



Message from the President



Hello again! It's hard to believe that since our last newsletter four months have flown by. Many exciting events have taken place since then, and I'd like to share some of them with you. To those of you who I happened to meet along the same travelled roads I want to say I trust you had stimulating, rewarding and valuable adventures.

I'm referring firstly to the LINC Fall Conference in October, secondly, to the TESL Hamilton Wentworth A.G.M. dinner with the very entertaining Katherine Barber, and thirdly to the TESL Ontario Conference in November.

If this wasn't enough, I know that some of you also devoted valuable time to commemorate ESL Week with your students. I know that our students enjoyed themselves and were enthusiastic to share their many customs with others from all over the world.

Thanks to those of you who are always present at these functions and to those who share their abundant experiences. It shows that there is always room for growth and that learning is an ongoing process.

Happy teaching and happy learning and happy holidays.

Maria Crapsi

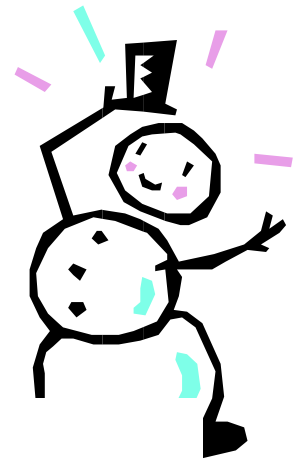
Mark your calendars!



Our spring conference is March 31st, 2007! If you would like to present or exhibit at the conference, please contact our program directors at:

Maria Crapsi
maria@teslhw.org

Cathy Coruzzi
cathy@teslhw.org



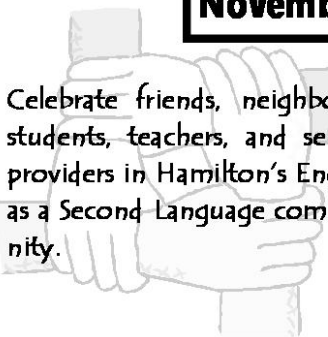
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ESL WEEK

Proclamations were made throughout the province of Ontario to celebrate our language and cultural diversity.

From former Mayor Di Ianni . . .

<p>Hamilton Celebrates</p>		<p>Support Hamilton's language and cultural diversity!</p>
<p>ESL Week!</p>		
<p>November 12 to 18, 2006</p>		
<p>Celebrate friends, neighbours, students, teachers, and service providers in Hamilton's English as a Second Language community.</p> 	<p>Watch for local event listings.</p>	
	<p>Find pre- and post-ESL Week information at www.tesolhw.org</p>	
	<p>TESOL Hamilton-Wentworth <small>Teachers of English as a Second Language www.tesolhw.org</small></p>	

Thank you for your letter, received June 26, regarding a proclamation request to declare November 12 -18, 2006, English as a Second Language Week in Hamilton. I agree that teachers of English as a second language are fundamental to good education and a healthy community and we owe a debt of thanks for their contribution. Unfortunately, as a matter of policy, the city does not issue proclamations. I wish you much success in this endeavour and many more years of continued success to this most worthy group.

Sincerely,
 Larry Di Ianni, Mayor
"Good Government For A Great City"

Some suggestions for celebrations were as follows. Remember these for next year!

- Host an open house
- Display ESL students' artwork
- Compile and publish an International Cookbook
- Conduct a writing / poetry / speech contest. What does ESL Week mean to you?
- Write autobiographical stories and assemble in booklets
- Host a multicultural day where students set up display and visitors have their "passports" stamped
- Assemble dual language books with the library and childminding
- Set up displays in malls or the library

Here is a list of what some adult ESL education centres are doing around Hamilton.

Hamilton-Wentworth District School Board

Parkway - Recipe Book, Potluck Lunch. For information about the cookbook, please contact colleen@teslhw.org. Photos below.



City Centre - Writing Project "Experiences Learning English in Canada", Food/ Entertainment

Immanuel - Writings of the Pioneer Sisters in Ontario

ESL Week continued

Circle of Friends - Fashion Show, International Foods

On Wed. Nov.20, Circle of Friends had a special day to celebrate ESL Week. In the morning there was a Multi-Cultural Fashion Show. Students modeled their traditional dress and jewelry. Seventeen different countries were represented in a variety of unique fashions. As well, some brought traditional music and one couple presented a dance from Peru. The morning concluded with hot food enjoyed by all. In the afternoon the teachers demonstrated how to bake two Canadian desserts--oatmeal cookies and butter tarts (uniquely Canadian). The students then talked about hand-made crafts and artifacts from their countries. The afternoon students also enjoyed sharing the international desserts they brought. It was wonderful to see the eagerness, enthusiasm and pride that the students exhibited.

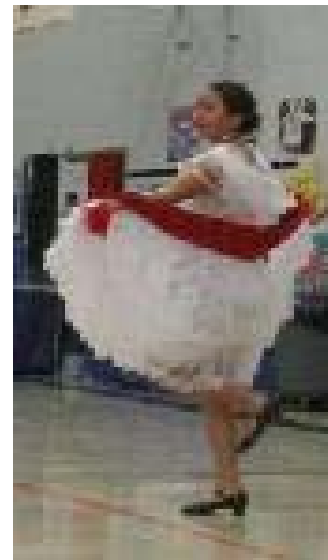
St. Joseph Immigrant Women's Centre

Main Street Classes (LINC Literacy to LINC 5) - Students worked together throughout the week to create flags, write poems, practice songs, and prepare debates and roundtable discussions. The LINC literacy students created posters that included their photograph and sentences about themselves using recent vocabulary. Each class presented their projects on one big celebration day. Furthermore, the students, child-minders and teachers prepared and ate a delicious international potluck lunch. It was truly a celebration of the students, their histories, and sense of belonging and community at sjIWC Main Street. Pictures below.



ESL Week continued

St. Charles—The staff and students celebrated their diversity on November 15, 2006, by having an ESL Extravaganza. The event featured a student talent show. There was singing, dancing, poetry, comedy and more.



Other Locations . . .

Children and Teens Celebrate ESL Week!

ESL learners and their teachers were celebrated across the province of Ontario during the week of November 13 – 17. In support of this endeavour, many ESL teachers from our membership organized several activities for their schools. In some Catholic schools, morning prayers were led by newcomer students in both native and English languages. Some of these beautiful prayers were written by the ESL students themselves! Some secondary students had the opportunity to demonstrate their talents by performing concerts followed by the sharing of a multicultural meal where authentic foods were brought in and tasted in the high school cafeteria. Younger students at the elementary level were busy writing stories entitled *All About Me* which were put on display along with cultural artifacts, pictures and collectable items from their birth countries. At one school, all grade 3 students were enlightened by a Latin American presentation as they learned, with much interest, about Guatemala, the Spanish language and Latin dancing. Fun was had by all – including the classroom teachers! As a follow-up to this activity, a Spanish club has been launched during the lunch hour to further explore and appreciate the cultural contributions the Hispanic children make in their school. Lastly, Newcomers Information Nights were organized at the school level to engage community agencies in sharing the services available to children, teens and their parents.

School staff and students were reminded of how we are so blessed in our country with the diversity that makes Canada a very special place to live.

ESL Week continued

Children and Teens Celebrate ESL Week Continued

You Have Two Voices

By: Nancy Prasad

You have two voices when you speak
In English or your mother tongue
When you speak the way your people spoke
The words don't hesitate but flow
Like rivers, like rapids, like oceans of sound
And your hands move like birds through the air

But when you take a stranger's voice
When you speak in your new tongue
Each word is a stone dropped in a pool
I watch the ripples and wait for more
You search in vain for other stones to throw
They are heavy. Your hands hang low.

You have two voices when you speak;
I have two ears for hearing.
Speak to me again in your mother tongue.
What does it matter how little I understand
When the words pour out like music
And your face glows like a flame.

ESL Week continued

Saint Thomas Aquinas

Mr. Rivas-Gonzalez, English as a Second Language Teacher at Saint Thomas Aquinas, organized several activities to celebrate **The ESL Celebration Week** at the school. During this week students in his class with different cultural backgrounds said the morning prayers in their native languages at the beginning of each of the following days.

Monday- Philippine

Tuesday- Spanish

Wednesday-Korean

Thursday- Arabic

Friday- Chinese

On Wednesday, November 15, one of his students Amir Teheran performed a concert in the classroom followed by a multicultural meal. Students brought some authentic foods from their countries of origin to share with others. By the end of the week, on Friday 17th, Mr. Rivas-Gonzalez developed with the class an activity called... **Get to know my country**, where the students brought artefacts, flags and folkloric traditions from their native countries.



Children's Mental Health Outreach Program CMHOP

This program operates from SISO offices. The current staff is Ruby Dawn , Christine Evans and Lara Schat . To contact us call SISO at 905 667 7476 or email rdawn@siso-ham.org, cevans@siso-ham.org or lschat@siso-ham.org. Referrals can come through any SISO staff member or through CONTACT Hamilton . We welcome questions and requests for us to present to groups or organizations.

The Children's Mental Health Outreach Program (CMHOP) provides emotional, relational and behavioural services to children and youth (0-18 years) and their families who are refugees or recent immigrants.

The CMHOP began in 2005, and for the first year of the program, the focus was on program development and letting people know the program was available. Since September 2006, the focus of the program has been to provide direct service to clients, whilst continuing to let people in Hamilton know about the program.

The main task of the CMHOP is to provide mental health services to children who have faced trauma through war or living in a refugee camp. Child refugees, particularly those who have been exposed to trauma and war-torn environments, are thought to be at high risk of developing mental health problems. They have already had a number of traumatic experiences and therefore require support. Many people underestimate the significance of emotional-behavioural concerns and do not seek assistance until the problem has intensified.

We also help in promoting resilience in refugee and new immigrant families. There are support and direct services for children and their families who have any emotional or behavioural problems. We assist in adjusting to a new country where all the supports that the children were attuned to are no longer in existence and the families themselves are struggling with issues of settlement.

Current information suggests that refugees and new immigrants are not seeking out mental health services until the child's presenting problem is very serious. If the CMHOP manages to engage this population positively, there is an opportunity for prevention of mental health problems and early intervention.

Our goal is to help children and their families who need help in adjusting to their new lives or in coping with a prior negative experience. We hope that earlier interventions provided in a familiar setting and in the family's home language will enable new immigrants to settle in Hamilton more easily and successfully.

Facts and Stats about Employment in Hamilton

From Hamilton Training and Advisory Board

From <http://www.htab.ca/eng/> in December 2006

- The top three employment sectors in Hamilton are: Manufacturing (19.9%), Retail Trade (11.7%), and Health Care & Social Assistance (11.6%). All three sectors account for 43.1% of all employment in Hamilton.
- Immigrants and visible minorities report "University" more frequently as the highest level of educational attainment than the rest of the population in Hamilton. However, immigrants, visible minorities, aboriginals and youth all record higher unemployment rates than the labour force as a whole although the 2001 census shows some improvement in this rate over 1996.
- Hamilton's workforce is projected to decline beginning 2016 due to the rate of retirement exceeding the rate of workforce entry. In addition, our population is increasing more slowly compared to the rest of Ontario.
- 73% of employed Hamilton residents work in Hamilton.
- Growth occupations in Hamilton include professional and paraprofessional occupations in business and finance as well as the public sector.

On the same website, under Publications, Welcome to Hamilton: Community Services for New Immigrants and Refugees, 2005 lists a summary of sample issues identified by individuals providing and receiving services for immigrant and refugee populations in the City of Hamilton. This publication also includes the **PART II:**

A Survey of Community Services for New Immigrants and Refugees

Presented by Simone Saunders, Project and Communications Coordinator,

Hamilton Training Advisory Board at *Hamilton's Immigration Summit* held

on June 9th, 2005, at Liuna Station, Hamilton. On the next page is the list of headings and summary of their key issues taken directly from the publication. For more information, go to

http://www.htab.ca/publications/ImmigrantServicesHamilton_June9_2005%5B1%5D.pdf

. . . *continued on next page*

Continued . . .

Sample Issues of Immigrants and Refugees in Hamilton

Accreditation and Licensing Explores the challenges and issues for internationally trained professionals including credential assessment, credential recognition, regulatory bodies, bridging programs, etc.

Skills and Language Training for Adults Explores the challenges and issues for immigrants accessing ESL, LINC, sector specific language, literacy, tuition funding, skills training, etc.

Accessing Employment Explores the challenges and issues for immigrants seeking employment including Canadian experience, orientation to the Canadian labour market, mentorship, job shadowing, etc.

Workplace Integration Explores the challenges and issues for immigrants integrating into the workplace. Also, the challenges faced by employers in employing a diverse workforce.

Settlement Explores the challenges and issues for immigrants in settlement including housing, orientation to the Canadian culture, accessing the Canadian healthcare system, finding childcare, etc.

Refugees Explores the specific challenges and issues faced by refugees in settlement including literacy, lack of documentation, trauma, etc.

Immigrant Children and Youth Explores the challenges and issues faced immigrant children and youth entering the Canadian education system.

Culture and Recreation Explores the challenges and issues faced by immigrant families as they adapt to life in Canada.

Marketing Hamilton to Immigrants Competition with other cities and Hamilton's capacity to be a "welcoming community".



TESL Ontario Conference Reviews

November 16-18, 2006

Summary of "talking Together: Challenges and Solutions in English as a Second Language Delivery" Panel Discussion at the TESL Ontario Conference in November

I attended a panel discussion of what is currently happening in various government offices. Here are some updates...

1. Ministry of Immigration and Citizenship (otherwise known as "the feds") and our new provincial MIC office are working closely with the Ministry of Education in both the elementary and secondary panels as well as Adult Ed. Lots of changes are being recommended at all levels of ESL instruction.
2. The Ministry of Education has drafted a *possible* policy for English Language Learners (ELLs) K - 12 for the province of Ontario. All school boards were asked to give input regarding implications in implementing the drafted policy as it sits now. Once the ministry receives input from all stakeholders - they will make revisions and present it to parliament for passing. If it passes, it will probably take into effect in 2008.
3. The Ministry of Ed - ESL division for elementary and secondary schools is working on more resource documents to be used across the province. They were the ones that created **Many Roots, Many Voices**. They have a document called "STEPS" that is being field-tested at 3 boards currently - once the field testing is done, revisions will be made and *if* this document passes, it too will be implemented in 2008. This is an ongoing assessment tool to track the progress of our ELLs in our elementary and secondary schools. It has taken the 4 ESL stages and divided them up into 6 steps to English proficiency.

Carmen Condo, TESL Member



Keep updated with TESL Ontario news.

Check out the TESL Ontario E-bulletins.

Go to http://www.teslontario.org/new/publ/publ_about.htm

Book Talk: *Pursuing Professional Development: The Self as Source*

by Kathleen M. Bailey et al.

This self-reflection book works as a toolkit to guide the teacher in working through up-to-date techniques and procedures for teacher self-development. This text includes chapters on self-awareness and self-observation, reflective teaching, using teaching journals, cases, experiences, videos, action research, peer observation, team teaching, mentoring and coaching, and teaching portfolios.

Of specific interest to me is the chapter on creating a Teaching Portfolio (TP). As a child and teenager, I was an avid journal writer. At that time in my life, I needed to express my ideas and work on building my own identity and persona in the world. When I look through these journals now, I find it amazing (and funny!) to see my past thought processes, views of my experiences and general attitudes about the world around me. By writing journals, I guided my life, learned about my world, and developed a record of who I was. Creating a teaching portfolio is parallel to this idea. In *Pursuing Professional Development: The Self as Source*, the authors present the development of a TP as a continuous professional self-reflection through which one can analyze, develop, and create a professional persona of who they are as a teacher and a learner.

The authors suggest starting with your statement of philosophy. This statement will guide you as you decide more specifically what kinds of artifacts, reproductions, attestations, and productions to include. Within these sections, you may choose to include samples from your teaching duties, professional development, and administrative responsibilities. When choosing an item to include, the authors suggest considering, "What does this document tell me and other readers about my teaching and learning?". From this point, you may choose to include things from the authors' list such as course details, peer observation notes, journal notes, video recordings, feedback from learners, examples of learners' work, any professional items you have written, conferences attended, committee work, and any additional things beyond the "call of duty" of your daily job.

The authors also suggest that a true TP is best developed if teachers choose to do it, and choose how to structure and what to include in the TP, rather than if their employing institutions require specific elements. If teachers choose this, they will have their own motivations to design something personal, reflective, creative and representational of the teacher they are. It is important to remember the audience. You would probably develop a different TP if it will be judged by your superiors rather than read as a display of your professional development.

For more information about things to include and more in-depth suggestions about self-reflection and tools you can use to develop professionally, you should work through this book. It is a structured and inspirational book that can guide you in creating a record of who you are as a teacher.

Jennifer Weiler



LINC Instructors in Non-Teaching Organizations: Call for Research Participants

Do you teach LINC in a non-teaching organization (for example, a settlement or other social service agency)? Would you like to participate in research that could improve the quality of support available to you and your organization, and the quality of teaching available to your learners?

I am a graduate student in the program of Adult Education and Community Development at the Ontario Institute for Studies in Education, at the University of Toronto (OISE/UT). Before going to OISE, I taught LINC in Ontario, as well as ESL for a number of years, both in Canada and abroad.

I am conducting research on LINC instructors *who work outside of the school board and community college systems*, in order to create greater awareness of the unique environment we work in, and to provide professional support for instructors who may want it.

I am seeking full and part time LINC instructors who teach in these “non-teaching” organizations to participate in a two-hour long focus group, with a possible follow-up interview. Through this research, I hope to uncover the rewards, the unique challenges and the support systems available to teachers in these settings, and to give LINC instructors the opportunity to discuss their many roles in a professionally supportive environment.

Your participation is voluntary, confidential and anonymous.

If interested, please contact me, Biljana Vasilevska, in one of the following ways:

email: bvasilevska@oise.utoronto.ca

phone (Hamilton): 905-308-9720

phone (Toronto): 416-458-0604

TESL Hamilton Wentworth is having the
**Annual Spring Conference
2007**



on March 31st, 2007



Location and price to be decided. Look for the registration information in the mail and on the website in the new year.

If you are interested in presenting at, recommending a presenter, or being an exhibitor at our conference, please contact our program directors at:

Maria Crapsi - maria@teslhw.org

Cathy Coruzzi - cathy@teslhw.org

For presenters, please use the Presenter Confirmation Form on the following page.



TESL HAMILTON-WENTWORTH SPRING CONFERENCE

Times: _____

PRESENTER CONFIRMATION FORM

Please complete this page and return it as soon as possible.

Maria Crapsi

Cathy Coruzzi

e-mail: mcrapsi@hotmail.com

cjcoruzzi@hotmail.com

For more information, please contact the executive committee members above.

NAME OF PRESENTER(S):

CONTACT INFO:

TITLE OF WORKSHOP:

LEVEL / AREA OF INTEREST:

WORKSHOP DESCRIPTION: (20 to 25 words)

PRESENTER'S PROFILE: (if you wish to be introduced at the beginning of your presentation)

LIMIT (if any, on number of participants, e.g. 25-30):

EQUIPMENT REQUIREMENTS:

(overhead, projector) Presenter to bring own Power Point equipment

Will you be travelling more than 30 km (one way)? Yes No

LENGTH OF WORKSHOPS SHOULD BE ABOUT 60-75 MINUTES

OTHER COMMENTS:

From the



Hamilton-Wentworth

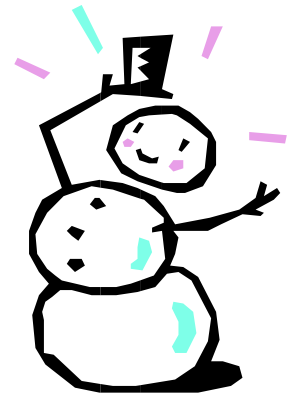
Teachers of English as a Second Language www.teslhw.org

Executive Committee

We wish you all a happy holiday season!

Call for Articles: Spring Newsletter

We are always looking for contributors to submit articles, book reviews, conference / workshop reviews, explanations of good teaching techniques and anything else relevant to our professional ESL community (at any level i.e. elementary, secondary, adult, college / university or international). Send your submission MS Word format by e-mail to irene@teslhw.org or jennifer@teslhw.org. Check the website for deadline information in the new year.



Call for Presenters: Spring Conference

We are currently planning the TESL Hamilton-Wentworth Spring Conference on March 31, 2007. If you are interested in presenting please contact the program directors please complete the confirmation form on the previous page and send it to the program directors at: Maria Crapsi maria@teslhw.org or Cathy Coruzzi cathy@teslhw.org.