

Life is a Highway

Crossroads and Connections

ABEABC Conference
May 10th & 11th, 2012



@ Harrison Hot Springs
Resort & Spa

Conference Details: www.abeabc.ca
Hotel Information: www.harrisonresort.com

Cover Design thanks to Olivia Lee

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Fundraising & Conference Chair		Yvonne Chard abeabc12@gmail.com 604-594-6100	Cariboo Okanagan Rep		Tacey Ruffner tacey_ruffner@yahoo.com 250-320-8707
Groundwork Chair		Lyra Warkentin lwarkentin@tru.ca 250-852-7185	Past President		Yvonne Chard abeabc12@gmail.com 604-594-6100
Aboriginal Liaison		Lynda Sampson lsampson@capilanou.ca 604-894-2300	GROUNDWORK		
Membership Chair		Carol Schoen cschoen@capilanou.ca 604-986-1911, ext 3451	Groundwork is published three times each year by the Adult Basic Education Association of British Columbia. Opinions expressed herein do not necessarily reflect the policies of the ABEABC except where explicitly stated. We encourage participation from members and others.		
Government Liaison		Leonne Beebe Leonne.beebe@ufv.ca 604-792-0025, ext 2414 1-888-504-7441. ext 2414	Submissions are welcomed.		
			Send manuscripts and accompanying photographs to Lyra Warkentin at Thompson Rivers University 900 McGill Rd, Kamloops BC V2C 0C8 or by email to: lwarkentin@tru.ca		
			Any part of Groundwork may be copied or used by others, but we request that any use of Groundwork materials be attributed to the author and Groundwork.		
			Many thanks to our contributors to this issue. Editing, design and layout for this issue by Lyra Warkentin		
			For subscription information, see back cover. The ABEABC homepage can be found at: http://www.abeabc.ca/		
			This is part of the National Adult Literacy (NALD) Database's home page at http://www.nald.ca		



President's Message

—By Linda Ohashi

In thinking about our upcoming conference, I have been wondering how the phrase “Life is a Highway,” can be viewed as a metaphor for teaching and learning...

Highways are efficient, high speed arteries that get us from one place to another, usually with the minimal amount of stopping along the way. If we do get off the highway, it's usually for a quick bite to eat or a restroom stop! When we get onto a highway, we have a destination in mind – a purpose – a place we want to get to. Most students and teachers travel the education highway with a view to graduation or some other end goal. It is a journey where core skills are learned and good steady progress is made.

But every now and again, we get off the highway, and we linger awhile. We take a detour; we meet interesting people and see interesting things; we learn; we wonder; we inquire; we make connections. These detours represent the personalized part of student learning that will be so important in the 21st century. Adult learners, like their younger counterparts, will need flexibility and choice in the curriculum that we offer. They will require detours in order to design their own personal learning environments. The new BC Education plan advocates for greater options in “how, when and where learning takes place” and this flexibility will be as important for adult learners as it will be for K-12 learners. Adult students who are seeking employment, further upgrading or other goals will need real-world skills necessary for success, including innovative and creative thinking, collaborative abilities, problem solving, and a solid knowledge of technology.

How do detours benefit students? Giving students flexibility and choice allows them to explore their specific interests, learn with others who share their particular passions, study collaboratively and independently, and work from home or school. For adult students, it may also mean the opportunity to learn at their own pace, or to build a schedule that works for them and their families. Relationships, connectivity and community will be key factors in adult learning in the next few years.

So how do we prepare for these changes? By connecting with colleagues...

Conferences are detours for teachers. They give us an opportunity to get off the highway of daily teaching and give us a chance to meet and learn from others. Conferences offer alternatives. They present us with choices – cross-roads if you like – that may encourage us to try something new and share what works with others.

I look forward to connecting with all of you at Harrison!

—Linda

Attention: New Board Members Needed

We are currently looking for regional representatives for:

- ◆ Delta/Surrey/Fraser Valley
- ◆ Kootenay Boundary
- ◆ Metro Vancouver.

If you or one of your colleagues are looking for professional development opportunities, please consider joining the ABEABC board.

The membership of the ABEABC diverse, fostering and promoting excellence in instruction and programming in a very wide array of programs. We are the only BC organization which embraces all forms of adult education from basic literacy and English language training to high school graduation and college entry level.

Please visit <http://www.abeabc.ca> for more information about the roles and responsibilities of these positions.

Conference 2012



ADULT BASIC
EDUCATION
ASSOCIATION OF
BRITISH COLUMBIA



...Highlights

Submitted by Yvonne Chard,
Conference Chair

Keynote address



Visiting the Grand Mosque in Bahrain, Barb wears a traditional abaya and hijab.

Commander **Barbara Clerihue Carter** will give a keynote presentation.

"On the Highway with no GPS"

In January 2000 Commander Clerihue was appointed to the Order of Military Merit, in the rank of Officer, in recognition of a career of outstanding military service. In 2004 she earned a YWCA Woman of Distinction award.

For a comprehensive biography of Commander Clerihue a search on the internet will provide many links which outline in long detail the incredible journey this woman's life has taken.

She delivers addresses with unforgettable content and very human insight and humour.

Watch for more details at abeabc.ca in the near future.

Workshop Presenters...more to come!

Presenter **Janine Hannis** has worked for the Ministry of Education for over 12 years and has managed the portfolio of adult education for about 9 years. After being out of the portfolio for a few years, she is happy to be back working in the area of adult and alternate education and is also still involved in Corrections Education.

Personalized Learning: Update on what is happening in the Ministry of Education.

A report out on consultations and some potential directions the Ministry of Education are thinking of heading. This workshop will give you a chance to give your input on "what's working and what's not working" with the current grad program.



Joel Rein is an ELSA instructor for SUCCESS. His workshop will be of interest to instructors teaching intermediate to advanced ESL, English, and Humanities as well as those interested in curriculum development.

This workshop provides participants with insight into **how anti-homophobia approaches in textbooks (specifically ESL textbooks) actually reinforce heteronormativity.**



Paul Carter, of ISS will present. Paul has been teaching English for seven years. He has taught students from around the world from low level beginners to high level university entrance students.

His workshop on **Exploring the Student/Teacher Relationship: Getting Difficult Students Onside** – will be given on Friday May 11.

Paul says, "A student needs to be motivated to actively participate in their own learning. To achieve this they need to feel that they are an important and valuable part of the class. This feeling only comes when the students can relate to the members of the

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EARLY BIRD CONFERENCE REGISTRATION DEADLINE EXTENDED TO APRIL 11!!

Visit www.abeabc.ca for more details

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classroom and can trust the teacher. To build this trust, we as teachers have rapport as our only tool. This interactive workshop will explore some of the techniques that facilitate the foundations of rapport with your class. “

Colleen Rogan of ELSANet will be giving a presentation. She began her English teaching career in the remote mountains of Lesotho, Africa in 1988. When she returned to Canada in 1991, she taught in International Schools and then turned her attention to working with new immigrants. She taught her in LINC and ELSA from 1993 until 2007, teaching and as a curriculum developer. Colleen currently works with ELSA Net as the Provincial Instructional Resource Coordinator.

Colleen will do a workshop on **Understanding the Challenges of English Language Learners.**

Maggy MacDonald has been a teacher of adults for 27 years. For the past 21 years she has been teaching adult upgrading, literacy, and access for adult students with disabilities at VIU(Vancouver Island University(formerly Malaspina University-College). Recently she has been experiencing physical and emotional challenges resulting from ongoing stress in the workplace. I am healing myself through a variety of instruments and methods which include yoga, meditation and natural supplements. I am interested in researching how to make self healing more available in the workplace to our students and to ourselves. What can we do to support our students and ourselves in these challenging times?

Sharing ways to build in support mechanisms.

This session will be of interest to Literacy, Access, ABE faculty, support advisors, counseling staff and students. Maggie is hoping to start researching how to better serve our students (Access, Literacy and ABE) who are challenged with learning, classroom or math- related anxiety. She is also wanting to address ways to help our students and colleagues to manage stress. These 2 challenges are growing as our workplace cuts more positions and requires that others pick up the remaining work, as student support services are cut, so that sections will not have to be.

Maggie will host a workshop in which others come together to brainstorm/ report on methods they are aware of , of ideas they have to support students and colleagues in these challenging times.

Kay McAllister teaches in the Certificate and MA programs in TESOL at Trinity Western University. Two of her research interests are the intersection of reading and writing, and TESL teacher training.

Linda Ohashi is a vice-principal with the Burnaby School District and works in the Literacy Foundations program. Her current academic interests include the connection between social learning and conflict resolution.



Kay and Linda will present: **Functional Grammar – a primer for teachers**

In order for students to learn to communicate *successfully*, they need to know more than just the “rules” of grammar. They also need to be aware of the social

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and linguistic contexts that those rules may be used in. In this workshop, Linda and Kay will explore the connection between form (the grammar rules) and function (the context of culture and situation) using several authentic texts. They will then demonstrate some practical classroom applications of Functional Grammar.

Tacey Ruffner has been teaching since 1978, at secondary, adult and university levels. Her secondary teaching experience includes twenty years teaching pregnant minor bilingual and English-only students, and male students with gang affiliations in an alternative education high school. These students included those in special education and were in mixed-grade and mixed-track groups. Many of them had PTSD, ADD, dyslexia, anxiety, depression and/or other learning issues, and some were in foster care.



“Yes, we’re saints!”: Literacy Teachers in Relationship with Voice, Literacy and Violence

Based on Jenny Horsman’s work, this presentation focuses on breaking the silence around violence issues, especially as they affect student learning in literacy programs. As teachers, we may have experienced pressure to motivate our students, many of whom seem to lack a sense of personal future. This presentation aims to address concerns regarding our students’ resilience and growth.



Life is a Highway—Connections and Crossroads

ABEABC Teacher and Student Conference 2012

Harrison Hot Springs, BC Canada

Thursday May 10, 2012 - Friday May 11, 2012

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***We are still welcoming proposals for presentations to this conference.***

*For details, please contact Yvonne Chard at [abeabc12@gmail.com](mailto:abeabc12@gmail.com)*

**Practitioners, researchers, and others involved in the field of Adult Basic Education are invited to submit proposals for 90-minute presentations reflecting the 2012 Conference theme.**

**A token honorarium of \$50 will be given for each 90 minute workshop.**

Presenters are encouraged to register for the conference and attend other conference presentations and activities. There are one day rates and meal rates available.



## Notes from an International Student By Alesya Sharay

*Alesya Sharay, from Prokopyevsk, Russia, is completing her ESL preparation courses and studying for her Post-Baccalaureate Diploma in International Business at Thompson Rivers University: graduation in 2014*

### **What Is Experience?**

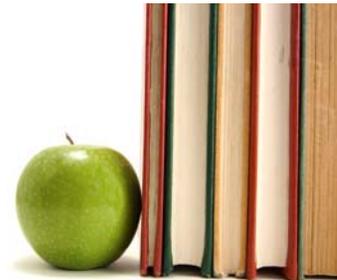
Most of us would say this is the number of positive and negative interactions that happen to us in every minute, every hour, and every day. However, experience is more than just a number of actions that have taken part in our life. It is a tremendous safe box, where you keep all your 'files', your memories related to your daily life. It might be an action, a person, a feeling, an emotion. It is a picture that is kept in your mind. All pictures are creating a portrait of you and your life. And the result you have in the end is you. It is your mirror.

According to an experience you have had, your personality and character is built. Even though you might have had a negative experience, you accept it with a positive attitude and learn the lesson. Many genius personalities, who have done colossal investments for society, have negative experience impact. Furthermore, this unfavorable background has built their outstanding individualism. As an example the famous Russian journalist Tina Kandelaki has experienced negative divorce impact and political career redundancy; yet she has become successful even after her falling.

Obviously, experience is what you get as a result of your impact to the environment during your daily life. In Russia we say that "negative experience is an experience too, and you can count it as a positive, if you have learned your lesson". Just be positive!

### **Not Everything That Is Learned Is Contained In Books**

To be successful in our own lives we have to use all sources of information from the environment – media, newspapers, books, Internet and of course, communicational experiences. In my opinion, experience is more qualifying than knowledge gained from books. Basic things could be explained via books, while most important things are gained in everyday communication. For example, every written rule has its 'buts' and 'ifs'. In this case the rule "do not talk to strangers, unless it is necessary" is a good example for an international student, as I am. However, if you are in a new society experiencing new culture and wishing to integrate faster, you have to talk to strangers all the time. What might be dangerous in one area or country, might be absolutely opposite, even helpful in another country. In this world of changes, this global village, we have to gain everything from our own experience. Once you have read all the books about social cross-cultural behaviour, you ought to experience it on your own. However, it gives you better understanding and helps you become more accepting these rules. Finally, even babies from the very beginning of their lives start their world understanding via experiencing it.



# Regional Reports

## Vancouver Island Regional Report Submitted by Karen Lightbody



An Interview with Pamela Johnson, Instructor, Academic and Career Foundations, School of Access, Camosun College.



### *Why do you like teaching adults?*

Adults usually know what they want and why they're in school. They're often highly motivated students who take responsibility for their learning and success. By contrast, younger students are often not as clear or as motivated in their learning. Also, most of the adults I teach have come to value learning for its own sake. For someone who loves the teaching-learning process as much as I do, this is particularly rewarding.

### *What inspires you about teaching math and English?*

Quite simply, math is fun. It's like a puzzle. If you can find the missing piece(s), the whole puzzle comes together to make a beautiful picture. For adult learners, math also has inherent value. Adults use math to budget, prepare meals, pay bills, bank, and calculate mileage, estimate costs. If you can show them how the math they're doing supports them in their lives, they often get quite excited. As far as English is concerned, it represents the most important set of skills adult students need in their daily lives. The ability to read and write well is essential to success in all aspects of life. I feel most inspired when students who thought they "couldn't write" discover that they have lots to say, and can put their thoughts into coherent, cohesive and interesting compositions. For both math and English, the most inspiring moments are those in which adult learners break through previously accepted personal limitations to realize that they are intelligent and capable human beings and can achieve what they want in their careers and lives.

### *What experiences have you had that shapes the teacher you are today?*

I have always appreciated and enjoyed human diversity. I have extensive training and experience in working with unique individuals and helping them discover what they can do and be, and how much they have to offer. This has been a drive in my life for as long as I can remember. The best schooling I received was from the School of Hard Knocks, and I enjoy showing my adult learners how to turn similar challenges into valuable learning for life.

I am also very passionate about doing fulfilling work, and as such, have specialized in career development throughout my own life as a teacher. I get a huge kick out of helping people identify rewarding jobs and taking the steps to get there. Many times in my life past students have come to see me after they got the job of their dreams. The satisfaction in that is indescribable.

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<http://www.abeabc.ca>

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### ***What advice can you give students struggling with math/English?***

The advice I would offer is simply that everyone has strengths and skills in each area. You owe it to yourself to find out how far you can go in your education, how much you can learn and where you can apply it. Many students surprise themselves. Be open to this possibility. Most of all - and this is the hardest but most rewarding piece for all of us - learning itself is meant to be HUGE FUN.



## **Cariboo/Okanagan Regional Report**

**Submitted by Tacey Ruffner**

### **Kamloops Regional Corrections Centre**

PAL (Partner Assisted Learning) volunteers continue to make their presence known at KRCC with 15 trained tutors coming up in the evening to work with student inmates who are at very low literacy levels.

Storybook Project: Inmates have the opportunity to record audio versions of children's stories that they read and record. They are given to their children along with the books. This project already exists in other jails.

### **Street School**

- 1) Mother Goose is successfully running for the second year. Mothers have the opportunity to bond with their children in the sing-alongs and then go to the classroom for school while the kids are supervised by Mother Goose staff. We run three of these programs annually.
- 2) Foods 12 and Art 12 are relatively new courses with our students learning a great deal about proper nutrition, food preparation and how to buy healthy food on a small budget. The text for Foods 12 includes the history of First Nations diets across Canada. Art 12 continues to be a big hit with our students. Attendance is between 7-10 students every Friday morning.
- 3) Our Tuesday and Thursday hot lunch program is slowly gaining momentum thanks in great part to our cook, Cathryn Parker. Cathryn, a retired Home Economics teacher from Vancouver, has been preparing delicious and nutritious lunches twice a week since October. Our lunch numbers have gradually increased with 20 people regularly partaking of her tasty creations.

***Submitted by Pete Grinberg***

### **Literacy in Kamloos (LinK)**

The second Annual Unplug and Play for Family Literacy took place from January 22nd to 28th, 2012 in support of Family Literacy Day®, an annual initiative developed by ABC Life Literacy Canada to encourage parents and children to spend at least 15 minutes a day enjoying a learning activity.



Literacy in Kamloops (LinK) and the Kamloops Early Language and Literacy Initiative (KELLI) took a lead role and, in collaboration with the City of Kamloops, the Kamloops Daily News, and many other local organizations, created a sched-

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ule of activities for the week. Unplug and Play promotes families disconnecting from their electronic devices and spending time reconnecting with each other. Family Literacy Week is about learning together as a family, in fun and different ways.

During Family Literacy Week, the City of Kamloops and many organizations offered free activities for families to enjoy together – swimming, skating, story time, literacy lego, seniors’ tea, Mother Goose in the pool, games nights and so much more. Schools challenged their students with the Passport to Play, which encouraged students to reduce their technology use during the week and participate in other activities.

Thanks to a grant provided by the United Way/Success By Six we once again hosted a parent education presentation and a workshop session with Cris Rowan, the “go to expert” on the impact of technology on child development. Her “Balancing Screen time and Green Time” presentation stunned with some startling facts. Children use an average of 8 hours entertainment technology per day, resulting in: 1 in 3 children entering school developmentally delayed; 1 in 4 dealing with obesity; 1 in 6 diagnosed with a mental disorder. Participants were motivated to form a Balanced Technology Management Team in Kamloops.

The Heap the Honda Children’s Book Drive Challenge gathered more than 15 000 new and gently used children’s books. Many books were given to families and social service agencies. Some will stock Bright Red Bookshelves which provide books free to children. The week ended with ABC Family Literacy Day at the Henry Grube Education Centre where more than 600 family members enjoyed a morning of fun for the whole family with stories, crafts, games, music, face painting, puppets, singing, and much more.

As George Bernard Shaw said: “We don’t stop playing because we grow old. We grow old because we stop playing.”

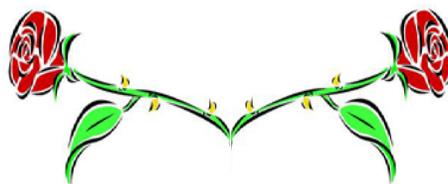
**Submitted by Fiona Claire**



**BRYAN RICHARDS—*In Memoriam***

Bryan Richards, born August 14, 1951, died in Kamloops, BC, January 29, 2012. Bryan graduated from UBC in 1976 with degrees in mathematics and computing. For over thirty years he tutored for the Open Learning Institute and wrote their industrial math course. In 1992 he began instructing math and computing at Thompson Rivers University developing curriculum, inspiring students, and being congenial to all. He chaired the Adult Basic Education Computer Studies group from 2006 - 2011. Bryan was called a genius computer programmer by his colleagues. With everything he did, he was thorough, enthusiastic, and always strove for perfection. He was always good humored, fun-loving and kind.

**Submitted by Eric Villeneuve**





**Delta/Surrey/Fraser Valley Regional Report**  
**Submitted by Shannon McDonald**

**Kwantlen Polytechnic University ABE Program Update**  
*ACP English Faculty*

The Department of Academic and Career Preparation at Kwantlen Polytechnic University has recently completed its Adult Basic Education Program Review. One of the Review's chief recommendations is that the capacity of the ABE program must be increased significantly to provide the level of access needed by residents of the Kwantlen region. Relative to the number of people in the region who lack a high school diploma, Kwantlen receives funding for less than one-quarter the number of ABE seats that the rest of B.C. receives.\* Yet, the capacity of the ABE program at Kwantlen has been reduced over the last ten years:

In January 2003, Kwantlen's ABE program had the capacity to serve the equivalent of over 1,000 quarter-time students per semester.

In January 2012, the program will have the capacity for only 676 such students, a 34% decrease.

At the Fundamental level, the capacity dropped from 224 to 143 quarter-time students, a decrease of 36%. \*

The program currently services approximately 650 students through a continuous –intake mode using a mastery learning model with 40 faculty members employed. It is important to note that the ABE program helps Kwantlen fulfill its regional mission. Kwantlen Polytechnic University's Mission and Mandate statement includes the following language: *"Transition programs, multiple entry points, international education, and bridging opportunities demonstrate Kwantlen's commitment to accessible lifelong learning across a broad range of educational options."* In addition, the Office of Institutional Research and Analysis at Kwantlen identifies that 43% of ABE students are also taking other Kwantlen courses and 53% of ABE students plan to take Kwantlen programs when they have completed their ABE studies. The Department of Academic and Career Preparation housed under the Faculty of Academic and Career Advancement also offers tuition based qualifying courses in English, mathematics and science on each of its four campuses; a small percentage of these courses are offered in an online or partial online mode.

\*[www.bcstats.gov.bc.ca/data/sep/col/CR\\_7.pdf](http://www.bcstats.gov.bc.ca/data/sep/col/CR_7.pdf)

*\*Kwantlen Polytechnic University ABE Program Review*

**Submitted by Janet Webster M.A.**

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**<http://www.abeabc.ca>**

**Did You Know...**

*...Organizations that are supportive of adult education can have their website linked from the ABEABC website.*

*Please check your current listing on that page, <http://www.abeabc.ca/orga.htm> and send any changes or additions to Linda Ohashi at [Linda.ohashi@sd41.bc.ca](mailto:Linda.ohashi@sd41.bc.ca).*

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## **DIVERSEcity**

DIVERSEcity Community Resources society in Surrey would like to introduce their new CAAPRI program coordinator Crystal McFeetors.

The **CAAPRI** program stands for, **C**ommunity **A**ccess and **A**daptation **P**rogram for **R**efugees and **I**mmigrants. This is a free program in which participants can improve English skills for everyday activities, meet new friends, practice conversational English, and discover and learn about services available in their community.

### **Classes offered:**

- Literacy for Women (lower level), 2 mornings a week
- Beginner English for Women, 2 afternoons a week
- English Class for Seniors, 2 afternoons a week
- Low and High Beginner Evening English Classes, 2 evenings a week

\*Free Childcare 0-6 except senior's class

\*Free bus tickets for low income families

For more information, contact program coordinator, Crystal McFeetors, 605-597-0205 ext. 1303 or email: [caapri@dcrs.ca](mailto:caapri@dcrs.ca)



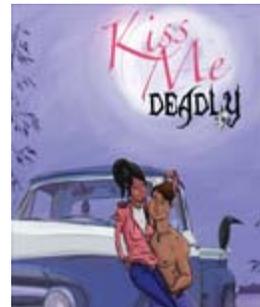
## **The Healthy Aboriginal Network**

***A BC incorporated non-profit Society***

***Non-profit promotion of health, literacy & wellness***

### **Exciting news! It's been a while since we released a book**

A range of issues are covered in ***Kiss Me Deadly***. From respect and communication in relationships, to pregnancy and sexually transmitted infections, two-spirit people and sexual health as a career or youth led project. You can preview the story and illustrations at [www.thehealthyaboriginal.net](http://www.thehealthyaboriginal.net). Copies may be ordered by sending an email to [sean@thehealthyaboriginal.net](mailto:sean@thehealthyaboriginal.net) with your order and billing address. Don't forget to check out our other books. We are reprinting our mental health comic book, Just a Story!



### **Residential school support letter**

A number of years ago we created a draft story on the residential school. We think it's time we finished off that comic book. If there are any organizations that would be interested in partnering with us on the project, it would be great to receive a support letter from you. We are specifically looking for organizations that have residential school survivors involved in them and organizations that interact with youth. Please send your support letter by email to [sean@thehealthyaboriginal.net](mailto:sean@thehealthyaboriginal.net) by February 17th. PDFs are best but JPEGs and Word documents are acceptable.

***Submitted by Sean Muir, Executive Director***



## Aboriginal Liaison

Submitted by Lynda Sampson

### COMMUNITY KITCHENS AND GARDENS ACROSS THE COMMUNITY AND THE CURRICULUM

Community kitchen and garden projects have become an integral part of the curriculum for First Nations adult students at the Ts'zil Learning Centre in the Lil'wat Nation (Mount Currie). Garden projects are great ways to learn about food security, nutrition, local weather and climate, soil conditions, and seed starting and saving as you move through the cycle of planning, seed starting, planting, caring for the garden, and finally, seed saving and harvesting. Community kitchens are an obvious extension of garden projects, as you gather, cook, preserve and store the garden produce. All of these activities can be worked into the curriculum for English, social science, math, and even the health sections of education and career and planning, or reading and study skills courses.



For assignments, the students create plans, write reports on various activities, make presentations, do research on topics related to gardening and food security, and relate what is happening in the community to what is happening around the world.

Our program has grown slowly, starting with small community kitchens with just our students and introductions to food security and gardening in social science, and moving to community kitchens and gardening workshops with Elders and other community members and Band departments.

There are many benefits to making the effort to bring these projects into a school program besides the knowledge and curriculum aspects. Students get the opportunity to work with Elders and community members who they haven't interacted with on any meaningful basis before, and to learn and practice the local cultural protocols that are evident at any community gathering. At our February community kitchen, each of the six cooking groups had a mixture of Elders, students and other community members working together to create one of the menu items. There was laughter, great stories, and an abundance of learning going on in every group. There was something else happening as well; students were getting a greater sense of who they are and how they are part of the Lil'wat culture and community. The students were very pleased and proud when the Elders thanked them for the wonderful day, and invited them to help plan and participate in an outdoor picnic sponsored by the Elders' group as a thank you.

Our garden and community kitchen projects at Ts'zil are expanding every year. This year we have created an indoor space to start seeds at the school, and we are in the planning stages of building two small greenhouses. We are also gathering knowledge and equipment to incorporate canning classes with the Elders into the harvesting time in the fall. We have found that gardening and community kitchens provide an invaluable opportunity to connect formal education with everyday community life.



# alphabet soup

By Janis Goad

*Janis Goad has taught literacy, reading and writing for over thirty years to students of all ages. Beginning her career as a Montessori teacher, she moved into teaching English and humanities to secondary students, then into teaching English as a Second or Additional Language to adults. She has an M.A. from the University of Toronto and currently teaches at Thompson Rivers University.*

## Help Your Child Learn to Read: Encouraging Independent Reading 4-8 Years

Do you want your child to grow up reading well and loving it? With the right support from home, children can learn to read and write early, easily and joyfully.

### 4-8 years:

At this age most children start to read, and are interested in everything--science, sports, history, poems, animals, machines, how things work, short novels, comics. Encourage them to practice reading at their level, but keep letting them hear you read books above their level too. Everyone loves stories!

1. Keep practicing phonics activities with your child. Not all elementary schools emphasize this in early reading programs, but my experience as a Montessori teacher, a parent, and a reading and writing teacher for students of English as a Second Language shows me that strong awareness is a peerless tool for decoding new words. It gives a word attack strategy that lets an emerging reader figure out a new four- or five-syllable word, instead of giving up because the length of the new word is overwhelming. These include activities like saying the sound of the letter and tracing it in a cookie tray of salt, sand, oatmeal, or cornmeal; making letters in playdough and saying the sound; cooking pancake batter in letter shapes; matching pictures with initial, middle, or final consonant sounds--vowels are harder, but need practice too. Introduce the phonograms in English--the groups of two or more letters that make one sound. Although English is not completely phonic, there are important patterns that benefit a reader (and speller!) who recognizes them--for example, "oa," "th," and "ight."
2. Keep playing listening games. As pointed out in the first part of this series (Goad, Groundwork Fall 2011 and online at <http://janisgoad.hubpages.com/hub/Help-Your-child-Learn-to-Read-Early-Literacy-at-Home-1-4-Years>), listening games are still important and engaging for the emerging reader. Play "I Spy with my little eye, something that ends with the sound [f]." (answer: fluff/cough/laugh). Play rhyming games, like "What rhymes with shoe?" (answer: glue/blue/too). If your child has fun with it, make a jingle or a song—"I'm so blue, I lost my shoe, I used to have two, but one's stuck in glue. What can I do? What can I do?"
3. As your child starts to read, do Shared Reading, where the adult reads a page, modelling reading skills and keeping the pace of the story going, and the child reads a page or part of a page, learning to decode but not having to struggle too hard to keep the story interesting.
4. Encourage the child to think critically about the story by asking questions--Why did Harry hide his bath brush? Would you have done that, if you were Harry? Would you like Harry for your friend? Why?
5. Tell stories and act them out. These can be parts of stories that are currently above the child's reading level. Simplify them. Tell timeless world stories from all cultures--world mythology, King Arthur, Shakespeare, Homer,

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Bhagavad Gita, heroes from world scriptures, First Nations coyote tales, history, your favourite books. If you don't know these stories, ask your librarian or teacher to help you find them to share in some way with your child:

- How Ping stayed out late to avoid being the last duck home, and spent the night all by himself on the Yangtze River
  - How Coyote Stole Fire for the People, and all the animals on his team helped him
  - How Prince Arjuna saw only the eye of the bird when he was gazing at the tree, and became the best archer of all the cousins
  - How Daedalus and Icarus escaped from the clutches of Minos the King of Crete by inventing wings of beeswax and bird feathers
  - How the baby Moses was rescued from the river reeds, and grew up to part the water of the Red Sea
  - How Prince Siddhartha ran away from the palace to look for the cause of all suffering
  - How Amelia Earhart set off alone in her airplane to fly around the world
  - How MacBeth saw the Forest of Birnam move to the Mountain of Dunsinane
  - How Adam and Eve were sent out of the Garden for eating an apple
  - How the boy Arthur pulled the Sword from the Stone and became king
  - How William Tell shot the apple off his son's head, and triggered the Swiss revolt against the tyrant Gessler
  - How Isaac Newton fell asleep in an orchard, and wondered why the apple that hit him on the head fell down instead of up
  - How Marie Curie discovered radium, and helped saved the lives of wounded soldiers in the great war with a mobile X-Ray machine
  - How Sam Walton developed his family variety store in Arkansas into international marketing giant Walmart
6. Read poetry too!! Enjoy idiotic, playful poems like those by Shel Silverstein and Dennis Lee. Chant tongue twisters and jingles. Read classic lyric poems like Frances Cornford's ".... why do you walk through the field in gloves, when the grass is soft as the breast of doves, and shivering sweet to the touch?" and Christina Rossetti's "Who Has Seen the Wind?" Read ballads-- Edward Lear's "The Owl and the Pussycat," and Alfred Noyes' "The Highwayman." Expose your child to a huge variety and let him tell you what he likes. He is developing his own taste under your guidance.
  7. Make stories up and tell them. The books are only there because someone made them up. You can do that, too, and so can your child!!
  8. Take pictures and make your own books about the child or the family. Have your child tell you what is happening in the picture, write it down simply in photo captions, and then have him read it to you. How about "A Visit to Grandma's House," "Alex Goes Swimming," "At the Grocery Store," or "Making Bannock?" Reading and writing develop together and each strengthens the other.
  9. Let your child choose books, with your guidance, from the Scholastics Book program at school. If your child's classroom teacher is not doing it, ask if you can help. A flier comes out once a month during the school year, with a picture and short description, and the books are delivered to school. There is a variety of books at all levels, and it's a great incentive when your child brings home his or her own new books and wants to read them. In addition, keep using the public library, and browsing through the local used bookstore with your child.

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10. Here is a short list of books your child this age might love:

- Coyote Steals Fire: A Shoshone Tale by Northwestern Shosone Nation
- The Story About Ping by Marjorie Flack, illustrated by Kurt Wiese
- Harry the Dirty Dog by Gene Zion, illustrated by Margaret Bloy Graham
- Bob Books series by Bobby Lynn Maslen
- Abiyoyo by Pete Seeger, illustrated by Michael Hays
- Arrow to the Sun by Gerald McDermott
- The Magic School Bus series by Joanna Cole, illustrated by Bruce Degen
- The Magic Treehouse series by Mary Pope Osborne, illustrated by Sal Murdocca
- The Book of Three (from The Chronicles of Prydain series) by Lloyd Alexander



Children learn what they live. If they see readers in their family, they will want to read. If your child is fortunate to have more than one language in your home, do the literacy activities in both or all languages. Above all, have fun. You may have developed literacy late in life and had to work hard. With your help, your child can learn to read early, effortlessly, and with joy.



## **PROOFREADING TIPS**

*By Karen Lightbody*

**Read your writing out loud.** Pay attention to HOW you read it. If you stumble, it can mean that something is awkward or confusing. Read it at a steady pace - not too quickly and not too slowly. This will help you read for what is actually there and to make sure every little word such as “of,” “or,” and “it” is written down. Most people think faster than they can write, so it’s easy to leave out small words. Reading out loud also lets you hear how your language sounds. Some words just sound better together. This will affect your word choice and help you cut down on using more words than needed.

**Take breaks!** Proofreading takes a lot of concentration so do it when you can focus. Allow yourself some time to relax between writing and proofreading. Even a five minute break is productive because you get some distance from what you have written.

**Schedule proofreading as part of the writing process.** Make time for it between each draft - not something that is just fit in if you have extra time.

**Don’t depend on a computer spelling or grammar checker to find every mistake.** It won’t pick up errors for homophones (words that sound the same, have different meanings but are spelt differently) such as using “wear” instead of “where.”

**Check for certain errors at one time.** Here are some types to look for:

- spelling
- missing or extra words
- verb tenses (is/are, walk/walks/walked/walking)
- plural (-s ending or child/children, and woman/women)

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- contractions (don't, they're)
- homonyms {words that sound the same, have different meanings and can be spelt the same or differently such as: to, too and two or lie (untruth) and lie (lie down)}
- punctuation (capitals at the beginning of sentences and periods at the end)
- numbers and symbols (10 instead of 100 or \$10.00 instead of \$100.00)

**Have someone else read it.** Ask a friend or classmate to read it over to catch anything you might have missed. Fresh eyes can ask questions and look for answers that you might have overlooked.

**Find the mistakes:**

**spelling, missing or extra words, verb tense, contractions, homonyms, punctuation and numbers.**

## **Cocoa**

Cocoa comes from trees that grow in rich soil where is hot all year. The tree is 25 to 40 feet tall, but when grown for cocoa pods, it is cut back to 115 feet. It must be planted in the shade of tall trees, since it cannot stand hot sun light. Workers toil long hours among the cacao trees.

The tree bloom and grow pods all year. The leaves is pink, red and green and each tree can have 20 to 40 pods from which the cocoa is made. cocoa pods can be picked at any time of year. They are joined to the branches and trunk of the tree, and look like big long foot balls.

When the pods are ready, they are cut from the tree and split open. Work split the pods with care that they wont spoil the seeds inside. The moist pods and seeds are spread in the warm son to ferment for too to nine days. After the seeds ferment they turn brown and begin to smell like like chocolate. Soon the seeds are ready be used in many ways.

If the cocoa is to be used as a drink, the oil was taken out and the cake witch is left over is crushed and packed for sell. The oil is made into cocoa butter which doesnot spoil and is used in many ways.

if the seeds are to be used for cooking chocolate, some the cocoa butter is left in the cakes, If they are to be used for unsweet chocolate, as in candy, more cocoa butter is added with sugar. If milk is put into the mix, it becomes milk chocolate, and and that makes the best candy.

Cocoa can be added to many things we eat and to drink. It gives a better smell and tang to the things we like best. We would feel lost without cocoa in our cookies cakes candy and drinks.



(Answer key on page 18)

### Answer Key: Cocoa

Cocoa comes from trees that grow in rich soil where it is hot all year. The tree is 25 to 40 feet tall, but when grown for cocoa pods, it is cut back to 15 feet. It must be planted in the shade of taller trees, since it cannot stand hot sunlight. Workers toil long hours among the cocoa trees.

The trees bloom and grow pods all year. The leaves are pink, red and green and each tree can have 20 to 40 pods from which the cocoa is made. Cocoa pods can be picked at any time of the year. They are joined to the branches and trunk of the tree, and look like big long footballs.

When the pods are ready, they are cut from the tree and split open. Workers split the pods with care so that they won't spoil the seeds inside. The moist pods and seeds are spread in the warm sun to ferment for two to nine days. After the seeds ferment, they turn brown and begin to smell like chocolate. Soon the seeds are ready to be used in many ways.

If the cocoa is to be used as a drink, the oil is taken out and the cake which is left over is crushed and packed for sale. The oil is made into cocoa butter which does not spoil and is used in many ways.

If the seeds are to be used for cooking chocolate, some of the cocoa butter is left in the cakes. If they are to be used for sweet chocolate, as in candy, more cocoa butter is added with sugar. If milk is put into the mix, it becomes milk chocolate, and that makes the best candy.

Cocoa can be added to many things we eat and drink. It gives a better smell and tang to the things we like best. We would feel lost without cocoa in our cookies, cakes, candy and drinks.

#### Report on Education from the Deputy Minister of Education

Message from the Deputy Minister

Canada's Outstanding Principal Program, developed by The Learning Partnership is now in its eighth year. This highly regarded national program recognizes the unique and important leadership contributions of Canadian principals to public education. I am pleased to inform you that four exceptional principals in our province were chosen to receive this prestigious award and were honoured at a dinner and awards ceremony on January 28th in Toronto.

#### **How are School Systems Adapting to Increasing Numbers of Immigrant Students?**

The Organisation for Economic Co-operation and Development (OECD) has recently released a PISA in Focus report entitled How are school systems adapting to increasing numbers of immigrant students? This report examines how students with and without immigrant backgrounds performed on the reading component of the Programme for International Student Assessment (PISA). Although this report focuses on the international community, the information it provides complements what we know about how BC students with and without immigrant backgrounds performed on the PISA 2009 assessment. In response to our question "How do you think our schools and school dis-

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## The Impact of Refugees in a Classroom of Adult Learners

*By Eva Touzard, PICS, Surrey BC*

Every year our government welcomes refugees from different countries into Canada. The majority of these refugees arrive from Burma, Somalia and Sudan. As a teacher in the literacy level, I have encountered many refugees over the past years. What surprises me is the fact that many single mothers with two, three, four and more children arrive in Canada. Their husbands either died or abandoned them.

These women have a really difficult and challenging time. Everything is new and overwhelming for them. First, they can hardly communicate with people around them. They cannot read the simplest signs or instructions. Secondly, the entire system is new for them. How to apply for a bankcard, take a bus, enrol their children in school, find a home to rent and a suitable school to learn English are a few of the challenges they face. Furthermore, the entire culture has changed. They don't know where to find the food they are used to cooking, where to shop for the clothes they are used to wearing and where to meet for their prayers. Added to all this comes another unexpected challenge from their own children. Their teenagers are thrown into our materialistic society with an excessive display of seductive goods. Peer pressure at high school urges these immigrant youth to acquire stuff. These insatiable wants put strains on the mothers. Some teenagers become so demanding and irate that the family peace and even safety is threatened. Mothers feel the "carpet has been pulled from under them". They have lost almost all of their identity.



In my class, we all listen to the hardships of these mothers. At times, we shed tears with them. We try to counsel them; we bring in used clothing and household items; we go on fieldtrips to the food bank, the public library and community services.

How can the Canadian government and we as service providers help this situation? Counselling the mothers and their children, offering the teenagers programs to deal with their cultural integration, and providing meditation classes are a few possibilities. If you can think of further ideas, I would be happy to hear from you. My heart goes out to these single moms who had hoped to find better lives in Canada.

## ABEABC Bursary Recipient

**Kwantlen Polytechnic University**

**Rachel McDonald** is the recipient of Kwantlen Polytechnic University's ABEABC Bursary for this year. Faculty who recommended her for this award wrote, "Rachel, a single mother, has worked in a steadfast manner in order to get into a health-services field to support herself and her child."

*Submitted by Teresa McLeod*



# Decoda

## LITERACY SOLUTIONS

**Decoda** has been engaged to work with the Province and community based adult literacy providers to develop projects that will enhance provincial coordination and community of practice, research, and resources to support capacity development of community adult literacy service providers and programs in the province.

The objectives of these projects are to:

- Increase coordination and information sharing at the provincial and community level through, for example, the online community of practice and relationships with community-based organizations and public post-secondary institutions;
- Increase access for community adult literacy learners and providers through, for example, hosting a directory of providers and programs across the province and supporting promotions of key literacy events; and
- Support capacity-building across community adult literacy providers through, for example, the development of standardized training and resource materials for tutor recruitment, retention and training.

I hope you will join the Ministry in welcoming and supporting Decoda Literacy Solutions to achieve the above objectives.

For more information, please contact:

Melinda Johnston

Communications Manager, Decoda Literacy Solutions

[mjohnston@decoda.ca](mailto:mjohnston@decoda.ca) | decoda.ca t 604-681-4199 x 405 | f 604-681-3006

Find us on Twitter: <http://twitter.com/decodaliteracy>

Find us on Facebook: <https://www.facebook.com/pages/Decoda-Literacy-Solutions/148691295202161>



### ***Transferring knowledge into visual resources for youth***

Frontline is pleased to announce their first project for Health Canada. It's a comic book on bed bugs. Even if your skin is crawling, please try to read on if this topic interests you. Check out the video on our YouTube channel at [www.youtube.com/user/FrontlineCreative](http://www.youtube.com/user/FrontlineCreative).

Or, if social media is blocked at your workplace you can check out the YouTube embed on our under construction website at [www.frontlinecreative.com](http://www.frontlinecreative.com). If you'd like to see what the bed bug comic book is going to look like when its done, check out HAN's books at [www.thehealthyaboriginal.net](http://www.thehealthyaboriginal.net) Frontline Creative creates comic books on health and social issues for all youth.

For more information, contact Sean Muir: [sean@frontlinecreative.com](mailto:sean@frontlinecreative.com), 250-941-8881



## The Lure of Quick Fixes for Better Jobs

*By Louise Marcelet*

Globalization is a great boom for some countries such as China and India (Aronowitz: 2008). Global trading patterns are changing and Canada has lost many good manufacturing jobs to overseas countries where salaries are less. Consequently, the Canadian government is now attempting to focus on training through lifelong learning to develop the necessary skills to keep jobs in the country. There is an assumption that investing in lifelong learning for all will create valuable human capital and as a result people will lift themselves out of poverty. However, Cruikshank (1998) accuses OECD for knowingly promoting lifelong learning concepts that are limiting and designed specifically for meeting today's job market needs. As a result, "the labour market has become increasingly divided into 'good jobs' that require high levels of education and skill and provide high pay and benefits, and 'bad jobs' which tend to be low-paying, low-skilled, dead-end jobs that do not provide benefits" (Cruikshank, 2008: 51).

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tricts need to change to support more flexibility and choice?" Richard said: "We need to get rid of standardized testing and stop teaching to the outcomes! How about guiding children when they know what they are interested in and then celebrating the outcomes they achieved?"

What do you think? Get involved in the new BC's Education Plan on the public engagement site:

<http://www.bcedplan.ca/>

### **School District No. 23 Central Okanagan Celebrates Harmony Day**

In February each year, Harmony Day is an opportunity to recognize and encourage respect for all the members of our community. SD 23 hopes to foster an environment in which people of different cultures, ages, ethnicities, and interests can be in harmony. In such an environment, our students can feel safe and inspired to reach their potential academically and personally.

### **Reflecting on Quality in StrongStart BC Programs**

The Ministry of Education's Early Years team is pleased to provide all school districts and StrongStart BC early learning programs with a new resource, Reflecting on Quality: A Tool for StrongStart BC Programs. The purpose of this tool is to support StrongStart BC facilitators and district staff to reflect on their StrongStart BC programs and to facilitate discussions regarding the effective operation and continuous improvement of their programs.

### **Update on Curriculum, Assessment, and Graduation Requirements**

In recent months, ministry staff have been working with a wide range of groups to help determine how curriculum, assessment, and graduation requirements might be transformed to better support personalized learning for all students in BC. In November 2011, a Curriculum and Assessment Framework Advisory Group was formed to provide advice on provincial directions for curriculum and assessment. The working group is comprised of BCSSA, BCPVPA and FNEC representatives as well as UBC, UBCO, UVIC, and NVIT faculty; and ministry staff. BCTF was invited to participate and declined the invitation. This group has met five times to date.

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Speaking from a perspective of someone who has participated in government subsidized programs: Opportunities for Youth: working in a recreation program for children with disabilities (1970's), Employment Canada: unemployed women and computers (1980's), Yukon Government: Emergency Medical Technician (EMT: Ambulance) Certification for minorities (women in this case (1990's), etc: I am skeptical. I have experienced the lure of quick fixes for better jobs. Unfortunately, many short term training programs trap people into a life of financial insecurity, uncertainty and/or dead-end jobs. As a result, this paper will focus on how lifelong learning skill training can create a downward spiral for learners.

**The Present Situation:** The push for a competitive market in the global economy and the speed in which technology is evolving has changed how Canada does business. Businesses are busy restructuring, downsizing and merging; while workers are busy trying to keep up with new job descriptions and heavier work loads, and how to handle the stress brought on by being over-worked or worse by being laid-off. At the same time, as a member of OECD, Canada stresses the importance of developing one's human capital (Government of Canada, 2002). It is the individual's responsibility to become active in his/her learning and become self-reliant in order to compete in the job market. Hence, while weaving through and adapting to a world without jobs, it is necessary to take the opportunities that come one's way. These opportunities may be in the form of short contracts, part-time, temporary, seasonal, on-call/ auxiliary positions with no benefits and low wages. Unfortunately, it is very difficult for one to get Employment Insurance (EI) if work is seasonal, part-time, etc. There are a required minimum number of hours that need to be met within a set amount of time. Consequently, due to the changing nature of work it is also necessary for adjustments to be made to EI. As a result to the limitation of established safety-nets, unemployment on the rise and more and more people finding themselves jobless or unsure of their future prospects is generating a sense of apprehension or worse, helplessness for a growing number of Canadians.

**Skill Development Training:** Canada's learning and work policy propaganda encourages the need for more and better skills to actualize one's potential thus, avoiding the pressures of social and/or economical exclusion. Canadians are fooled into thinking that if they learn enough and try hard enough they will have a prosperous life (Gouthro, 2006). After all, "the Government of Canada has made a commitment to work with provinces, ... to ensure that all Canadians can achieve their skills and learning goals (Government of Canada, 2002: 6)."

Unfortunately, research has shown that learning and skill training is no guarantee for increased benefits, satisfactory employment, promotion from low wage jobs to higher wage jobs, full-time work, etc (Cruikshank, 2008; Grace, 2007). Instead, Cruikshank's (1998) research states that there are more than enough trained skilled workers to fill these too few jobs. "The Canadian economy of the 21<sup>st</sup> century will never require more than 20% of its work force to have better than a high-school education. That 20% comprises of the managerial, professional and technocratic elite. The other 80% are to be forced to compete with serf, slave, prison and child labour in Asia and Latin America. No particular skills needed here; just hard physical labour, long hours and low pay "(p.106). Similarly, Grace (2006) states that approximately 77% of Canadian workers are in the non-union and low wage retail sector. Wal\*Martization, is the area of rapid economic growth (p. 138). If these figures are close to being true, then the impact of policies and the goal of lifelong learning for all are at odds.

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Furthermore, Myers & de Broucker's (2006) research states an estimated 9 million Canadians aged 16 – 65 have literacy skills below what is considered necessary to live and work in today's society; another 5.8 million Canadians aged 25 years and over that do not have a high school diploma or higher credentials. So perhaps, Canada's innovation strategy 'Knowledge Matters' (Government of Canada, 2002) will continue the rhetoric about Canadians needing specific training for future jobs in the new high-technology era but will start to implement long-term solutions to raise education and skills training up to an acceptable level so its citizens will reach an acceptable basic standard of living.

In any event, it is time to stop blaming the unskilled, unqualified, and uneducated for skill deficits and realize that the whole learning and work system is at fault. As it is now, this system does not support the ordinary Canadian. The narrowness of short term specific training sessions quickly become outdated but temporarily fill the supply and demand need and, as designed, it temporarily lowers Canada's unemployment rate. Instead of building up individuals, the process often penalizes them because before long they are once again required to gain new skills or their positions become obsolete.

Both the motivated and unmotivated learner may experience, to varying degrees, situational and institutional barriers. Nonetheless, the motivated learner requires a quantum leap of faith to venture out into the unknown. The unmotivated learner may be holding back due to dispositional barriers: those significant deterring factors such as lack of self confidence, monetary and/or time investment, their age, etc. (Rubenson & Desjardins, in press).

Canada's government cuts to health, education, and social services are in no way pro-active in encouraging the majority of its citizens to participate in lifelong learning. University/college programs which serve the market economy receive funding while other programs are lost; tuition fees are up; job training incentives (wage subsidy) are down, etc. EI sponsored program are limited in options and geared towards the market demands. Upon graduation, these students compete for a limited number of job vacancies. Once again not everyone is placed. So, what happens to the rest? Do they go back on EI? Are they encouraged to participate in another future program? What's next for them?

**What can training/learning/education offer?** Even though the challenges are great, there are instances where re/training has provided opportunities to individuals and they have improved their lives substantially. I am one of those individuals. Education has improved my lifestyle and has transformed my way of thinking. I have continually pushed myself along to learn, to construct, deconstruct and reconstruct my ideas all for the purpose to better understand my place in relation to society (the world as it is today). Stroobants et al. (2001) would call this transitional learning and its aim is to bring about meaningful connection between individual life and social reality. Instead, I would say that my transitional learning has brought about a meaningful disconnection between my life and the mainstream ideology of what social reality is suppose to be instead of what it is.

Education has not given me financial security or peace of mind in the area of work. But in saying that, my job opportunities are different and more interesting. The salary is better but contracts are short and/or part-time and do not provide for any benefits or professional development. It's up to me to stay current and maintain a competitive edge to stay in the work game. I don't personally feel more adequate; I have more questions than ever before.

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Learning is important and transformational but not everyone is able to start new. Many people have substantial responsibilities. Consequently, before individuals can participate in learning to learn their basic primary needs will have to be met (Maslow's hierarchy theory). So, once an individual's economic and social position improves then there is room to consider learning options. Learners become more interested in learning if they see some relevance to their lives (Myers & de Broucker, 2006).

**What can be done?** The government's hype to support and prepare all Canadians in their journey towards lifelong learning has created some excitement as well as some restlessness. There is a sense that Canadians need to quickly re-evaluate their positions in life – to up-grade, retrain, etc or be left behind as progress takes the world into the 21<sup>st</sup> Century. You are a winner if you buy into this propaganda and a loser, stuck in the past, if you question Canada's innovative strategies for skills and learning. The manipulation of the language is often enough to make participants want to fit in (Fejes, 2006). As Canada changes, the flexibility of its citizens is important. To train and retrain motivated learners aids Canada as well as the individuals; they adapt quicker and are better able to handle changes. However, individual security is essential; they require their primary needs met.

At the moment, "lifelong learning for Canadians is seen as a personal survival strategy and as a precaution against unemployment and poverty" (Cruikshank, 2008: 60). Changes to the government's education system are necessary. It is close-minded, lacks diversity and flexibility, and is not tolerant to change (Myers & de Broucker, 2006). If it was more flexible, it would offer a variety of programs with convenient schedules and easy access; financial assistance would have less restriction, etc. The system would consider the diversity of its learners and accommodate for those differences. Education needs to be redefined and include more opportunities for non-formal and informal learning credentials (Salling-Olesen, 2006).

Edwards et al. (2002) criticizes the policy on lifelong learning. "It will not achieve its aims of creating a learning society because it has an inadequate notion of change, lacks an understanding of diversity of learning practices among people and considers learning as cumulative rather than reflexive (p. 530)." Change occurs within an individual during a time of deliberate thought and reflection. It is the conscious thought that transforms one's being (habitus) into action for oneself.

Interestingly enough, it has not been the specific skills training that I acquired over-time which has helped me to move forward but instead, it has been the way in which I have experienced the learning to learn that has brought me to this place I am now. It's not a perfect place and there is much work still to be done. My educational journey, by virtue of my degree, has made my life easier. I can't explain this notion, except to say that the road blocks (barriers) seem less threatening. I think it has to do with social class. The operational system for the government is designed for the middle and upper class of society. Consequently, the lower/working class is continuously bombarded with barriers that policy makers endorse. However, these policy makers do not often understand the implications of their decisions unless they have woven through the maze themselves.

Canada's knowledge-based economy is not working. The evidence is all around us. A shift needs to occur. Small communities of practice need to be formed. Informal places for people to come and share from each other. Educators, those who do the training, adult education, counseling, etc., can be agents of change. Incorporate critical

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thinking, problem solving, and social issues into the learning. Empower the powerless (the 80%). Have more educators representing the needed voice for policy changes and implementation. And finally, Canadians can explore new ways to redesign our economic structures so they will serve the interest of the people and not the business sector.

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| <b>Your<br/>Photo<br/>Here</b> | <b>It's Your Turn!</b><br><b>Call for Submissions</b> |
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**Would you like to see your name in print???**

Send your articles, ideas, lesson plans, pictures, and more to

Lyra Warkentin at [lwarkentin@tru.ca](mailto:lwarkentin@tru.ca)

The next issue of Groundwork will be printed in May or June 2012

**International Adult Learners' Week in Canada**

**CELEBRATING  
ADULT  
LEARNERS**

**March 24<sup>th</sup> - April 1<sup>st</sup>  
2012**



**CANADIAN COMMISSION FOR UNESCO  
COMMISSION CANADIENNE POUR L'UNESCO  
[WWW.CCU-CCC.GC.CA](http://www.ccu-ccc.gc.ca)**



# Life is a Highway

Crossroads and Connections

ABEABC Conference  
May 10th & 11th, 2012



Conference Details: [www.abeabc.ca](http://www.abeabc.ca)  
Hotel Information: [www.harrisonresort.com](http://www.harrisonresort.com)

**What is ABEABC?**

The Adult Basic Education Association of BC is:

- An association of people concerned about the provision of high quality learning opportunities for undereducated adults.
- The only association specially for adult basic educators in B.C.
- The first such provincial organization in Canada.
- Connected with other groups involved in adult education such as:
  - \* the Movement for Canadian Literacy BC
  - \* the Pacific Association for Continuing Education
  - \* the Teachers of English as an Additional Language, etc.
- An association which works to raise public and government awareness of the basic education needs of British Columbians
- The donor of an \$100-\$200 award to an outstanding student in each member institution

**How do I join?**

Fill out the membership application form and return it along with a cheque made out to the Association for your annual dues. Memberships expire 12 months following our receipt of your fee.

**Membership in the ABEABC is open to you if you are involved in:**

- \* basic literacy programs
- \* **ABE**
- \* native adult education programs
- \* literacy in libraries
- \* **ESL programs for adults**
- \* workplace literacy programs
- \* correctional institution programs
- \* **GED and college-prep programs**
- \* community-based programs

**ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA  
MEMBERSHIP APPLICATION**

Name \_\_\_\_\_ Employer: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Work phone: \_\_\_\_\_  
 Fax: \_\_\_\_\_ Email: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Please indicate which fee fits your category:

- Individual and Groundwork subscription \$40
- Individual outside Canada \$50
- Organizations \$175 (includes \$100 bursary)
- Organizations \$275 (includes \$200 bursary)
- Organizations without bursary \$75. Institutional memberships are due February 28 annually.
- Business and union \$50
- Non-profit community groups \$40

Membership fee includes a subscription to Groundwork.  
Membership fees and donations are tax deductible.

Invoices are available from our website.  
Website: <http://www.abeabc.ca/>

**Total amount enclosed \$ \_\_\_\_\_**

Mail to: Membership Chair  
The Adult Basic Education Association of British Columbia  
5476- 45 Ave, Delta, BC V4K 1 L4