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President's Message

Classes are well underway in programs across Winnipeg and in regions across the province. The TEAM executive has also begun working in earnest on a range of projects. Work has begun on our May 2011 conference, issues for advocacy, and the distribution of TEAM awards, among other efforts. We have a surfeit of willing volunteers, and a lot of work for them to tackle. Please keep your eye on our (recently

refreshed) website www.manitobateam.com for updates, contact information, and other information related to TEAM. On that note, should you have any comments, issues, or ideas concerned with teaching English to adults in Manitoba currently or in the future, please share them with us. I would like to see our newsletter, in particular, become a forum for members' voices to

be heard on a wider scale. Perhaps you would like to write an article for the next issue of the TEAM newsletter? Maybe a blurb about something going on in your program that may have a ripple effect? There are a lot changes going on right now in our field, and our newsletter is a great place to share our perspectives.

Jon Bailey

to **Deborah Handziuk**
for providing TEAM with a location
for our archival and storage needs:

*Winnipeg Technical College
Pembina location*

**THANK
YOU**

to **Audrey Bonham**
for providing TEAM with our monthly
meeting location:

*Red River College
Language Training Centre*

Congratulations!

Former TEAM Vice-President, Dorota Blumczynska, is now the *Executive Director* of The Immigrant and Refugee Community Organization of Manitoba Inc. (IRCOM).

Established in 1991, IRCOM is a non-profit organization that operates a transitional housing complex in downtown Winnipeg.

The organization provides affordable apartments to new-

comers after their arrival as well as onsite supports and services, including after-school programs. In addition, IRCOM also runs the Newcomer Literacy Initiative which consists of daily English as an Additional Language classes with free childcare onsite.

Dorota, who has a Certificate in Teaching English as a Second Language (CTESL) from the University of Manitoba,

taught AEAL and coordinated the Newcomer Literacy Initiative - a neighbourhood adult EAL program prior to becoming IRCOM's Executive Director. Dorota has also served as a board member for TEAM, where I had the opportunity to see first hand the quality of her work.

We all wish Dorota the very best in her new position!

Rita Zuba Prokopetz

CONGRATULATIONS to...



Dear Tatiana,

I have already received the cheque. I was so happy - first, about the sum and second, that it looked like a gift on my birthday.

THANK YOU!

Sincerely,
Lusina

Dear Ms. Tanya,

Sorry for the late reply. I received your e-mail regarding the bursary notification. I inadvertently forgot to reply back because this past few weeks I am very busy with my studies doing assignments and at the same time the review for my exams. I am happy to tell you that I am doing great in my studies, proof of this are my final marks on the following finished course:

Health Care Delivery	93%
Introduction to Gerontology	89%
Growth & Development	90%
Interpersonal Relationship	94%

Updates on the remaining courses:

Long Term Care	October completion
Safety	November exam
ADL 1	October
ADL 2	November
Caring for Clients Community	November
Clinical	December

Again, many thanks to you and to the TEAM Awards Committee.

Wish me Luck.
Marilou



Lost and Found

Reading, in today's culture, is becoming a lost art. As instructors in adult EAL or literacy, we are always striving to draw our learners into "The Canadian Experience", while at the same time encouraging them to develop and build their skills beyond the classroom and into their daily lives.

At Victor Mager Adult Learning and Literacy in South St.Vital, this has been our mandate as our learner population has become more ethnically diverse in its demography. How then do we keep individual interests alive within this Canadian Experience and skills development, while getting the learners to use their skills outside of the classroom? We have a small library made of books on all sorts of subjects, a computer lab with full connections to the internet, and yet, it hardly any learners were signing out books or using the computer to read. In my observations, I noticed most learners were interested in the newspapers we get and read them from cover to cover. When I asked what the difference between a newspaper and a book was, the overwhelming response was that the newspaper had smaller articles, used vocabulary at a level they could easily understand, and it was about them and their interests.

As our discussions grew, I began to realize there were many interests within this group of learners who are still struggling with the English language. Even though they may have been in Canada for many years, for many reasons they have been unable to continue their education in whichever form. This has left them stagnating and in fact often regressing in their skills, especially reading and writing. My next question was to see how their interests paralleled or differed from each other, including within the genders. They told me that it was difficult to find and negotiate material they felt comfortable reading. This then became the spark for the idea of magazine subscriptions within our own classroom - where the learners would own them together and together find magazines that fit their general interests, but how could we afford them?

As a member of TEAM, I was familiar with special member grants allowing us to pursue learner projects that otherwise would not be affordable. Without the generous support and encouragement of TEAM and its executive, the adult learners of Victor Mager Adult Learning and Literacy would not have been able to afford this project. It gives them ownership and encouragement to read and write using authentic, meaningful, and up-to-date articles within their scope of ability, thereby assisting them as they integrate and grow as literacy learners and Canadians who can now proudly develop their use of the English language.



Ron Hajes

TEAM Conference 2011



Join us
Friday, May 6th, 2011

Canadian Mennonite University
500 Shaftsbury Avenue
Winnipeg, Manitoba

TEAM Welcomes

Keynote Speaker

Dr. Bonnie Norton

Professor and Distinguished University Scholar
Department of Language & Literacy Education
The University of British Columbia

**SAVE THE
DATE**



Interested in presenting at the May 2011 Conference?
CALL FOR PRESENTATION forms available online and on page 5 of this newsletter

Visit us online at

www.manitobateam.com

Student Bursaries and Literacy Grants

Deadline for Nominations:

December 31, 2010

Contact our Awards Chair
Tanya by visiting us online



TEAM would like to
update the photos on our website.

The photos we currently have are from one program, at one school. We are interested in expanding our photo collection to represent people involved with a variety of programs, at a variety of schools in Manitoba.

Interested in being a part
of this project?

Please contact
our Communication Chair
Michael at mrochon.rrc.mb.ca

Have information to share with our readers?
Interested in writing an article?
Know a good resource you'd like to share?

Send your newsletter submissions
to Tricia
at newsletter.chair@yahoo.ca
before January 28, 2011

TEAM Mentorship Program (TMP)

Winnipeg Fall 2010 Mentorships

MENTEES	MENTORS
Jillian Hoogland (RRC)	Rita Prokopetz (RRC)
Jen Glenwright (IRCOM)	Hilda Wyenberg (WSD I)
Walter Kampen (McLeod)	Chris Bertram (WSD I)
Jacqueline Frost (WTC -P)	Gwen Thompson (WTC - P)
Mavis Lewis-Webber (7 Oaks)	Gail Foote Leylek (Workplace)

PVLEA Fall 2010 Mentorships

MENTEES	MENTORS
Carole Schofield	Yolanda Neufeld
Ruth Schroeder	Steve Reynolds

We had a very productive thirty mentorships during the September 2009 to June 2010 school year.

This fall, we are welcoming the Brandon and Portage la Prairie areas in a rural pilot project, so we currently have at least twelve mentorships in four groups. Most of them had already been working for a few weeks before they were orientated in October. While there still may be a few additional partnerships added, the participants at time of publication include:

Rural Pilot Project—Fall 2010

Portage La Prairie: Portage Learning and Literacy Centre

MENTEES	MENTORS
Pamela Wright	Angela Mowbray
Elena Dupuis	Carol Harvey
Daniel Lam	Kristen Perrot

Brandon: Westman Immigrant Service

MENTEES	MENTORS
Elissa Teichrib	Sandra Day (WTC - P)
Miriam Turyamwijuka	Ella Kroeker (WTC - E)

Spring 2010 Wind-Up

Back row left to right::

Jeanette Garland, Miranda Fiddler, Sandra Day, Adrea Pierce, Jainy Tegos, Bernice Hildebrand, Maria Pol, Ron Rogge

Front row:

Dorothy Plett, Dayna Graham, Brenda Beer, Darlene Williams, Melenie Olfert, Jennifer Loewen

Margo James—TMP Coordinator
mfjames@mts.net



CALL for PRESENTATIONS

Presenter to whom all correspondence will be sent:

Surname: _____ First Name: _____ Ms. Mr. Mrs.

Mailing Address: _____

City: _____ Province: _____ Postal Code: _____

Telephone: Work _____ Home _____

Email: _____

Affiliation / Employer: _____ Position / Title: _____



Names of multiple presenters (including the above) in the order to be listed in the program:

Surname	First Name	Title	Affiliation / Employer
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please check all applicable boxes:

Length of presentation 60 minutes

Able to give a repeat session Yes No

Audio-visual equipment required TV / VCR / DVD OHP

SMART board Digital Projector

Other (please specify) _____

Please let us know if you will be using equipment (such as for a power point presentation), so we can provide a room with the appropriate electrical outlets etc. for your workshop.

****Please arrive early to check room and media equipment.**

Type of Presentation (please check off): explanation demonstration workshop panel

Title: _____

Provide information as you would like it to appear in conference advertisements.

- Do not exceed 100 words
- Attach a written or typed description
- Please provide 40 copies of any handouts

Deadline: Please return this form no later than Friday, March 25, 2011

Send completed forms (both pages):



Mail to: Paige Sneesby
c/o Red River College Language Training Centre
300-123 Main Street
Winnipeg, Manitoba R3C 1A4

E-mail to: pglen@rrc.mb.ca Subject: TEAM presentation

TEAM Donation Recipients 2010

The Manitoba Museum is happy to offer this program for English language students who are new to Manitoba. Within this website, you will find in-class activities and teacher resources that can be easily adapted to any classroom setting. Also available are at-home activities for students with internet access, and general information that will help you plan a classroom visit to The Manitoba Museum.



***PLEASE NOTE that until June 2011 all "Call it Home" Museum programs can be scheduled FREE OF CHARGE for EAL adult classes with a benchmark level of 4 or higher**

Please contact the Program Registrar by accessing the registration page for more information.

• Admission is \$8.50 per student (CLB level 3 and lower). Teachers do not pay admission. 10% discount if 10 or more students are registered.

Guided tours cost an additional \$50 guide's fee. Prices are subject to change.

For more information, visit <http://www.manitobamuseum.ca/>

**TEAM
Donation
Recipients
2010**

This year, TEAM has been able to assist three more organizations with monetary donations.

They include *Call It Home* - The Manitoba Museum
SewFair - The Canadian Muslim Women's Social Enterprise
Turning the Tides Winnipeg

SewFair

The Canadian Muslim Women's Sewing Training Program and Social Enterprise is made up of two components: a one year training program and a Social Enterprise called "Sew-Fair".

The Training Program commenced in April 2008. The goal of the training is to provide industrial sewing machine training and employment skills to marginalized Muslim women, and to prepare them for entry into the Canadian workforce. The training gives women who are economically dependant on social services an opportunity to gain the skills necessary to become independent and self-sustaining. The training program is made up of three major components:

1. Vocational training for women in sewing machine operation (from beginner to advanced).
2. Life and employment skills which will enhance the participants' abilities to apply for and obtain work, and to integrate into mainstream Canadian society as productive community members and employees.
3. English as an Additional Language (EAL) through vocabulary building, using words and vocabulary relevant to the training, employment and common day to day usage.

CMWI has a social enterprise called SewFair. This social purpose enterprise creates jobs for participants who have successfully completed the training program. The objectives of the Enterprise include:

1. to provide practical work experience for graduates,
2. to build participants' resumes,
3. to enhance the graduates' confidence, and
4. to earn revenue that can be reinvested in the Enterprise.



<http://www.cmwi.ca>

We Couldn't Have Done It Without You

Special Thanks to all our donors:

City of Winnipeg	Mondetta
Jon Gerard (personal donation)	Monda Fini Hair Design
Lilac Bakery	Norwex
Manitoba Theatre for Young People	Vidhu Bhanot (RRC)



THANK YOU

to everyone who helped make the TEAM fundraiser a success!

Your support at the TEAM Conference in May was much appreciated and raised funds for the EAL collection at the Winnipeg Public Library.

An exhibition showcasing a collection of unique textile art quilts was held from October 12th to October 17th, 2010 at The Bay Downtown.

The quilts depict the struggle of African grandmothers having to raise orphaned grandchildren due to the aids epidemic in sub-Saharan Africa.

TEAM's early support and contribution enabled the coordinating group to confi-

dently proceed with the planning and delivery of the exhibit. The TEAM donation was used to transport the exhibit from Victoria, BC to Winnipeg (and back again!).

Thank you to all who visited, including the numerous TEAM members. All proceeds/donations from the event went to the Stephen Lewis Foundation, Grandmother's Campaign. More than \$20,000 was raised.

The Textile Art for Africa Campaign - **the Art Auction & Gala** will held in Victoria, BC on March 12, 2011. The beautiful textile art will be on display and it will be sold via silent or live auctions.

Visit

<http://glaciergrannies.org/>
to:

- Visit the online gallery
- Place pre-bids on the art
- Learn more about the artists
- Buy the book



One Circle at a Time

By Noreen Duncan

Turning The Tide...One Ripple at a Time

If you are interested in learning more about the Stephen Lewis Foundation, or are looking for a local support group, please contact a member of Grands'n'More.

Email: Grandsnmore@gmail.com
www.grandmotherscampaign.org/

Left to right:

Back Row: Gillian Farrow (B.C. artist and curator), Noreen Duncan (Wpg. Artist and TTT chair), Sharon Greenberg (Wpg. TTT member)

Front Row: Debbie Storie (Wpg. TTT member), Maria Box (B.C. artist and presenter), Heather Colquhoun (Wpg. TTT member)

Missing: Valerie Hazelton (Wpg. TTT member)

* TTT = Turning The Tide Committee



Bytes of Information (and Video) to check out

Task-based teaching video

This video, called **Taking Teaching to Task**, features four Adult EAL teachers observing two different classes and discussing topics related to task-based language teaching. The video has been split into 10 segments to make viewing easier.

[Part 1 - Introduction](#)

Conversation 1: The Focus on Task

The group discusses task-based learning and the importance of learning language in meaningful contexts. The videos show classroom activities designed to be as close as possible to “real,” using authentic language in role-play.

[Part 2 - Focus on Task](#)

[Part 3 - Getting Close to Real](#)

Summarizing Conversation 1

- Teach to the needs of your students.
- Focus on real and relevant communication tasks.
- Build a strong sense of community so that students will take risks with the language.

Conversation 2: The Focus on Language Development

Learning a language takes time and involves a physiological component that is only mastered through extensive practice. This discussion highlights the importance of teachers stimulating a communicative classroom where cooperative learning has students speaking more and the teacher less.

[Part 4 - Less Teacher Talk](#)

[Part 5 - Using Repetition](#)

Summarizing Conversation 2:

- Use repetition and recycling to help students become more comfortable with the language.
- Understand that repetition leads to automaticity.
- Have students practice the language using a variety of activities.

Conversation 3: The Focus on Teaching

When learning is task-based, it can be easy for teachers to focus on content and lose sight of teaching language. This discussion emphasizes the creative ways that teachers help their students notice features of language and build language competency. It also demonstrates the skill of giving clear instructions for classroom activities.

[Part 6 - Raising Awareness & Building Skill](#)

[Part 7 - Giving Clear Instructions](#)

Summarizing Conversation 3:

- Guide students by having them notice the language that they need in order to complete a particular task.
- Keep your instructions clear and simple; the quality of the explanation adds to the quality of the activity.
- Use a logical sequence when giving instructions: say it, repeat/rephrase it, model it, check it for understanding, and write it (if necessary).

Conversation 4: The Focus on Correction

In this segment the group discusses error correction. When is it appropriate to correct? How should it be done? Several methods of correcting are examined.

[Part 8 - When to Correct](#)

[Part 9 - How to Correct](#)

Summarizing Conversation 4:

- Decide what needs to be corrected (according to the objective).
- Correct during accuracy/skill-building activities.
- Do not correct during fluency/skill-using activities (take note of errors for future reference).
- Correct using a variety of methods.
- Give students time to self-correct

Conclusion

In this final segment, each member of the group summarizes what the project meant to them and what they had learned from being a part of this community of practice.

[Part 10 - Conclusion](#)