

Literacy on the Move



Ontario Literacy Coalition

**What's New
at the OLC**

September 2003

September –

A Busy Month for Literacy and the OLC

*By Anette Chawla and Sue Folinsbee,
Acting Co-Executive Directors*

AS THE SUMMER IS ALMOST OVER and September is upon us, the Ontario Literacy Coalition is gearing up for a busy fall. We are preparing for two major happenings — the provincial election and three major outreach events.

Election Kit

We have sent out the OLC Election Kit to our members and posted it on our website at www.on.literacy.ca. We encourage you to use it during the provincial election campaign to promote awareness about the needs of people with literacy challenges and about adult literacy programs and services. The main goal is to educate candidates and secure commitments of support for literacy.

The kit includes a step-by-step strategy for approaching candidates, a list of questions to ask candidates, and sample letters to candidates from each party. The questions for candidates and party leaders have been formulated based on the reoccurring issues you as a field have brought forward to the OLC over the last year.

Outreach

The OLC has also been involved in *International Adult Learners Week*, *International Literacy Day* and the launch of our outreach Campaign: *What did you learn today? ... Literacy touches everything!* In partnership with the five literacy networks in Barrie, Kingston, Oshawa, St. Catharines and Thunder Bay, we launched a week of promotions and activities from September 8–14. We have also produced new TV and radio commercials and created a postcard that has been distributed across the province.

Other September events that the OLC will be involved in include Raise-a-Reader and Word on the Street. Raise-a-Reader is an initiative of the CanWest Global Foundation to increase awareness of and raise money for children's literacy programs throughout Canada. The OLC is one of four beneficiaries for the Toronto event, which will take place on Thursday, September 25.

The money the OLC receives will be used for family literacy programming and development in Ontario. We will keep you posted as more information becomes available. Toronto's Word on the Street, Canada's largest one-day celebration of the printed word, happens on Sunday, September 28.

All of these events are an opportunity to raise the political and public profile of literacy as it affects millions of children and adults in Ontario.

Message from the President and Chair

By Corry Wink

MANY CANADIANS FEEL that they are non-racist, open and accepting of others. Certainly, we on the Board of Directors of the OLC thought that we treated everyone fairly and equitably. However, in February, we participated in an access and equity workshop led by Jojo Geronimo. He guided us through activities that showed us that our life experience causes every one of us to understand the world in a unique way that differs from everyone else's. We understand more easily someone whose experience is similar to ours.

As a result, we sometimes exclude people without meaning to. For example, if the OLC sent out invitations for a meeting, we might expect that people would come if they were interested in literacy. However, after the workshop we realized that there would be some people that might not come because they didn't know enough English to understand that invitation. Other people might stay away if the building was not wheelchair accessible or if they could not afford the fare. Still others who belong to visible minorities might choose not to come because they had a bad experience

in another organization. The workshop helped us realize that some forms of discrimination can be unintentional because we act according to our cultural system which may not take other people's experiences and needs into account. We exclude some people because we do not take steps to make everyone feel welcome and to help them to participate fully in our activities.

The OLC wants to be an inclusive organization where all people who have an interest in literacy can feel welcome. At our meeting in April, the Board began to examine its policies and to revise them so that the organization will be equally accessible to everyone. In this year's Board agenda, we have built in opportunities to engage in dialogue with diverse communities so that we can better understand the barriers that they face. The staff has begun to analyze the systemic barriers at the operational levels in order to set goals for addressing them.

The Board and staff are committed to working together to make the OLC a barrier-free and inclusive organization.

ANNOUNCING OUR PROVINCIAL CONFERENCE

- ◆ **June 17-19, 2004**
- ◆ **In Hamilton**
- ◆ **At the Hamilton Convention Centre**

This conference celebrates literacy and learners, practitioners, volunteers, staff and others who champion literacy. With the expected attendance of 350 delegates, training workshops, exciting entertainment, exceptional speakers, and lots of time to exchange ideas, this conference is a necessity for everyone in the literacy field.

Want to volunteer or catch up on all the latest breaking conference news?

Check out the postings on our website at www.on.literacy.ca /what's new.



Findings from the OLC Survey on Common Assessment and Learning Outcomes

By Alexandra Sonson
Assistant Learner Coordinator

Introduction

The Learning Outcomes and Common Assessment survey was conducted by the OLC in November of 2002. Its purpose was to identify what worked well and barriers in Common Assessment and Learning Outcomes. Another goal of the survey was to identify professional development needs and supports that the LBS field would like to see to assist it in its work around Learning Outcomes and Common Assessment. The scope of the survey was small, given both the resources and the time limitations. We talked to several regional network executive directors and representatives from three different sectors.

Survey Findings

The individuals that participated in the survey indicated that all the agencies in their jurisdiction have some experience with the implementation of Learning Outcomes. Currently, the stage at which the agencies are operating varies throughout the province and within regions. Those interviewed also reported that all LBS agencies have some experience in the implementation of Common Assessment as well. However, they are not as far along as they are in implementing Learning Outcomes.

Strengths

The results of the survey show that the major strengths of Common Assessment are a common language, and tools. Practitioners are also very close in determining the levels of learners even across different regions. In addition, most agencies are comfortable discussing outcomes, and they are all familiar with the matrix.

Barriers

A number of barriers have been identified in developing Common Assessment and Learning Outcomes. Lack of time is a key barrier for both Common Assessment and Learning Outcomes as is new practitioners joining the literacy field. New practitioners need training and orientation. The need for more resources for both Common Assessment and Learning Outcomes was also noted. Other challenges include more direction regarding the requirements of the next steps for Learning Outcomes.

Further Supports Needed

Training for both new and experienced staff was identified as a need with respect to both Learning Outcomes and Common Assessment. Respondents also mentioned that practitioners are eager to move along and would like to see ongoing training to remain up to date. Some interviewees said that funding for staff time to allow training was necessary. Additional resources were also identified as needed support. Resources that would be helpful include:

- ▶ assessment resources
- ▶ updated, more detailed level indicators for levels four and five
- ▶ a common understanding of levels across the province

Conclusion

Survey participants outlined key strengths, and barriers for Common Assessment and Learning Outcomes. They also identified needed supports that will help to address some of the challenges they experience. Securing these supports in the future can help ensure an ongoing, consistent approach to Learning Outcomes and Common Assessment across the province.

Teaching Reading to Adults: A Balanced Approach

By Dr Pat Campbell, President, Grass Roots Press

It's interesting — the way in which one has to balance life — because you have to know when to let go and when to pull back. The answer is never just to completely “let go” or “transgress,” but neither is it to always “contain yourself” or “repress.” There's always some liminal (as opposed to subliminal) space in between which is harder to inhabit because it never feels as safe as moving from one extreme to another.

hooks, b. (1994). *Outlaw culture: Resisting representations*. New York: Routledge, p. 211

LET'S CONSIDER THE TEACHING OF READING from a historical perspective. Do you think that educators tend to move “from one extreme to another?” Why is there a tendency to resist occupying the space between two positions? What would this space look like? What would it feel like?

The ongoing debate between whole language vs. phonics serves as a common example of two extreme positions pertaining to methodology. Yet, in the field of adult literacy, the term “balance” operates not only in the context of methodology, but also within the broader context of reading the word and the world. The following chart outlines some aspects of balance within an adult basic education program.

Let's focus our gaze on the notion of a spiral approach, which is one aspect of a balanced program that is supported by research (Campbell & Malicky, 2002). Grace Malicky and I examined the word identification and comprehension strategies of 344 adult basic education students enrolled in 34 programs in community colleges and school boards and 24 community-based programs in Alberta, Ontario, Nova Scotia, and the Northwest Territories. The adults ranged in reading levels from those at the beginning level to those who were able to read high school material with adequate comprehension.

The research findings indicated few differences in reading strategies used by adults across different levels of reading proficiency. In terms

Themes	A balanced reading program:
Assessment & Instruction	<ul style="list-style-type: none"> ■ uses a spiral approach. ■ incorporates the need for responsive instruction. ■ attends to construction of knowledge, meaning, and word identification. ■ provides leadership while leaving room for students to lead.
Reading the Word & the World	<ul style="list-style-type: none"> ■ promotes the development of community by integrating literacy education with social (inter)action. ■ provides opportunities for students to read and learn specific strategies that will assist them to become better readers while recognizing that literacy is a socioeconomic and political issue. ■ challenges hierarchical social relations both inside and outside the classroom.

of reading comprehension, this means that adults *across all levels* can analyze, summarize, and synthesize text information and make inferences. In terms of decoding skills, the findings indicated that adults *across all levels* relied primarily upon either meaning-based strategies or an integrated use of meaning- and print-based strategies as they read. The findings also indicated that *within levels*, there are significant differences in reading strategies among adults. For example, while some students relied on meaning-based strategies to decode words, others used a combination of meaning- and print-based strategies.

These findings have implications for curriculum developers and instructors. The fact that there were few differences in reading strategies used by adults across different levels of reading proficiency implies the need for a spiral rather than sequential curriculum. The assumption underlying a spiral approach is that reading is NOT a developmental process in which adults need to learn “lower level” skills and strategies before they can develop “higher level” skills and strategies. In a spiral approach, processes, skills, and concepts are revisited and developed to new levels of complexity and the text becomes increasingly more difficult as adults progress through literacy levels. The fact that there were significant differences in reading strategies *within* levels implies the need for diagnostic assessment and instruction.

This article has touched upon a few points from the publication *Teaching Reading to Adults: A Balanced Approach*. This book raises questions about the teaching of reading to adults and serves as a catalyst to question and reflect upon your practice.

References

- Campbell, P (2003). *Teaching reading to adults: A balanced approach*. Edmonton, AB: Grass Roots Press.
- Campbell, P. & Malicky, G. (2002). The reading strategies of adult basic education students. *Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators*, 12(1), 3-19.

Newfoundland Research-in-Practice Institute

By Sheila Stewart, Ontario Institute for Studies in Education/University of Toronto (OISE/UT)

THE ICEBERGS, FIDDLE MUSIC AND WARM HOSPITALITY of St. John's set the stage for great learning. About seventy literacy practitioners from across Canada met between June 18 and 21 to share experience and learn more about research in practice. The Research-in-Practice Institute was held at Memorial University, organized by Helen Woodrow with a community-based team including the Brother Murphy Centre with primary funding from the National Literacy Secretariat. Participants included people learning about research in practice for the first time to those who had been doing it for many years.

This was the third annual research in practice conference, the initial one having taken place at the Learning Centre in Edmonton in 2001 and the second at the University of British Columbia in 2002. The institute also gave an opportunity to launch the new Canadian journal *Literacies — researching practice and practising research*, which is a place for people to learn from each other and talk about research, practice and research in practice. Research in practice is literacy research conducted by or with people directly engaged in adult literacy teaching and learning. It is an exciting way for us as practitioners to reflect on our work, develop our practice, and contribute to the direction of literacy work.

Courses

This conference was uniquely organized around four courses, that met each morning throughout the conference. *Researching Literacy Practices*, with Mary Hamilton from Lancaster, England, gave participants an opportunity to do a case-study on a literacy setting and event using a social practice approach. *Feminist Approaches to Research in Practice*, with Jenny Horsman from Toronto, demystified feminist

continued on page 6

and poststructural approaches to research, with participants learning about research approaches which make it possible to question the taken for granted and to see the ordinary in new ways. *Getting Started on Research in Practice*, with Marina Niks from Vancouver, explored such questions as: What is research? How do literacy workers and teachers conduct research in their daily practice? What research topics are practitioners investigating? *Arts-Based Research*, with Joe Norris from Washington, was about what the arts have to offer literacy research in terms of opening our thinking and how they can help in collecting, analyzing and disseminating data.

Workshops

In the afternoon there was an array of workshops, on such diverse topics as: Student Participation in the Research Process, Reading Policy, What Makes Literacy /ABE Instructors Effective in Their Practice? and The Myth of Objectivity in Research – Whose Knowledge Is It? The variety of methods and approaches pointed to the range of things which can be research in practice — from journaling to case studies to ethnographies to quantitative research.



Useful Websites:

- RiPAL (Research in Practice in Adult Literacy) – www.nald.ca/ripal
- RaPAL (Research and Practice in Adult Literacy) www.literacy.lanc.ac.uk/rapal/rapal.htm
- Jenny Horsman's research and practice www.jennyhorsman.com
- Research in practice at the Ontario Institute for the Studies in Education of the University of Toronto, www.literaciesOISE.ca
- Literacies journal, <http://www.literacyjournal.ca>

AlphaPlus is in the process of launching a research portal. It is still being worked on in conjunction with the National Adult Literacy Database (NALD). Please access the test version at <http://research.alphaplus.ca> and for further information contact Maria Moriarty at mmoriarty@alphaplus.ca.

Emerging Themes

Some of the themes which emerged are the way researchers need to examine their own values and biases, the practicalities of getting universities and literacy programs to work together, and the supports and paid time that practitioners need in order to do research. Elsa Auerbach, from the University of Massachusetts, asks the question: How do we integrate being literacy researchers with being literacy teachers in such a way that it leads to action?

Great Ontario Sharing

There were over fifteen participants from Ontario, from Apsley, Beamsville, Brantford, Midland, Nepean, Ottawa, Thunder Bay, and Toronto. We met as a group twice and discussed our Ontario situation and how we can best support each other. We talked about how we can work together across the four literacy streams. A number of the members of the Ontario group had raised concerns about who was missing from the conference and we discussed the need for future conferences and events to be fully inclusive of practitioners from the Francophone, Aboriginal, and Deaf literacy communities, as well as other communities.

As a participant in this inspiring event, I want to invite us all to be part of the momentum of practitioners turning to research, reading it, thinking about what it means for our programs and doing it ourselves. This is one important way that we can influence the direction of the field and build the future of adult literacy in Ontario.

FAMILY LITERACY... Continues to be a Top Priority for the OLC

By Sue Folinsbee, Acting Co-Executive Director

THE SUMMER HAS COME AND GONE, and we have made a lot of progress in the area of family literacy. The OLC has been funded by the National Literacy Secretariat to offer Foundational Training in Family Literacy and build a provincial strategy for family literacy. This year, the OLC is also a beneficiary of Raise-a-Reader through a Toronto event in partnership with the National Post and sponsored by CanWest Global Foundation.

Foundational Training

The Foundational Training in Family Literacy Institute is finally going to happen! The advisory committee for the project has been working hard throughout the summer to develop a plan. The OLC has been busy researching different venues for the event. The training will be approximately 35 hours long and will take place in July 2004 in Barrie. The purpose of the institute is to enhance the ability of family literacy practitioners do their work by attending a course that has credibility and continuity nationwide. Please mark this month in your calendar. Stay tuned for promotional materials about the Institute which will go out in January 2004.

AFLO

Action for Family Literacy Ontario (AFLO) has also had several meetings through the summer and has been very productive. First, working group members came up with a name (Action for Family Literacy Ontario). Then we spent a good deal of time drafting vision, mission and values statements. We also put out a call for a larger group of advisors that will give feedback on the products and work of AFLO mainly through e-mail. We had an overwhelming response to the call with over 20 applications from a diversity of people working in family literacy and related areas. The group of

advisors will be finalized in the fall.

Raise-a-Reader

By being a beneficiary of Raise-a-Reader's Toronto event, the OLC will be able to put some badly needed resources into family literacy programming and development in Ontario. The purpose of Raise-a-Reader is to increase awareness and raise money for children's literacy programs throughout Canada. On the morning of September 25, OLC staff and volunteers will be part of a large crowd of celebrities and others giving away copies of the National Post in exchange for donations on busy downtown street corners. Raise-a-Reader also provides copies of new and used children's books to beneficiaries. These books will be distributed to family literacy programs.

Resource

On the resource front, the OLC and Kingston Literacy's research report *Making Connections* on popular models of family literacy will be available in the fall through the OLC and Kingston Literacy. You will also be able to find it on our websites www.on.literacy.ca and www.kingstonliteracy.com.



AFLO members at work.

Annual General Meeting – June 20, 2003

By Anette Chawla and Sue Folinsbee, Acting Co-Executive Directors

WE WERE BACK IN TORONTO for the June 2003 Annual General Meeting (AGM). Appropriately, the event was held at the Ryerson Conference Centre, a teaching hotel, where students can learn about the hospitality industry.

The day was off to an excellent start with two professional development opportunities. The opportunities were offered to members and non-members alike. Pennyann Tibbits and the OLC's own Patricia Brady presented a workshop on change and leadership (see page 10). Pat Campbell from Alberta gave a dynamic and interactive workshop on teaching reading to adults (see page 4 for an article by Pat Campbell). The workshops were enthusiastically received. Many of the regional and sectoral network executives also met to discuss common issues.

After lunch, the business portion of the AGM got underway. We were very pleased to welcome Patti Redmond and Lisa Rickett of the Ministry of Training, Colleges and Universities and Vivianne Antunes of the National Literacy Secretariat. Guy Ewing of the Metro Toronto Movement for Literacy gave heartfelt words of welcome. In total, we had over 70 people attending – the largest number in recent memory. It was both exciting and encouraging! Thanks to all who came!

The host for the afternoon was Corry Wink. She is the President and Chair of the OLC Board. We moved quickly through the approval of the financial statements and the bylaw changes. Corry then announced the Board of Directors for 2003-04. She thanked outgoing director, Tamara Kattari (nee Riddle), for her dedication and exemplary leadership.

This year was the inaugural year for the OLC's Kim Strickland Memorial Learner Leader Sponsorship Program. Under the program, the 2003 recipients, Lorraine Fischer and Edward LeClare were able to attend the AGM. See the article on page 10 for more information about this program.

John McLean of the Georgina Learning Centre received the 2003 Frances Lever Memorial Award. Mary Wiggin told us about Frances Lever and her many contributions to literacy. Connie Morgan of Barrie Literacy Council, and last year's recipient, presented the award to John. Please read Mary Wiggin's article about John's long involvement in the literacy movement on page 12. To complete the ceremony, the OLC Board was delighted to present John with the first-ever annual \$1,000 prize to be donated to a literacy program of his choice.

We look forward to seeing you all next year!



Annual Report

OLC's 2002 Annual Report is now available on-line at www.on.literacy.ca; click on **What's New**.

OLC's Board of Directors 2003-2004

Corry Wink *President and Chair*
Aaron Cantor *Vice-President*
Debra Flynn *Secretary*
Jennine Agnew-Kata *Director*
Joyce Banya *Director*
Sarah Canzano *Director*
Cheryl Conway *Director*
Sandy Johnston *Director*
Valerie Kenny *Director*
Linda Lott *Director*
Donna Lovell *Director*



Anette Chawla and Sue Folinsbee deliver the OLC update.



Patti Redmond gives greetings from the Ministry of Training, Colleges and Universities.



Corry Wink presents a \$1000 cheque to John McLean, the 2003 recipient of the Frances Lever Memorial Award, while Gord Lever and Mary Wiggin look on.



Corry Wink speaks to a rapt audience.

The Kim Strickland Memorial Learner Leader Sponsorship Program

By Patricia Brady, Learner Coordinator

THIS YEAR, THE ONTARIO LITERACY COALITION (OLC) and its Adult Learners Network of Ontario (ALNO) started a program that is intended to build awareness of OLC learner activities. It also aims to support learner leadership at any level, but especially at the provincial level.

This new program is called the Kim Strickland Memorial Learner Leader Sponsorship Program. It is named in memory of a very active OLC leader who died while serving on the OLC Learners' Council in 2002. The sponsorship gives two guests from the OLC 'people with literacy challenges' member category an opportunity to take part in the OLC and ALNO meetings and activities that surround our Annual General Meeting (AGM).

The first sponsorships were awarded to Edward LeClere, who attends classes at the Barrie Literacy Council, and Lorraine Fischer from Keswick, who attends the Learning Centre for Georgina. Congratulations to you both!

Please contact the OLC if you, or someone you know, is interested in taking part in this program in 2004.



Lorraine Fischer and Edward LeClere being awarded the Kim Strickland Memorial Learner Leader Sponsorship by Patricia Brady, OLC Learner Coordinator.

Learner Leadership Workshop

By Patricia Brady, Learner Coordinator

THE ADULT LEARNERS NETWORK OF ONTARIO (ALNO) also planned the learners' workshop that was part of the Ontario Literacy Coalition's (OLC) Annual General Meeting (AGM). They discussed what ideas and issues that they thought 'people with literacy challenges' would be interested in. They decided on the topic of learner leadership.



Pennyann Tibbitts facilitating the Learners Leadership Workshop at the OLC AGM.

ALNO made the suggestion to OLC staff. They also suggested who should facilitate the workshop. Pennyann Tibbitts, an ALNO member and also the Coordinator of the TREE Committee (Teamwork to Raise Education and Equality), the student committee of Laubach Literacy of Canada, was interested in taking this role. The other facilitator was Patricia Brady, OLC Learner Coordinator. Both Pennyann and Patricia had given workshops like this before.

The workshop was open to all learners attending the AGM. An invitation was also extended to all learners in the Toronto area.

Pennyann led the group in a discussion about change. She used characters to help the group figure out how they personally react to change. She also talked about how to make change a positive rather than a negative experience.

In part two of the workshop, Pennyann and Patricia led a discussion about leadership. Everyone who attended became an active part of the discussion. The group talked about what makes a good or a bad leader. They also talked about what kinds of help people need to become leaders themselves.

Everyone learned from each other. At the end of the workshop, the group talked about what was good or what needed to be changed to make the workshop even better. All the participants said that they felt that the workshop had been a good use of their time. ALNO hopes to continue to develop this workshop so that it can be offered at other events and meetings in the future.

AGM Social

By Patricia Brady, Learner Coordinator

This year the Adult Learners Network of Ontario (ALNO) was asked by the Ontario Literacy Coalition to plan the social event that is held the evening before its Annual General Meeting (AGM). ALNO was delighted to be a part of the fun and started to plan the event at their March 2003 meeting.

They brainstormed ideas and sent a long list of suggestions for the event to OLC staff. With staff help the events were chosen and the ambitious preparations began.

Pennyann Tibbitts took the lead in creating the world's best 'Play on Words' fashion show. She provided many wonderful ideas and costumes. All the ALNO members and their guests contributed. The Kim Strickland Memorial Learner Leader Sponsorship Program recipients also helped to create and model Pennyann's outfits. Even some OLC staff were persuaded to model. Alexandra Sonson looked ravishing in her 'ball gown' (a dress with Christmas balls attached to it) and a 'pill box' hat (a hat with pill boxes attached).

The evening continued with Donna Lovell reading 'Reverting to the Wild'. This is a very funny story about Donna, her two cats, a chipmunk and no clothes. (You need to read it to find out more!)

Along with food and drink ALNO also provided door prizes. Many of the prizes were donated by ALNO members Donna Lovell and Bev McKay. Bev brought her contributions all the way from Dryden – by bus!

The audience joined ALNO in deciding who would get the prizes. The suggestions got a little raucous at times! Everyone who attended had a wonderful time. Another successful OLC event!



Models at the 'Play on Words' Fashion Show: Shirley Annable, Patricia Brady, Donna Lovell, Patricia Ashie, Dan McGibbon, Alex Sonson, Victoria Tibbitts, Webb Hilborn, Lorraine Fischer, Denis Lemieux.



Ed LeClere modeling his stunning outfit, a well 'read' hat, double breasted suit, 'house' coat (a coat with houses on it) over a 'teddy' — a real teddy bear!



Donna Lovell reading her story at the AGM Social Event.

Congratulations, John McLean!

By Mary Wiggin, Chair of the Frances Lever Memorial Award Committee

THE ONTARIO LITERACY COALITION (OLC) is pleased to announce the recipient of the Frances Lever Memorial Award for 2003. Congratulations to **John McLean**, who accepted his award from last year's winner, Connie Morgan, at the OLC's Annual General Meeting on Friday, June 20.

John is the President of the Board of Directors of the Learning Centre for Georgina which offers an adult literacy and basic skills program. He is a dedicated board member who has been involved since the program began in 1985 and has filled many roles over the years including those of treasurer and president. He was instrumental in securing a new site for the Learning Centre in May 2002. It is now housed in a completely independent unit within the town's new library complex. This site provides students with a much larger environment, ensures significant relief to the Centre's budget for rent and utility costs, and encourages an important blending of services with local libraries.

John works diligently on behalf of community residents who have literacy needs ensuring that they have access to quality training. He recognizes that students have a variety of goals including independence, further training and

participating in society with confidence and pride.

John is always at the forefront in planning and implementing ideas for fundraising. He plays various roles at fundraising events, having fun while he works at registration and sales tables. At the Centre's Polar Bear Plunge, he not only raised \$500 in pledges for his plunge, but plunged a second time, just for fun, in the true spirit of a dedicated volunteer!

John sits on several boards and committees in the Town of Georgina, including the Jericho Youth Centre. His visionary style enables him to see how the Learning Centre, the Youth Centre and other community agencies can integrate community programs and township services to make the best use of resources and provide excellence in service to the town's residents.

Like Frances Lever, John is an individual who personifies dedication, leads by example, and always goes above and beyond the requirements of his volunteer duties. He does not like to be in the limelight but quietly goes about making his contributions to the community without any thought or desire for acknowledgement. The OLC is pleased to honour John McLean for his many contributions.

Take Note!



The OLC is pleased to welcome Alexandra Sonson as our Assistant Learner Coordinator. Alex will also continue as our Administrative Assistant.

E-mail Updates

The OLC has started to send out regular e-mail updates, e.g. election information, and family literacy updates. **Make sure we have a current email address on file for you.**

International Adult Literacy Survey Database, 1998

By Statistics Canada

THE INTERNATIONAL ADULT LITERACY SURVEY DATABASE, 1998 will be released on Monday, September 8, 2003 in the Statistics Canada Daily. The Daily can be downloaded at no charge from the Statistics Canada website, www.statcan.ca.

This interactive data retrieval system allows users to retrieve their own customized tables on literacy profiles for more than 20 countries and for a wide range of combined intermediate variables covering several topics such as: adult education, community activities, demographics, educational experience, household information, labour force experience, language background, mathematics, parental information, reading at home or at work, self-reported skills, training and writing at home or at work.

The International Adult Literacy Survey (IALS) was a seven-country initiative conducted in the fall of 1994. Its goal: to create comparable literacy profiles across national, linguistic and cultural boundaries. The survey also offers the world's only source of comparative data on participation in adult education and training. The results, published in the report "Literacy, economy and society: Results of the first International Adult Literacy Survey" (Organisation for Economic Co-operation and Development (OECD) and Statistics Canada, 1995), demonstrated a strong plausible link between literacy and a country's economic potential. Since then, a second and a third round of data collection of IALS were conducted in an additional 16 countries in 1996 (See "Literacy skills for the knowledge society: Further results of the International Adult Literacy Survey" (OECD and Human Resources Development Canada, 1997) and in 1998 (See "Literacy in the information age: Final report of the International Adult Literacy Survey" (OECD and Statistics Canada, 2000). Several thematic reports and international comparative reports were published following these second and third



The Daily

waves of data collection. In total, IALS includes literacy data pertaining to 23 countries or regions around the world.

To obtain more information, to enquire about the concepts, methods or data quality of this release, or to order data, contact Client Services, (1-800-307-3382, or 613-951-7608; fax: 613-951-9040; educationstats@statcan.ca), Culture, Tourism and the Centre for Education Statistics.

**OLC's
NEXT
AGM**



**Friday
October 1, 2004**

What did you
learn today?

We all learn something new every day!



Check out the OLC Website at:
www.on.literacy.ca

New Resources

By Maria Moriarty, Centre AlphaPlus Centre
1-800-728-1120 — www.alphaplus.ca

The following materials may be borrowed or purchased through AlphaPlus.



Reading Wise: Comprehension Strategies That Work

Syracuse, N.Y. New Readers Press, 2003

Call no. 428.42076 R24 V.1-8

Reading Wise is a graduated, eight level reading comprehension series using a variety of texts drawn from daily life such as newspapers, magazine articles and product safety labels. The readings in each of the books are interesting and engaging for the reader and are accompanied by tips and strategies that are easy to follow and by written exercises to reinforce the comprehension strategy. Each of the eight books consists of twenty lessons, each of which focuses on a single comprehension strategy, including: using context clues, using the topic and main idea, questioning the text and making and applying inferences. Each of the books stands alone and could be a very useful resource for tutors and learners.

Trading Up: Getting Ready for a Hairstyling and Electrical Apprenticeship Program

Kitchener, ON. Project Read Literacy Network, 2003

Call no. 374.1264 R594.3



Trading Up is a comprehensive assessment and demonstrations package focusing on two apprenticeship trades, Hairstyling and Electrical. It is based on extensive research of the apprenticeship system in Ontario, including entry requirements, existing pre-testing and enrolment procedures for apprenticeship candidates and a thorough review and evaluation of related LBS skill sets and levels in both the communications and numeracy domains. The demonstration activities were developed based on this evaluation and on consultation with tradespeople from the respective trades. The major part of apprenticeship training (up to 90%) takes place on the job, but a significant level of academic skill and a relatively high level of literacy and numeracy skill is required to be successful in the classroom phase of apprenticeship. Trading Up provides relevant, accurate and up-to-date information on these specific trades.

The resource is intended to support learners, practitioners and programs in developing realistic learning goal paths and in designing learning plans that will prepare learners for entry to the identified apprenticeship programs and increase their likelihood of success. It is a very useful resource for programs in understanding the apprenticeship system and in relating the LBS level framework to the requirements for entry to the apprenticeship program and for programs working with learners with an apprenticeship goal.

Opening Doors: How to Market Your Essential Skills to Employers: A Facilitator's Guide for Delivering this Workshop

Quill Learning Network, 2003

Call no. 650.1407 M11

Opening Doors is a workshop package designed to help adult literacy learners, primarily at LBS levels 3–5, to demonstrate the essential skills they have acquired in skill upgrading programs to potential employers.



The package consists of five modules:

- Highlighting Essential Skills in Employment Portfolios
- Matching Your Essential Skills with the Right Job
- Branding Your Image: Resumes, Cover Letters and Applications
- Marketing Your Essential Skills in Person: Interviews and Hiring Tests
- Marketing Your Essential Skills in the New Economy

The workshop was field-tested in three LBS sites, in the community-based and school-board sectors in the Quill Region. Facilitators can access a train-the-trainer session from Quill Learning Network (contact: info@quillnet.org).

Opening Doors is a practical and easy to use resource that should prove very useful for programs working with learners to capitalize on their achievements in skill upgrading programs and to reach their employment goals.

WorkPlace Essential Skills

Lexington, KY. KET Enterprise Division, 1999

650.14071 W59 Prog.1-9

The WorkPlace Essential Skills series consists of 24 videos, accompanying workbooks and a teacher's guide. The series is divided into 4 broad topic areas: Employment, Math, Reading and Communication and Writing, all with a "work" focus.

The content includes instruction in a wide range of skills and consists of documentary and scripted footage showing people working in a variety of jobs, using basic skills on the job as well as interviews with job-seekers, employees and employers.

This series is now airing on 199 public television stations in the U.S. and provides employment-bound learners with an opportunity to see what real employers are looking for and how to fit in and succeed in a new job. Each of the videos and the workbooks can be used separately and could be a useful resource in planning for literacy programming focusing on employment, and as a resource for programs in tutor orientation and training.

You can get more information about Workplace Essential Skills at:
<http://www.pbs.org/literacy/>



The spelling toolbox. Workbook 1 The spelling toolbox. Workbook 2

Linda Kita-Bradley, Publisher: Edmonton: Grass Roots Press, 2002.

Call no. 428.1076 K39 v. 1 & v. 2

The aim of The Spelling Toolbox is to help adult learners to develop a strategy-based approach to spelling. Each workbook consists of an introductory lesson describing the spelling tools, including various spelling strategies and spelling rules. There are 20 thematic units on the topics of Home, Community, Work, Health, and Writing. Activities, based on the everyday writing and spelling that we all do, are included to allow learners to practise the spelling strategies they have learned. Each of the workbooks includes a Student Glossary that explains terms students need to know to complete the exercise, as well as Notes for Users, for use by the instructor, that includes complete dictations and explanations of the spelling rules in the workbook.



Adult Learners Network of Ontario

By Patricia Brady, Learner Coordinator

THE ONTARIO LITERACY COALITION has a new learners' advisory body. It is called the Adult Learners Network of Ontario or ALNO. (We like to think of ourselves as the 'all knowing' ones!) This group helps the OLC see issues from the perspective of people who have literacy challenges.

The members of the advisory body for 2003–2004 are:

Shirley Annable	Patricia Ashie
Peter Fitzpatrick	Sandy Johnston
Denis Lemieux	Donna Lovell
Dan McGibbon	Bev McKay

Some of the work that ALNO will be doing over the next year is: outreach at the OLC booth at the Toronto Word on the Street fair, planning for the June 2004 upcoming OLC conference, and giving advice on field development priorities and new project development. ALNO members also take part in such activities as project steering committees, Movement for Canadian Literacy and Advisory Roundtable meetings, and liaison meetings with the Ministry of Training, Colleges and Universities. ALNO is involved in almost everything that the OLC does.

If you are interested in being a part of ALNO contact the OLC office.

Members of ALNO are selected by a committee that includes OLC Board, staff and ALNO members. Nomination forms for vacant ALNO positions will be available in the spring 2004.



ALNO 2003–2004

Bottom row, left to right: Dan McGibbon, Peter Fitzpatrick, Donna Lovell
Top row, left to right: Patricia Ashie, Denis Lemieux, Sandy Johnston, Shirley Annable, Bev McKay

Literacy on the Move

Literacy on the Move is published three times a year by the Ontario Literacy Coalition



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The articles in **Literacy on the Move** do not necessarily reflect the view of the Ontario Literacy Coalition but are published to share experience and stimulate interest in, and discussion on, adult basic literacy and numeracy issues.