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ATESL President's Report

Dear fellow ATESL Members,

As we begin 2020, ATESL would like to reflect on new initiatives, as well as its continued efforts and achievements of 2019.



Conference 2019

Our 40th anniversary conference was an incredible success thanks to the hard work and dedication of the conference co-chairs, planning committee, keynotes, presenters, vendors, and the many faces behind the scenes who volunteered. In addition to Alberta, we had presenters from New Brunswick, Saskatchewan, Manitoba and British Columbia. Interprovincial colleagues attended from British Columbia, Ontario and TESL Canada.

TESL Canada

ATESL and TESL Canada finalized a memorandum of understanding last year. At the 2018 AGM, the membership voted to continue our affiliation with TESL Canada. We will renew our memorandum of understanding in January 2020.

President Elect

Dora DiLullo-Patten stepped forward as the President Elect in the fall and was elected by the membership at the 2019 Conference. She will be working closely with myself and Colyn deGraaff, Past President, in 2020.

Health Benefits

ATESL is excited to announce that we have partnered with BenefitLink Resource Group to offer our members comprehensive options for Life, Health and Dental

Insurance. For more information on how it works and what it covers, please visit the [Health Benefits](#) page on the ATESL website.

Early Career Rate

In honour of our 40th year, we offered 40% off the regular conference rate to members who qualified. We are pleased to announce that ATESL was able to offer 12 individuals who applied the discounted rate. We hope to continue the initiative next year.

Membership Discounts

ATESL is excited to announce another incentive to its membership by partnering with local business to offer discounts to our members. For a current list of discounts, please visit the [Membership Benefits](#) page on the ATESL website.

New Board Members

The Board of Directors is pleased to announce its new makeup following the ATESL 2019 AGM. These individuals include:

Lori Kennedy – President
Colyn deGraaff – Past President
Dora DiLullo-Patten – President Elect
Jake Scheffer – Treasurer
Celeste Bickley – Secretary
Jessica Legacy – Central AB Local Co-chair
Maria Dumitrescu – Calgary Local Co-chair
Nancy Robertson - Calgary Local Co-chair
Maryna Siek – Edmonton Local Co-chair
Daniel Green – Edmonton Local Co-chair
Jenny Bourne – Southern AB Local Co-chair
Alana Johnson – Southern AB Local Co-chair
Wendy Chambers – TESL Canada Representative
Debbie Severinsen – Rural Routes Representative
Maureen Souply – Social Media Coordinator
Irene Wood – Business Manager

We look forward to guiding the organization in the months ahead and welcome the numerous executives serving in the local regions.

Membership Across Alberta

The local chapters in Southern Alberta, Central Alberta, Calgary, Edmonton, and have begun to plan their professional development sessions for the new year and at the 2019 AGM, there were 660 members active across the province.

Conference Co-Chairs 2020

We have also begun thinking about the 2020 Conference and have begun to identify opportunities and special guests. To carry forward this important task, we have been looking for two energetic, committed ATESL members to co-chair the next ATESL Conference in Edmonton at the Fantasyland Hotel at the West Edmonton Mall in Edmonton on October 16 and 17, 2020.

The Conference co-chairs will oversee the organization of the conference and the recruitment of the 2020 conference subcommittees. If you have any questions - or just want to get involved in the 2020 conference - contact atesl.admin@atesl.ca

Interprovincial Partnerships

ATESL communicates every other month with its counterparts across the country, discussing issues pertaining to the ESL/ELL profession. On December 5th and 6th the President attended TESL Ontario Conference in Toronto following their previous attendance of our own ATESL 2019 Conference.

Social Media

Maureen Souply, ATESL's Social Media Coordinator, will continue her role until June 2020. Members are encouraged to follow us on Facebook, LinkedIn, and Twitter for regular updates about the industry, events happening in the community, and to find like-minded colleagues to network and learn with. If you are interested in taking over the Social Media Coordinator, please watch your email for the call for volunteers.

ATESL would like to wish you all the best in the new year.

Submitted by Lori Kennedy, ATESL President



Calgary Local Report

Happy New Year from Nancy and Maria, the Calgary local co-chairs!

At the start of a new year and a new decade we would like to introduce Maria Dumitrescu, the new co-chair who joined Nancy Robertson last December. Maria has been a teacher for over 28 years and for the past 16 she worked as an adult educator, ESL and ELL teacher at a number of agencies and schools in Calgary. For the past several years she also shared her extensive experience with the ESL community through presentation and workshops. In 2019, she started Learn with ME, a public speaking company and is now delivering workshops, webinars and other PD sessions to organisations across Alberta.

For the first half of the year, the Calgary local co-chairs have scheduled PD sessions on topics such as literacy, ESL learner confidence, CLB assessments and a mini conference was confirmed for early May at MRU. A call for proposals for the mini conference will be sent out as soon as a theme and other details are confirmed.

Submitted by Maria Dumitrescu and Nancy Robertson,
Calgary Local Co-Chairs



Central Alberta Local Report

In 2019, the Central Alberta ATESL chapter made reaches this year to bring members from beyond Red Deer into our meetings and professional development events. It continues to strive to connect with the smaller communities in Central Alberta in order to strengthen the ESL community in our area. This year we held a social gathering at a local taqueria. It was well attended, and we enjoyed a great balance of socializing and “talking shop.” Later in the year we hosted a PD session around providing action-oriented feedback as well as audio feedback. Our final PD session of the year was a modestly attended lightning talk event. Presentations included fascinating research about adult learner’s ability to acquire language, and the ideal ESL classroom. In the coming year we have joined forces with Adult Literacy at the Red Deer Public Library to bring a monthly series of exciting professional development workshops. The first of these is hosted by RDPL on Saturday, February 22 from 9 a.m. to noon: Setting and Maintaining Boundaries and Tips and Tools for One-to-One Conversation, led by Jackie Rivas of Rural Routes. Those interested in attending, please email adultlit@rdpl.org.

Finally, CA-ATESL is currently seeking a co-chair and treasurer. If you are interested in joining the board, please email central@atesl.ca.

Submitted by Jessica Legacy, Central Alberta Local Co-Chair



Edmonton Local Report

The ATESL Edmonton Local AGM was held on September 27, 2019 where we elected new members to the chapter. We would like you to meet this year's executive!

New Co-Chair: Daniel Green

Daniel is currently a literacy instructor at One World ... One Center (ECSD) and is a student in the M.Ed TESL program at the University of Alberta. He has completed a Celta certificate and has also completed the Bow Valley Post-TESL certificate for Diverse Classrooms. He has worked as a language instructor for over nearly 8 years both overseas and here in Canada. Outside of the classroom he is most interested in pursuing research in material and curriculum design. He is excited to become more involved with the ATESL community and hopes to have an excellent two years as co-chair of the Edmonton chapter.

Existing Co-Chair: Maryna Siek

Maryna Siek has worked in the LINC program (Language Instruction for Newcomers to Canada) for over five years. She currently works as a Lead Instructor at Cardinal Collins (ECSD), and has recently been seconded into a position at NorQuest College as a Faculty Moodle Advisor. Before her secondment, she worked as a LINC instructor in two modes of delivery: blended and online. Having a passion for technology and elearning, Maryna's interest is in creating an interactive experience for online learners. When Maryna is not working, you can find her delving into bestsellers or true crime podcasts.

New Secretary: Marie Fontaine

Marie Fontaine has been an ESL instructor for over twenty years. She has extensive experience teaching ESP and business English in various educational institutions in Germany. Upon her return to Canada in 2015, Marie volunteered at CJSR FM 88, the University of Alberta's campus radio station, where she developed her skills as a news reporter. In the summer of 2016, she was thrilled to work with Multicultural Health Brokers in their intensive English training program for immigrant and refugee women. Before joining the team at Sacred Heart

School as a LINC instructor in May 2018, she spent a year as the LELL coordinator at P.A.L.S. where she enjoyed training volunteers and acquainting herself with the Canadian Language Benchmarks. She is an ATESL member and a highlight for her in 2019 was presenting at the ATESL conference in Calgary the use of art in creative task-based language teaching. Her areas of professional interest include developing effective materials for the LINC classroom and making use of videos in assessment tasks. Outside the classroom, Marie is an accomplished artist and musician and is currently working on a crime novel.

New Hospitality: James Hawrylenko

Jim is currently a LINC instructor with NorQuest College having taught in all three modes of instruction: face-to-face, blended and online. Prior to his return to teaching, he was involved in international education with post-secondary institutions in Edmonton managing educational projects and customized training in China and coordinating teacher training programs and the recruitment of international students from South America, the Middle East and Southeast Asia. With a keen interest in refugee populations having worked in refugee resettlement in Malaysia, Azerbaijan and Croatia, Jim volunteers with both Catholic Social Services and the Edmonton Immigrant Services Association in addition to volunteering with other groups and community leagues. Jim has an MA in Adult Education and Global Issues (Athabasca University), a Certificate in Teaching ESL (U of S) and a Bachelor of Education degree (U of A). When not teaching or enjoying the Rocky Mountains, he likes to fly off for new adventures and experiences having most recently visited Newfoundland, Mexico and Croatia.

Existing Communications Officer and

Treasurer: Rosemary McMahon

Rosemary is the Program Manager of four LINC schools (Sacred Heart, Cardinal Collins, One World...One Centre and St. Francis) with the Edmonton Catholic School District (ECSD). She has worked with ECSD for close to 30 years. Her work has led her to a women's only LINC Curriculum for St. Francis and completion of the ACE Certificate in Language Program Management. Apart from the regular duties of a Program Manager, her main focus and passion over the last few years has been the creation and growth of LINC Literacy Schools at Sacred Heart, St. Francis and OWOC.

Professional Development

In September, ATESL's Advocacy Committee held a panel session on career transition programs in Edmonton. This presentation had representatives from Edmonton Mennonite Centre for Newcomers, NorQuest College and Solomon College sharing potential career paths for learners after language training. There was no meeting in October as the ATESL conference was held in Calgary this year. Our November PD session invited Laurie Osbaldeston who presented on using accommodations to reduce barriers in language teaching and assessment. Participants learned about various computer-based tools that can be used to support learners and ways to reduce barriers in the classroom, during assessments and with course material.



Left: Edmonton Executive and October presenters,
Right: Participants at November's PD event

Fourth Annual Winter Social

On December 13, the ATESL Edmonton local met at State and Main on Jasper Avenue for our winter social! It was a great night and we thank the ATESL members who joined us to network and socialize.

Submitted by Maryna Siek and Daniel Green, Edmonton Local Co-chairs



Rural Routes Representative Report

New Initiative from Rural Routes - Needs Assessment for Communities

Communities need accurate and up-to-date information about newcomers and their needs in order to plan for settlement and skills training. They also need information about local employers and their needs for workforce growth and training. Needs assessment is a tool that can get you the information you need. With funding from Advanced Education, Rural Routes and NorQuest College are developing a needs assessment for communities that takes in data from employers, residents, CALPs and their boards, town councils and other local bodies such as chambers of commerce, then identifies opportunities to support community economic development and language training to aid settlement and integration. Such broad input gives accurate and detailed information about learning and training needs and barriers to access.

This needs assessment will be developed in 2020 and accessible to community organizations in 2021.

If you would like more information, please contact Dorte Weber at dorte.weber@norquest.ca or (780) 720-4152.

Submitted Debbie Severinsen, Rural Routes Representative

TESL Canada Representative Report

It is with great humbleness that I introduce myself as the new TESL Canada representative (2019-2021).

Over the years, I have served ATESL as secretary (2013-2014), as a member of the presidential chain (2014-2017), and as well as ATESL conference co-chair (2017). As TESL Canada representative, I am an active member of both the ATESL board and the TESL Canada board. As a member of the latter, I also serve as a member of two committees, including the Standards Committee and the Settlement Language National Network. If you are interested in the mandate of these or other TESL Canada committees, I encourage you to read the updated terms of reference available on the TESL Canada website at <https://www.tesl.ca/about-us/board-of-directors-and-committees.html>. I look forward to the opportunity to represent ATESL as the TESL Canada representative.



I would like to take this opportunity to thank Celia Logan for her many outstanding contributions and commitment to both ATESL and TESL Canada over the past years.

Submitted by Wendy Chambers, TESL Canada Representative



Special Feature: Aunt Advocacy

Dear Aunt Advocacy,

Recently we got a new group of refugees to our school. You cannot imagine what they have been through! I am working harder and harder to help them, but they make no progress. Every day they talk about the most horrific things, and I am starting to find it hard to care anymore. That is not the kind of teacher I want to be! It is all too much and I am very overwhelmed. What should I do?

Sincerely,

Tired in Tofield

Dear Tired in Tofield,

No wonder you are tired! You have been carrying the weight of the world on your shoulders! Trauma-informed practice is a whole other letter, so today, I will focus on you. What you are describing sounds like compassion fatigue to me. Some of the symptoms of compassion fatigue are exhaustion, starting not to care for students and numbness. Interestingly, it is different from burn out because people with compassion fatigue continue to work hard despite unhappiness with the situation. We get compassion fatigue literally because we are empathetic creatures. All of us have mirror neurons that cause us to actually feel some of the pain of others. These are the same neurons that cause you to hold your own head when you see an actor get hit on the head in slapstick comedy. We are wired to share in our students' experiences.

There are some things you can do to protect yourself and your students

1. Never ask for details about their trauma. You risk retraumatizing the students as they may relive the experience as they are describing it.
2. Listen but don't listen- try not to visualize what the students are saying. If they start sharing, if you can handle it, let them tell their story. You can just comment after that you appreciate; they can tell you (you don't need to remember any details).
3. As much as you can, try to keep the conversation and student-teacher communication relevant to the learning objective. When students disclose a personal story in the classroom or in written work, acknowledge the story, tie it to the discussion topic, and bring the conversation back to the lesson. This strategy respects the individual student and keeps the class on track with the curriculum.
4. Make sure you are aware of supports for students in your school or community and how to make a referral. Keep this information handy. If an individual student is in distress, invite them to talk one-on-one outside the classroom and gently guide them to professional and community support. As refugees, many students will have a settlement worker who can help.
5. Finally, get help for yourself. Your occupational health and safety are important. Compassion fatigue is increasingly being considered an occupational health and safety issue. Your employer should be providing you with support. If you are unable to access benefits through your employer, ATESL can help

you. Check out what is available here:

<https://www.atesl.ca/membership/health-benefits/>

You are clearly a dedicated teacher who cares about your students. Recent research has found a strong link between teacher emotional exhaustion and student achievement. By taking care of yourself, you are ensuring that you can be at your best for the next wave of students in your classroom. Keep in mind that your health contributes to your students' achievement too!

Best wishes,

Aunt Advocacy

References

Arens, A. K., & Morin, A. J. S. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of Educational Psychology, 108*(6), 800–813.

<https://doi.org/10.1037/edu0000105>

Centre for Addiction and Mental Health (2019). *Immigrant and Refugee Mental Health project*.

Retrieved from <https://irmhp-psmir.camhx.ca/toolkit/self-care>

If you have a question for Aunt or Uncle Advocacy, please email the Advocacy Committee advocacy@atesl.ca. All submissions will remain confidential. We would love to hear from you!

40 Years of Progress: ATESL Then and Now

Tracey Derwing^{a,b} & Marian Rossiter^a

^aUniversity of Alberta; ^bSimon Fraser University

Some say that those who don't study history are doomed to repeat it; those who DO study history are doomed to stand by helplessly while everyone else repeats it. We take another view, as expressed by Harry S. Truman: "[People] make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better." In this article, adapted from our ATESL presentation last October, we will give a brief history of ATESL's past and highlight some of the strong leadership shown by our members and as long-term (lifetime) members of ATESL, share some of our recollections.

Before we discuss ATESL, though, we need to acknowledge TESL Canada. In 1977, several TESL professionals from across Canada came together to draft a constitution for a national organization. Some of the participants in those working groups subsequently formed provincial organizations: Laura Ho, now Laura Anderson Ho, along with Barbara Duffas, Dawn Seabrook, Alexandra Sawchuk and Wendy Uncles signed the application under the Societies Act of Alberta to form ATESL on February 3, 1979. Laura was a contributor to the development of the TESL Canada Six Principles, which encompass the following:

- accessibility to ESL for all newcomers
- flexibility and sufficiency
- national, provincial, and local coordination
- support for community agencies
- functional Canadian orientation and citizenship content in ESL material
- recognition of key roles of ESL professionals and the ESL profession (TESL Canada, 1982, p. 3).

As a field, we have made headway in almost all of these areas in both the national and provincial organizations, but we still have a way to go.

ATESL, like most volunteer organizations, is all about people. Counting the current president, Lori Kennedy, there have been 40 presidents of ATESL, all supported by other people on the Executive and members of the Board, as well as some ad hoc committees. This represents a significant investment of time and effort to advance our field. Two other key people in ATESL's history are Ivan Sundal and Irene Wood. Ivan was ATESL's chief administrator until April 2012. Irene Wood has been with ATESL since 2006 as the business manager, and she knows almost everything about ATESL's business.

Over the years, ATESL has received significant government support at both the provincial and federal levels. The degree of cooperation and collaboration across governments, program providers (represented at LARCC and ILVARC) and ATESL is the envy of several other provincial associations. The provincial players

who stand out are Michael Phair, Barbara Leung, John Fisher, Carolyn Dieleman and Christine Land. At the federal level, Gayle Taylor honoured LINC teachers from across Alberta by hosting memorable retreats at Jasper and Lake Louise.

ATESL had an early and significant impact at the national level. In 1992, the Government of Canada introduced a language policy to address the needs of adult immigrants. Consultations across the country confirmed the need for a federally recognized set of language standards. Grazyna Pawlikowska-Walentynowicz, of Edmonton was the primary writer of the Canadian Language Benchmarks (CLBs): English as a Second Language for Adults (Working Document), which was published in 1996. The document was updated in 2000 and the revisions were again conducted by Grazyna, who, fortunately for us, married and became simply Grazyna Smith! In 2002, Grazyna also wrote two companion documents: The Theoretical Framework document and the Additional Sample Task Ideas document. Thus, ATESL has been deeply involved in the setting of national standards.

It soon became clear after the introduction of the CLBs that an institution outside government was needed to take responsibility for CLB projects. The Centre for Canadian Language Benchmarks, established in 1998, has always had strong representation from Alberta: Carolyn Dieleman was instrumental in the development of the Centre.

Every organization needs its own rules or bylaws; these are tedious to develop but ATESL had a complete set by 1983-84 (amended in 2013). Our bylaws include: Membership; Termination of Membership; Meetings of Membership; Board of Directors and Officers; Borrowing Powers; Audit of Accounts; Altering Bylaws; Maintenance of Minutes and Other Books and Records; Inspection of Records of the Association; Branches of ATESL; and the ATESL Bursary (see <https://www.atesl.ca/about/atesl-bylaws/>).

We also have a mission statement that has been revised several times over the years; the current statement is as follows: ATESL “promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.” We do this in a number of ways: providing PD opportunities, liaising, creating awareness, communicating standards, developing policies & procedures, involving learners (<https://www.atesl.ca/about/what-we-do/>).

When Liz Karra worked for the Government of Alberta in 1993-1994, she wrote a document entitled ESL Standards and Evaluations. It formed the basis of the 1995 Best Practice Guidelines, which define the essential elements of good ESL programming. Liz and David Wood traveled around the province providing orientations for programs. Later, consultations with TESL professionals across Alberta were conducted by Sara Gnida and Justine Light to update the Best Practices to the document that we currently use.

In 1999-2000, Leanne Floden spearheaded the development of ATESL’s Ethical guidelines in which topics such as confidentiality, dignity and respect, and continuing professional development (PD) are included. When she was President (2003-2004), Jaye Fredrickson established Terms of Reference for ATESL committees, policy documents, and descriptions of board positions ~ important policies and procedures for ATESL.

Throughout ATESL's history, the association has applied for and received contracts to carry out innovative projects. The Government wanted the results of the initiatives they funded to be shared, so in 2012 the Alberta Initiatives Gallery was created on the ATESL website. The final reports of innovative projects carried out by TESL professionals across the province are available there to both members and the public at large.

One notable project is the Adult ESL Curriculum Framework 2011. The provincial government decided that it would be useful to have a single curriculum across the province but given the wide range of diversity of learners and their needs, Carolyn Dieleman convinced her colleagues that a framework to guide curriculum development would be more useful. ATESL was awarded the contract: Wendy Chambers, Sara Gnida, Cindy Messaros, Wendy Ilott, and Kathy Dawson were writers under the management of Justine Light.

In 2015, NorQuest, Bow Valley, and ATESL were funded by the provincial government to develop a document entitled Enhancing Intercultural Communicative Competence (ICC) (2016), which includes self-guided PD materials designed to support ICC instruction in the classroom (see <https://www.atesl.ca/resources/enhancing-intercultural-communicative-competence/>). The increased diversity in Alberta's population makes intercultural communicative competence imperative for adult ESL learners to function in multicultural academic, social, and workplace settings.

Currently, several ATESL members from a range of providers, including NorQuest, the University of Lethbridge, and ASSIST have come together for a provincially funded project called Equity, Diversity, & Inclusion Essentials and Leadership Training. Materials for CLB 3-6 are being developed and will be freely available.

One of ATESL's *raison d'être* is professional development. The annual conferences as well as occasional mini conferences; monthly local meetings in Calgary, Central Alberta, Edmonton and Lethbridge; and the ATESL Resource Database all contribute to the ongoing PD of the more than 700 ATESL members. Moreover, there are several awards which either support PD or which recognize leadership in the field. These include the ATESL Bursary, the ATESL Lifetime Membership Award, the Carolyn Dieleman Award, and the Dawn Seabrook de Vargas Fellowship.

Another of ATESL's roles is to advocate on behalf of our students and also on behalf of the teachers in our profession. There have been some notable efforts over the years, including the following:

- 1986-7 - to broaden access to ESL beyond 'heads of households' to include all adult members of immigrant families (not just men)
- 1991-2 - to reduce cuts to K-12 ESL programs in Calgary
- 1992-3 - a letter-writing campaign, meetings with government officials, and a demonstration on the legislature grounds to reduce cuts to K-12 ESL programs in Edmonton and an adult ESL program (Grant MacEwan Community College at that time)
- 2008-9 - participation in a rally to advocate elimination of the refugee transportation loan
- 2015 - establishment of the ATESL Advocacy Committee
- 2016 - a request to eliminate the refugee transportation loan in a letter to Minister Hussen. ATESL also spearheaded signatures across the country for a petition; (the loan was not eliminated but changes

were made to make it less burdensome)

- 2017-8 – assisted in the revision of the citizenship study guide (delayed indefinitely due to a minority government).
- 2017 – a letter to Heritage Canada to request use of the CLBs as framework for federal employees receiving official language training (as opposed to the Common European Framework of Reference) (CLBs were adopted)
- 2019 – a request for signing of petition to permit family sponsorship for Yazidi refugees.

ATESL and BC TEAL were the first professional organizations to introduce accreditation in 1992 (Keevil Harrold, 1995). To ensure the process was fair for people who had not had the opportunity for formal training, ATESL initially offered several options for accreditation: Option A – Undergraduate degree (700 hours), 250 hours of post-grad TESL training, 250 hours of ESL classroom teaching experience; Option B – Undergrad degree (700 hours) 520 hours of ESL classroom teaching experience (no TESL training); Option C – 1220 hours of ESL classroom teaching experience; Option D – special individual cases. Option C was phased out in 1993 followed by Option B in 1999 when Option A became the standard. There were far fewer PD opportunities when accreditation was established. The goal was to be fair, giving people a chance to be grand-mothered or -fathered in. Members were accredited for life, provided that their ATESL membership was kept current. But, in 2012, an Accreditation Task Force report indicated that decisions regarding foreign-trained applicants were very difficult to make. As a result, in 2013 the membership voted by a small margin to dissolve the ATESL accreditation scheme and to replace it with TESL Canada's certification. For a brief period in 2017, TESL Canada did not accept applications because of budgetary limitations, but they soon were able to process applications once more. After a short hiatus, the ATESL membership voted to remain within TESL Canada, thus allowing members to access TESL Canada certification through their ATESL membership.

Members of the ATESL Executive liaise with many other organizations, on behalf of the membership. Communication with members is principally through the website and the newsletter, but occasionally surveys are conducted to obtain members' input.

ATESL has worked hard to provide additional benefits to its members, such as discounts on health, dental, travel, and life insurance; discounts for ATESL conferences and one free registration per local; and bursaries (up to \$500), ensuring that at least eight members per year are funded for PD.

Like any volunteer organization, ATESL faces several challenges on an ongoing basis. Communication, especially given the time constraints of Board members and distances across the province, can sometimes cause issues. It has been difficult in the past few years to recruit Co-Chairs for the annual conference. Although ATESL is committed to supporting educators in rural settings, how to do so in an effective and consistent manner is not clear. Another challenge to our field is the lack of quality in programming ~ Alberta has some of the best language instruction for adults in the country, but there are some outliers.

That said, ATESL members have a lot to celebrate. In our association we have had courageous, skillful leaders and we shouldn't forget what they did or the circumstances of the past. ATESL has punched well above its

weight, given the size of our membership. However, institutional memory can fade with individual members – all those great ideas and steps forward should not be forgotten, even as we continue to make progress in other ways. We have seen 40 years of committed volunteers, 40 years of committed government colleagues, and all that we have accomplished has happened through of collaboration. Working in isolation gets one nowhere but working together can lead to great things. ATESL has demonstrated the value of collaboration, with contributions to both TESL Canada and the Centre for Canadian Language Benchmarks, in addition to the development of superb projects for the province. We can feel proud of where we have been and we should aim to keep going forward, not forgetting the original principles on which we were founded. We in ATESL do what we do because we want to make a difference for our students: the better their lives, the better our society.

Reference

Keevil Harrold, D. (1995). Accreditation/certification for adult ESL instructors in Canada: An overview. *TESL Canada Journal*, 13(1), 37-62.

Special Feature: Past President Memories

Lilli Fortier

1996-1997 ATESL President elect, 1997-1998- President, 1998 -1999
Past President



I remember being asked to run for president elect and thinking, "Oh dear, am I ready at this time in my life to balance another venture that involved a serious dedicated three-year commitment? Would it be too daunting as I juggled my family life and career?" However, to become involved both on a personal and professional level was one of the best decisions I have ever made.

ATESL was a fairly new association established by the original founding members and leaders who were a stellar group. They continued to provide active inspirational leadership and advisory roles in the ATESL community. I, and all our members, continued to learn from previous leaders in all of Alberta's communities. It was invigorating to be a part of an association that valued learning from and providing assistance to the immigrant serving communities. They provided not only language training but adjustment to Canadian life.

As a board at that time, we worked on a code of ethics for the membership and helped further the professional role of our members. The Association continues to move forward and play an integral role rurally, provincially and nationally. It was an honour and privilege to have played a role in those past years. It provided nothing but fond memories. Bravo to ATESL!!!!



ALBERTA TEACHERS
OF ENGLISH AS
A SECOND LANGUAGE



ATESL is proud to offer member exclusive insurance plans in partnership with BenefitLink Resource Group, Green Shield Canada, and Go Life.

Available to all registered ATESL members!



Coverage Highlights

	1	2	3	Fundamental	4	5	6
Medical Required	x	x	x	x	✓	✓	✓
Drug Coverage	x	x	x	✓	✓	✓	✓
Health Coverage	✓	✓	✓	✓	✓	✓	✓
Paramedical Coverage	✓	✓	✓	✓	✓	✓	✓
Vision Coverage	✓	✓	✓	✓	✓	✓	✓
Travel Coverage	✓	✓	✓	✓	✓	✓	✓
Dental Coverage	x	✓	✓	✓	x	✓	✓

Coverage Price Ranges (per month)

	1	2	3	Fundamental	4	5	6
Single	\$27-\$38	\$72-\$83	\$82-\$93	\$92-\$109	\$55-\$71	\$111-\$129	\$126-\$148
Couple	\$49-\$70	\$134-\$158	\$154-\$179	\$159-\$195	\$102-\$134	\$212-\$251	\$241-\$284
Family	\$63-\$89	\$174-\$200	\$200-\$228	\$233-\$270	\$134-\$172	\$273-\$322	\$314-\$366

**Pricing will be based on the age and health of the covered member*



www.ATESL.ca

ATESL Board 2020-2021

Lori Kennedy

President

Colyn deGraaff

Past President

Dora DiLullo-Patten

President Elect

Celeste Bickley

Secretary

Jake Scheffer

Treasurer

Wendy Chambers

TESL Canada Representative

Maria Dumitrescu, Nancy Robertson

Calgary Local Co-Chairs

Daniel Green, Maryna Siek

Edmonton Local Co-Chairs

Jessica Legacy

Central Alberta Co-Chair

Jenny Bourne, Alana Johnson

Southern Alberta Co-Chairs

Debbie Severinsen

Rural Routes Representative

Maureen Souply

Social Media Coordinator

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