change? Here are some tips:

Address fears and concerns openly.

- Is my job secure?
- Will I be working more or earning less?
- Will I have to do many things differently?

Identify benefits of change

- What are the new opportunities for me?
- Can our organization understand and identify the benefits of change?

Model positive acceptance of change.

- Do not give in to negativity.
- Maintain workplace traditions and celebrations.
- Be visible and available.

Build capacity.

- Encourage and empower change leaders and role models.
- Provide lots of opportunities for PD and for staff to share best practices.
- Identify those who are struggling and offer extra support.

Celebrate success.

- Be on the lookout for small and large achievements.

Further Reading:

Managing Change in the Workplace - 4 Key Steps to Incremental Change

<http://www.sunzu.com/articles/managing-change-in-the-workplace-4-key-steps-to-incremental-change-137732/>

Workplace Redesign: A Leader's Guide to Managing Change

www.uiowa.edu/hr/workconsult/redesign/guide.html

Taking on Workplace Change

www.hermanmiller.com/hm/content/research_summaries/pdfs/wp_Workplace_Change.pdf

Implications for Managing Workplace Change

http://iwsp.human.cornell.edu/file_uploads/managing_ex4_1238260735.pdf



Integrating Change through ECE Classroom Portfolios

By Naznin Dhanani,
ECE Resource Coordinator, ELSA Net

What is the purpose of a Classroom Portfolio?

A portfolio is a storybook of your early childhood classroom. A classroom portfolio contains documentation that displays how best practices are measured over time. It can include photographs, curriculum, children's art, materials, daily schedule, themes, parent information, bulletins, program information and more.



Benefits of a Classroom Portfolio for Newcomer Children

Portfolios support early intervention to a child's development. Portfolios can provide newcomer families on how their child is integrating and adapting into Canada. This tool also provides opportunities to interact with families and share important information regarding your program.

How to Start

Begin by taking photographs and documenting the child's activity. As you start the portfolios you will see

the children demonstrating fine and large motor skills, literacy skills, social skills, etc. This will start to create a powerful story of children's interests, developmental milestones and much more.

What to Include

- Classroom daily schedule
- Written curriculum or planning web themes
- Photographs with documentation of children
- Children's art work
- Letters or notes written to parents
- Bulletins and newsletters
- Favorite books of the child
- Photos and description of the "Learning Centres" - Art, Music, Drama, Literacy, Block and Outdoors
- Evaluation of the Child Care Program

Portfolios as Powerful Evidence

Portfolios can be used as evidence in a child care program, and will allow you to:

- Build supportive relationships with newcomer children and families
- Share children's developmental progress and assessments
- Plan learning activities for young children
- Evaluate your child care program
- Support policies and encourage best practices in working with children
- Elaborate on the importance of early childhood development

Sponges, Candles, and Tootsie Rolls - Are you ready?

By Alice Wilcox, STaRS Help Desk, ELSA Net

As I reached back into my desk drawer the other day to find a pen, my hand brushed on something unrecognizable. I grabbed on and pulled it out, expecting to find some old snacks. Instead I found something more valuable than a pen or snacks - the STaRS2 Users' Survival Kit!

The Survival Kit, courtesy of SUCCESS, contains many unique objects that help you when you are dealing with STaRS. Some of the items included are a sponge 'to



soak up new knowledge', a candle to 'see light at the end of the implementation process', and a Tootsie Roll to remind you to 'roll with the changes.' As I looked at the rediscovered Survival Kit, I felt comforted knowing that others feel the same way I do - sometimes uncertain, confused, and apprehensive.

While the STaRS Survival Kit applies to STaRS, I think we can all relate as we come up to the "big change" in 2014. While we may not be ready to embrace the change, we all have the tools to deal with it - you just need to know where to find the tools and how to use them. I suggest you buy yourself some Tootsie Rolls and get ready to roll with the changes!

From Our Students



Coming to Canada: Culture Shock

by Lila Brito, Burnaby English Language Centre, EFW 6

Moving to a new country was an exhilarating experience for me. It stimulated my senses as never before. Soon, however, this sensory bombardment became sensory overload. Suddenly, new experiences seemed stressful rather than stimulating, and delight became discomfort. I faced cultural shock, and my beliefs and perceptions of the world had to adapt dramatically. **I experienced five stages of culture shock.**

In the first stage, I was curious about my new environment. I experienced some simple difficulties such as using public transportation, but I considered these small challenges easy to overcome. My feelings about the new culture were positive.

In the second and third stage, I became aware of differences in behavior and customs. I didn't know social rules or how to make friends. Little things left me uncomfortable, such as not hugging people, not being socially authorized to tap children's hands, and so on. I became lonely and depressed and started to feel I'd made a mistake in coming here.

In the fourth stage, I had negative feelings about almost everything. I couldn't find work in my profession and it upset me. I started to actively reject the new culture; I became critical, suspicious and irritable.

In the fifth stage, when my language skills improved, and I began to have some success in meeting people, I felt my self-confidence grow, and I could see the qualities of this country and its people, and the natural beauty around me.

In conclusion, moving to Canada was emotionally, economically and socially difficult. Some strategies to relieve symptoms from cultural adaptation are to keep in touch with family and friends from your country; learn the language as soon as possible and look for a job that makes you happy.

Signs of Culture Shock

(from Travel.gc.ca)

- You feel angry, uncomfortable, confused, frustrated or irritable and lose your sense of humour.
- You withdraw and spend excessive amounts of time alone, or only with people from your culture, and avoid contact with the local people.
- You develop negative feelings about the people and culture of the host country.
- You eat and drink compulsively or need an excessive amount of sleep.
- You are bored, fatigued and unable to concentrate or work effectively.



From Our Students

Coping with Culture Shock Resources

Adapt to a New Culture (Citizenship and Immigration Canada)

This short article by CIC provides a brief description of the emotions associated with the four common stages of adjusting to culture shock.

<http://www.cic.gc.ca/english/newcomers/after-life-shock.asp>

Culture Shock in Vancouver (2Vancouver)

This webpage describes the stages of culture shock, three possible outcomes, and coping strategies. While the article is set in the context of Vancouver, its content is relevant to newcomers adapting to any Canadian community.

<http://2vancouver.com/en/articles/culture-shock-in-vancouver>

Coping with Culture Shock (Government of Canada)

This webpage by the Government of Canada provides 10 suggestions for coping with the various emotions brought on by culture shock.

<http://travel.gc.ca/travelling/health-safety/culture-shock>

Culture Shock (TeensHealth)

This website resource on culture shock is designed with teens in mind. It provides a definition of culture shock, the causes, and the associated emotions. It also provides suggestions for coping such as learning the language, dealing with teasing, and seeking help from friends, family members, and counsellors.

http://kidshealth.org/teen/your_mind/emotions/culture_shock.html

Culture Shock - What is It? What does it look like? (Welcomemap.ca)

This short article provides an image of the culture shock “W” - a graph representing the stages of culture shock. It also provides information on some factors that may intensify culture shock.

<http://www.welcomemap.ca/firstContacts-Newcomer-Resources.php>



Experiencing Change: A New Method for Learning English

By Mei Mao, Excel Educational Centre,
Richmond, BC

I'm an ELSA student, and I began to read newspapers when I was in level 6. In the beginning, I just read the headlines, short articles or some local news, and it was very difficult for me. Most of the time, I had to use the dictionary to help me understand the meaning.

Now I'm in level 7 and after reading newspapers for more than a year, I feel more comfortable. Although I still can't understand every detail, I can guess the overall meaning.



Since last month, one of our classmates has been bringing us newspapers every day. We read the news, summarize the main points, retell the news story to other classmates and sometimes discuss our own opinions. We practise reading and speaking, and we learn lots of new vocabulary. Since the news changes every day, so do the topics we discuss, and we learn a wider range of subjects.

While we read, we not only learn English but we also discover new information about cultures, policies etc. It's not the same as when I read the news alone at home. After discussing or summarizing, we have a deeper understanding of the articles, and we feel encouraged to read more and to understand more around us.

These newspaper readings do not seem like a traditional teaching method to me, but I like them.

From Our Students

Adapting to Change

By Jenny Liu,
Burnaby English Language Centre, EFW 7

There are always many surprises for newcomers to Canada. It can be exciting and fascinating; however, it can be frustrating and embarrassing as well. As an immigrant that has been living in Canada for four years, I certainly have some experiences to share in adapting to change.



In 2008, I immigrated to Canada. I still remember a simple but unforgettable question asked by an immigration officer on my landing day. The officer asked me, "What's your destination?" I immediately felt frustrated because I didn't know the meaning of the word "destination." I replied honestly, "Sorry, sir! I don't know what destination means." Luckily, he was friendly and explained the meaning to me, and I was glad of his patience. Because of this experience, I knew the first "task" for me to adapt to Canada was improving my English.

I entered ELSA and really enjoyed the class. It definitely helped me to improve my English skills; moreover, I got familiar with Canadian culture. For example, I learned how to make small talk with other people to break the ice; how Canadians celebrate holidays; how Canadians govern themselves; and what is appropriate to say in a job interview. Obviously, the more I learn, the more confident I am while adapting to this new country; I can't overemphasize the importance of continuous learning.

In the end, I'd like to say, starting a new life in a foreign country is always challenging, but as long as you are willing to be adaptable and keep your faith, you will surely write your own success story.

From Our Community

Adapting to New Leadership Styles: Leadership and Hierarchy across Cultures

Case Study: Inter-Cultural Association of Greater Victoria

By Karolien Swaak, ELSA Net

Good leadership depends on cultural context. Before immigrating to Canada, Fanny He was the Vice-Dean of an English language department in China where, "managers schedule the work day, and the staff follow without asking questions."



Currently, Fanny is a Settlement Worker at the Inter-Cultural Association of Greater Victoria (ICA), and she finds that managers listen more to team members and accept their recommendations.

When asked how she has adapted to this new leadership style, Fanny says she enjoys it more, endorsing ICA's Coordinator of Settlement Services, Gaylene Turner: "She is very flexible. She listens to you and is fair."

Gaylene explains that hierarchy and authority are hot topics on her multicultural team. "Staff members who have fled authoritarian regimes are very resistant to perceived power and authority; whereas staff from countries such as China and Korea are used to having more direction in the workplace."

Gaylene strives to provide an individualized management approach, "I understand that it is my role to help staff adapt to the Canadian workplace in addition to directing them." She provides this support by listening and communicating openly. Cultural misunderstandings happen all the time, so she is ready to explain unspoken workplace rules. "You must be clear about workplace expectations. It's not a given that they are known."

For more information on hierarchy in the workplace and leading multicultural staff, see Caroline Yang and Lionel Laroche's Leading Multicultural Teams (www.mcbsol.com/pdf/Resources_Article_Leading_Multicultural_Teams.pdf)

From Our Community

Decoda

LITERACY SOLUTIONS

Decoda Literacy Library

Due to the current changes in the ELSA world, the Decoda Literacy Library would like to feature some of its resources on organizational change in this issue. You are welcome to borrow any of the following resources:



Appreciative inquiry for collaborative solutions: 21 strength-based workshops.

Robyn Stratton-Berkessel. San Francisco: Pfeiffer, 2010. This book explores basic principles and practices of Appreciative Inquiry and includes ready-to-deliver workshops on several topics including change, innovation and team building.

Appreciative inquiry handbook: for leaders of change. 2nd ed.

David Cooperrider. San Francisco: Berrett-Koehler, 2008.

This is a comprehensive manual on Appreciative Inquiry, both theory and practice - a basic primer on 'what to do,' 'how to do it' and 'why to do it.'

The power of appreciative inquiry: a practical guide to positive change. 2nd ed.

Diana Whitney and Amanda Trosten-Bloom. San Francisco: Berrett-Koehler, 2010.

This practical guide to the principles and practices of Appreciative Inquiry describes a strengths-based approach to organization/community change.

Also, here are some links on managing personal and organizational change:

Change inventories

Education Leadership Toolkit: Change and Technology in America's Schools. National School Board Association. Virginia.

This webpage offers inventories to help you assess your personal change style as well as your organization's change style.

<http://www.nsba.org/sbot/toolkit/chinv.html>

Managing change: a workbook for personal and organizational change

Delta Partners. Ottawa, 2011.

This workbook first outlines the phases of change, the emotions they evoke, and how to cope with organizational change on a personal level. It then shifts its focus to the successful implementation of organizational change and how to develop a communication plan.

<http://www.slideshare.net/deltapartnersca/managing-change-a-workbook-for-personal-and-organizational-change>

Styles & strategies for coping with change

Randy C. Blatt.

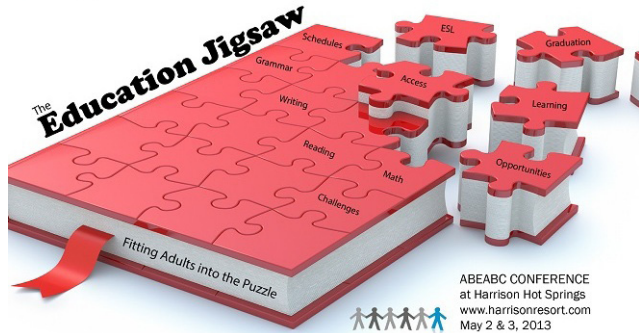
This article describes and normalizes different emotional reactions to organizational change and gives suggestions on how to cope.

http://www.dcor.state.ga.us/pdf/Styles_Strategies_for_Change.pdf

The **Decoda Literacy Library** continues to offer free library services throughout BC - your loans are mailed to you with a prepaid return label. Use our website <http://decoda.ca/resources/library> to search the online catalogue and request books, browse materials lists by topic, or learn more about borrowing.

For help or ideas, contact us by email library@decoda.ca or call 604-681-4199.

From Our Community



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at Harrison Hot Springs
www.harrisonresort.com
May 2 & 3, 2013

ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA

www.abeabc.ca

The EDUCATION JIGSAW: Fitting Adults into the Puzzle

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May 2 & 3, 2013

The first-ever national survey of the Literacy and Essential Skills Workforce is now live! On March 12, 2013, **Canadian Literacy and Learning Network (CLLN)** launched the first-ever national Survey of the Literacy and Essential Skills (LES) Workforce to help identify the needs, considerations and future implications for this profession in Canada. CLLN has contracted **Social Development Research Corporation (SRDC)**, an organization with years of research experience in the Literacy and Essential Skills field, to conduct this Survey.

The Survey provides LES workers with a unique opportunity to speak about their own experience and reality as a member of that workforce. It is part of a larger study that will allow CLLN to provide a picture of the demographics of Literacy and Essential Skills practitioners as well as what kinds of work they do, where they do it and how they do it. All individuals involved in the provision of LES services, **either exclusively or as part of other services they deliver**, as teachers/instructors/facilitators, assessors, program/curriculum developers, administrators, coordinators or managers are eligible to participate in this survey. While those who work in a volunteer capacity (volunteer tutors) are vital players in the broad LES field, they are beyond the scope of this particular study. This survey focuses on those who are paid to deliver LES services to adults.

All individuals interested in taking part in this survey can visit www.lesworkforce.ca to learn more about the overall study and the survey and access the online questionnaire in English or French. The Survey will be available until April 30, 2013.

From Our Community



BC TEAL Charitable Foundation

By Marta Stefanska, ELSA Net

The BC TEAL Charitable Foundation actively engages in fundraising activities to promote education and English as an Additional Language. It supports students, educators and programs with bursaries, scholarships, awards and professional development opportunities.

For Instructors

Any BC TEAL members, experienced BC TEAL volunteers or experienced ESL/EFL teachers in Canada are eligible.

- travel grants for BC TEAL/TESOL members
- travel scholarships for graduate students and ESL educators
- awards to support professional development.

For students

Any secondary students or adults who entered Canada as refugees and who wish to further their studies are eligible

- scholarships for refugee students in BC (Refugee Award)

Apply!

www.bctéal.org/tcf/awards-scholarships-bursaries

Donate!

www.bctéal.org/tcf/general-tcf-awards/



Refugee Awards Inspire Brighter Futures

Previous BC TEAL Refugee Award recipients have inspiring stories to share.

Tha Chin Hlawn, a member of an ethnic minority from Myanmar, escaped constant fear of violence when her family immigrated to Canada in 2005. Overcoming huge language and social barriers, she graduated from Sir Charles Tupper Secondary School after successive terms on the honour roll. In her spare time, she joined numerous groups, such as the soccer and volleyball teams, the Tupper Yearbook Club, and the Tupper Youth for Change Group among others. Her BC TEAL scholarship will help her pay for her business studies at Kwantlen University. Read more about Tha Chin.

www.bctéal.org/wp-content/uploads/2011/12/From-Myanmar-to-BC_Tha-Chin-Hlawn.pdf

Kue Bway was born and lived the first 14 years of her life in a refugee camp in Thailand after her parents fled an oppressive government in Burma. Life in the camp was difficult with limited food, crowded living conditions, and no formal education. After immigrating to Canada with her family in 2007, she spent 4 years at Queen Elizabeth Secondary School working diligently to master the English language and graduated on the Honour Roll. In addition to her studies, she always found the time to join school groups and programs and to volunteer in the community. Kue will use her BC TEAL scholarship to help pay for her studies to become a teacher at Douglas Community College. Read more about Kue Bway.

www.bctéal.org/wp-content/uploads/2012/08/Kue-Bway-2012-Winner-Edited.pdf



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