



The Spider's Web

ONTARIO NATIVE LITERACY COALITION NEWSLETTER

Merry Christmas

December 2005



MTCU Fall Message

The long anticipated update from MTCU finally came out on November 23rd.

A full copy of the message from Florence Guy can be found on the AlphaCom discussion board or you can contact the ONLC office and we can fax it to you.

Her update touched on a number of areas but one of the things she highlighted was the One-Stop Training and Employment System.

One-Stop is a new initiative that MTCU is spending a lot of time and effort on and it will involve all LBS programs in Ontario in the 2006-07 fiscal year.

The 'No Wrong Door' approach you may have heard of recently is part of One-Stop.

This is what Ms. Guy said about One Stop 'in a nutshell' but for full details check out her fall message on AlphaCom.

In the May 2004 *Ontario Budget* the government committed to transform the way the Ministry delivers training and employment programs **to achieve more effective and efficient services and better results. This is what they called the One-Stop Training and Employment System.**

One-Stop is designed to create a cohesive set of policies and improved processes so that programs in the Labour Market and Training Division (LMTD) are able to work better together to address customer needs. **In addition to our LBS Programs this takes in Job Connect, Summer Jobs Service, Apprenticeship, Local Boards, Labour Market Information and Research, the JobGrow Hotline** and could include other programs such as the **Bridging Projects for internationally trained individuals** now housed in the Ministry of Citizenship and Immigration.

Since the budget announcement, the Ministry has met with a range of LMTD stakeholders to discuss how the One-Stop system should be designed. In September they met with representatives from each LBS umbrella organization, including the ONLC. If you are interested the agenda, presentation materials from the event, and a list of the participants, is posted on Info-LBS.

The ministry held a series of career and training fairs across the province this fall to increase public awareness of the co-ordinated employment and training services they would offer under the One-Stop System and to highlight their services to community stakeholders including employers.

'No Wrong Door' is their term for an initiative to co-ordinate LMTD services to ensure that individuals and employers have access to information about **all** provincial training and employment services regardless of their point of entry into the One-Stop system. This is their way to provide consistent and equal access to all the training and employment services they fund and improve customer service.

From the LBS perspective **No Wrong Door** will make it mandatory for agencies like Job Connect and Apprenticeship to work more closely with us and refer clients with literacy needs to LBS programs where appropriate.

The model they are hoping to use for the No Wrong Door approach is based on successful service delivery models already operating in some communities.

The concept of **No Wrong Door** does **not** mean that the Ministry will build or fund new "super" employment and training centres to provide "one window" access. The ministry will not require co-location or require a generic, one size fits all, service assessment.

The Ministry is piloting **No Wrong Door** in several communities in January 2006 with plans for implementation across the province beginning in April 2006. They have promised to provide regular updates as **No Wrong Door** rolls out which the ONLC will keep you informed about.

One-Stop will also include the expansion of labour market services and training. Beginning April 2006 Job Connect services are being expanded to include full services for youths and adults.

Last year, this year and again next year the Ministry allocated additional funds to LBS programs in the college sector and there is some hope that we will see funding increased to lower-level programs in the future.

They have also set aside **additional resources to explore innovative approaches to academic upgrading** to meet the diverse needs of early school leavers, including Francophone, Deaf and **Native learners**. The ONLC is looking into how they can secure some of this funding for Native programs to provide "additional opportunities to fast track development of the academic and essential skills required for entry into, and success in, apprenticeship training and postsecondary programs and employment".

Over the past year or so the Apprenticeship system received funding for Apprenticeship Training Tax Credits, Apprenticeship Scholarships, and Employer Signing Bonuses and the Co-op Diploma Apprenticeship Program was expanded.

Ministry staff from the LBS unit are participating in regular One-Stop discussions and they will keep us informed as the process evolves.



New Math Materials available

Tim Nicholls-Harrison, an LBS practitioner from Owen Sound, has developed a Powerpoint presentation on multiplication that is getting rave reviews from other practitioners.

It is filled with tips, tricks and tactics to make teaching math easier, more fun and much less intimidating.

The presentation is posted on the Literacy Resources section of AlphaCom and he is asking others to try it and give him feedback on how it can be improved.

The Literacy and Basic Skills Program of the Ottawa-Carleton District School Board recently announced the results of their IMPROVING NUMERACY INSTRUCTION IN LBS PROGRAMS, PHASE III project.

DEVELOPING ADULT NUMERACY:

Practitioner Training Course is now available on CESBA's free website at

<http://www.lbspractitionertraining.com>.

Look for the Numeracy tab (top right corner)!



Websites to explore

Financial literacy

The beehive : money

<http://www.thebeehive.org/Templates/Money/Level3NoRight.aspx?PageId=1.194&LC=1&LG=1>

Provides clear and easy to read information about various banking and money management topics. While some of the material is specific to the American context, the site gives a good overview of basic money topics.

Practitioner training

Literacy basics

<http://www.nald.ca/literacybasics/>

This is a free, self-directed online training website designed by Community Literacy of Ontario for Ontario literacy practitioners. The site covers many different aspects of literacy instruction, and is ideal

for practitioners who are new to the field or who want to upgrade specific skills.

Tutor tips

http://www.oaklandlibrary.org/services/SecondSt/art/tutors_tips.html

Includes tips and ideas for tutors who teach adult learners.

Safety education

Fire safety literacy project

http://www.homesafetycouncil.org/expert_network/en_literacy_w012.aspx

Easy to use and read materials about fire safety aimed at adult learners that can be introduced into existing curricula. Includes a teacher guide, an introductory video, an 8 part Flash program about fire safety, a short story and take home sheets.

Life skills

Basic skills for living : consumer education fact sheets.

http://www.basicsskillsforliving.ca/consumer_education.shtml

This site contains "on-line fact sheets that cover consumer spending and credit topics. Each fact sheet is written at the Stage 2/3 (Grade 6/7) literacy level and is two pages long. Each may be downloaded and duplicated for educational use".

Numeracy

Developing learning materials for adult numeracy.

<http://www.ocdsb.edu.on.ca/Continuweb/ESL/adultn.htm>

Contains a report focusing on numeracy development, materials development, general professional growth and research in practice, as well as a selection of lesson plans and learning materials that can be used with learners to teach numeracy skills Spring Conference 2005 Up-date



Learner Submissions

I Cry

Sometimes when I'm alone, I cry 'cuz I'm on my own.

The tears I cry are bitter and warm.

They flow with life, but take no form.

I cry because my heart is torn.

I find it difficult to carry on.

If I had an ear to confide in, I would cry among my treasured friend.

But who do you know that stops that long to help another carry on?

The world moves fast.

It would rather pass by than to stop for a second and see what makes one cry.

So painful and sad, so sometimes I cry and no one on this planet cares about "why?"

By: Riel Friday

Literacy & Basic Skills Student

Timmins Native Friendship Centre



Learning

We never know what it is we don't know,

until we discover we didn't know it.

Susan Laiho

Literacy & Basic Skills Student

Timmins Native Friendship Centre



FUNDING ANNOUNCEMENTS

The ONLC is pleased to report that it has received funding for two projects this year.

The training proposal was the first to be received and it will allow us to host four (4) Regional training events as well as a spring general training conference.

The other project funded was the Centra On-Line training proposal which will allow us to provide another set of on-line training modules based on the needs of Native programs and practitioners.

Our thanks to the Ministry of Training, Colleges and Universities and the National Literacy Secretariat.



RBC Aboriginal Student Awards Program

This program was launched in 1992 to assist Aboriginal students to complete post secondary education, and provide an opportunity for RBC to strengthen its relationship with the Aboriginal community.

All status Indians, non-status Indians, Inuit or Métis are eligible to apply and each year five students will receive \$4,000.00 annually for their education expenses to a maximum of four years at a University or two years at a College.

Deadline for submitting applications is January 31st of each year.

For more information or to apply online check our their website at www.rbc.com

ABORIGINAL WRITERS WANTED

Ningwakwe Learning Press is creating an anthology to highlight the joys and pain of love and how it influences every aspect of our lives – including life long learning.

They are looking for a wide variety of short stories from Aboriginal authors from across Canada.

For more information contact Maria at maria@ningwakwe.on.ca, call 1-888-551-9757 or check it out at www.ningwakwe.on.ca.



It's All About Change

An article submitted by Karen McClain

On August 20, 2005 a call went out to Adult Literacy and Basic Education Practitioners, Organizations and Groups to join a ***national research team***. The purpose of the research is to find out what ***research in practice*** is happening across the country and what is needed to support useful research in practice.

My response was:

There has been lots of research into Aboriginal wholistic literacy and adult education practice. Our experience is that Aboriginal practitioners instinctively know they are doing things in a different and unique way with a continuum of differing results. Their difficulty is with articulating the methods and results in a “satisfactory” way. As an elementary school teacher/adult educator/researcher/literacy instructor it is my feeling that the right questions are still not being asked. In addition the answers are possibly being judged by the wrong standard of success.

Native literacy practitioners do not have time to read research and they don't understand the lingo therefore they choose not to participate because they do not perceive a direct learner/teacher return and practical and useful materials are all the time and energy they have left to seek.

This is the gap between research and the front line workers that we have seen.

Further, the ***research in practice*** the Aboriginal practitioner applies is not literacy research as defined by mainstream but research completed by their own people in their own communities. The results are promising yet unsupported by mainstream literacy.

The result:

Pat and Karen have been awarded time and a very few dollars to collect data from the Native Literacy stream as to opinions and offerings regarding the research that you put into practice.

The research will happen in ***two ways***.

#1 Focus group on CENTRA training session in January

Researching Practice / Practicing Research

“Researching practice, practicing research is about adult literacy research and adult literacy practice in Canada”. *Literacies* #1 spring 2003

“Explorations of how people are linking research and practice”

“**Practice** refers to all the ways that people use and relate to texts and documents. **Research** includes all the ways in which people concerned with adult literacy practice re-search – look again...looking again, putting into words and refining what they know and pushing out into the unclear and the unknown for more”. (Darville 2003)

In fact, practitioners research and apply their research on a daily basis with their learners.

In the daily struggle to meet the needs of individual learners practitioners research materials, methods, standards of success, prior knowledge and experience of the learner.

Further research into the learner's attitudes and values informs the approach and materials.

Research in Native literacy describes our programs as *wholistic*.

What is one specific thing that you do that is wholistic and what shape does the effect take for you and your community?

Or, if you could receive help with documenting an activity in terms of LBS guidelines what would it be?

Self-management/ self-direction skills prepare learners for employment.

These skills would appear to create a more wholistic approach in your program work.

organizational skills – time management

budgeting – resource management

self-awareness

stress management

career awareness

self-advocacy

Are there any other pieces that you have instinctively included for the Aboriginal adult learner?

Is there a preferred place that you get your information?

How do you find it?

Is there a particular place, way that you save it?

What questions would you want researchers to start asking? You could put these into poetry.

If you have any questions, input, unburdening please call me at 1 800 211 6048

Or email me at KBJmclain@hotmail.com

Thanks for helping us in our efforts to bring change for Native literacy

Karen and Pat

#2 Poetry, Life Stories, Essays:

My thought is to collect input as to your standard of success. We all know that there are so many pieces of evidence that a learner is developing self-esteem and confidence i.e. essential skills. It would be a great exercise for both the individual learner and the literacy field if we could capture these.

Standards of success

Possibilities for recording research from the practitioner and from the learner:

1. Poetic Musings

Literacy means to me...

Literacy creates in me...

Without literacy I'd ...

When I'm finished at literacy...

2. Short story

I arrived with and now....

My life was but now...

I understand now...

The legacy I want to leave...

3. Mini autobiography

I write this so that others...

This is the different me...

Once I was, but now...

4. Words put to a song

Wind Beneath my wings

etc.

5. Alliteration Poems

L _____ S _____
I _____ U _____
T _____ C _____
E _____ C _____
R _____ E _____
A _____ S _____
C _____ S _____
Y _____

New College opening for Aboriginal students

The Louis Riel Business College of North America is a new college for aboriginal students located in Field, Ontario. They will be opening in January 2006 and are currently accepting aboriginal students and Métis students.

For more information contact them at Linnal@bellnet.ca or call 705-758-1234.



Message from ONLC Board President

It is hard to believe that we are coming to the end of another year. There have been many changes – new practitioners, new students, funding issues. Some good things, some not so good. We as native Literacy programs have been able to adapt to the changes and continue to be positive influences in our communities.

Congratulations on a job well done.

I hope that everyone has a safe and Merry Christmas, looking forward to seeing what the new year brings.

Best wishes to all,

Christianna Jones
ONLC President

Merry Christmas

from the Board and staff of the ONLC

Board

Christianna Jones	President
Bernice Ireland	Vice-President
Elva Lickers	Treasurer
Katherine Shine	Secretary
Lynn Mooney	Director

Staff

Ellen Paterson	Executive Director
Marnie McIntosh	Executive Assistant

