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Congratulations!



The Penthouse of the Winnipeg Art Gallery with its trays of international hors d'oeuvres on a pleasant June 29 evening was an appropriate setting for the roasting and toasting of **Joanne Pettis** by friends, family and especially colleagues. The reception marked the end of her just over 30 years of work in the Manitoba Adult EAL field. Guests fittingly used humour and creativity to pay tribute to Joanne for her own sense of humour and artistic style, but underlying the levity

were countless acknowledgements of her dedication, professionalism, and leadership in the field. And true to form, she couldn't let us leave without a final list of acronyms!

Joanne was a classroom teacher with Winnipeg School Division 1 at the beginning of her EAL career and was a central figure in the founding of TEAM in the early 1990s. For years, she served very competently as the TEAM Conference chairperson, bringing us inspiring keynote speakers and keeping us up-to-date with resources from a rich array of publishers.

Her move to the ALT Branch to serve as Coordinator of Adult EAL Curriculum Development and Implementation was part of the natural evolution in her career. Manitoba EAL teachers

have benefited from her leadership and her commitment to ongoing professional competence in the field. She was the driving force behind so many of the practices and protocols accepted as best practices in the field now, including the use of portfolios in language assessment. It was this work that led to her being seconded to Ottawa in 2009.

Joanne Pettis has not fully retired from the EAL field though she's retired from her position at the ALT Branch. We'll likely be hearing of and from her as she plays a role in our future professional development. I'm sure TEAM members will want to both thank her for her past accomplishments and wish her well in her future endeavours.

Margo James

THANK YOU

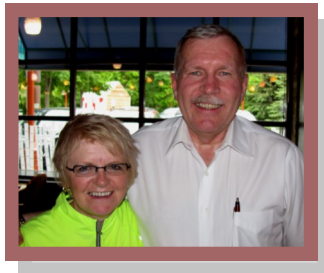
to **Deborah Handziuk**
for providing TEAM with a location
for our archival and storage needs:

Winnipeg Technical College
Pembina location

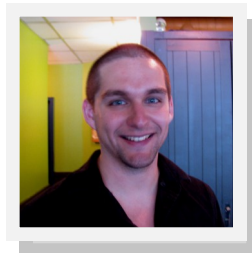
to **Audrey Bonham**
for providing TEAM with our
monthly meeting location:

Red River College
Language Training Centre

A big THANK YOU to ...



Sandra Day - Treasurer
Bruce Day - Secretary



Brent Delaine - Advocacy

Members of our out-going TEAM Executive

To everyone who helped make the TEAM fundraising concert on June 4th, 2011 a success!

Your support was much appreciated and raised over \$1,500.00 for the N.E.E.D.S Centre



TEAM Mentorship Program (TMP)

This fall season for the TEAM Mentorship Program has begun well in four areas of the province.

As of the Thanksgiving weekend, all nine of the partnerships in Portage la Prairie and Winnipeg had been orientated and have now all started working together. The participants in these groups are noted below:

Portage la Prairie Fall 2011 Mentorships

MENTEES	MENTORS
Lorraine Chabra (PLLC)	Gail Foote Leylek (E@W)
Shanon Weselake (PLLC)	Paula Tassie (WSD 1)

Winnipeg Fall 2011 Mentorships

MENTEES	MENTORS
Lynne Martin (WTC Erin)	Jennifer Rausch (WTC Erin)
Gaye Mitchell (U of M)	Ella Kroeker (WTC Erin)
Lois Prince (U of M)	Chris Bertram (WSD 1)
Manuel Zuniga (IRCOM)	Flo Skakum-Lewis (Mosaic/WSD 1)
Kelly Dyck (RRC)	Paige Sneesby (RRC)
Leanne Falconer (U of M)	Nancy Berg (WTC Erin)
Shelly Remple (U of M)	Sandra Day (WTC Pemb.)

Brandon

MENTEES	MENTORS
Heather Therrien (WIS)	Angela Mowbray (WIS)

Pembina Valley (PVLEA)

MENTEES	MENTORS
Tina Penner (Morden)	Janet Klassen (Morden)
Cindy Klassen (Altona)	Harold Espinosa (Winkler)
Mavis Lee (Altona)	Yolanda Friesen (Winkler)

The groups in Brandon and in the PVLEA program based in the Winkler area were more recently formed and orientated in November. The target windup date for these rural partnerships is probably in January as they face more challenges of time and distance in working together. The participants in these locations are noted above:

Spring 2011—FULL mentorships

MENTEES	MENTORS
Tannis Sato (U of M)	Ronald Rogge (WTC)
Lauren Joyce (U of M)	Gail Foote Leylek (E@W)
Ben Starkey (U of M)	Ruth Klippenstein (WTC)
Luis Lopez (RRC)	Rita Prokopetz (RRC)
Kirsti Knight (Taking Charge)	Paula Tassie (WSD 1)

Switching focus from the fall developments back to the Spring '11 groups, please note that the partnerships reported in the May issue of the newsletter were correct, but the groups were mistakenly titled with the mini mentorships and full mentorships reversed.

The correction, with our apologies, is noted on the right:

Spring 2011—MINI mentorships

MENTEES	MENTORS
Marina Grinko (Mosaic)	Jean Tinling (Mosaic)
Starr Muckle (7 Oakes)	Jennifer Loewen (WTC)
Susan Birdwise (7 Oakes)	Flo Skakum-Lewis (Mosaic/WSD 1)
Kim Leslie (U of M)	Hilda Schwartz (WSD 1/U of M)

Spring 2011 Wind-Up



Back Row from left:
Sandra Day, Paula Tassie, Susan Birdwise, Starr Muckle, Jennifer Loewen

Middle Row:
Liz Rowley, Gail Foote Leylek, Marina Grinko, Flo Skakum-Lewis

Front Row:
Ben Starkey, Margo James, Kirsti Knight, Ruth Klippenstein, Jonathan Bailey

This is the same lively group featured in the accompanying picture taken at their windup at the WTC Erin campus on June 4. They shared insights and resources on assessment with each other during that session, resources which we are sure will prove to have long-term value for many teachers.

Last but not least, we're happy to report the TEAM Mentorship Program's presence on the TEAM website at www.manitobateam.com providing general and contact information about the program. Please help us spread awareness of the program to new teachers in the field by directing them there for information about how to access mentorship.

The fall groups started with a lot of positive energy and some interesting innovations like the team-mentoring situation by Gail and Paula for Lorraine and Shanon in Portage la Prairie. Best wishes to them and to all the mentees and mentors who are investing their time, energy, good will and insights in mentoring partnerships in all four groups.

Margo James
TMP Coordinator
mfjames@mts.net

Formal, Non-formal and Informal Learning in a Nutshell

What do the phrases "formal learning", "non-formal learning" and "informal learning" mean?

These terms are used by the OECD (Organisation for Economic Cooperation and Development), as well as researchers and practitioners around the globe.

Here is a simplified explanation:

Formal education or **formal learning** is almost always organized and structured. It is guided by a formal curriculum that leads to a formally recognized credential such as a high school completion diploma or a degree. The programs of study or curricula are often guided and recognized by government at some level. It is a hierarchical system. If a student wants to advance to a higher level, usually he or she needs a prerequisite designation from a lower level. For example, a student wanting to enter university will normally need a high school diploma. Though that has changed somewhat in the past few decades, it is the expected route that the majority of students will take.

Teachers are usually trained as professionals and in many cases they are required to have earned credentials such as a teaching license, degree(s) or a certificate before they are eligible to teach. In Canada, the K-12 and post-secondary systems are easily recognizable examples of formal learning.

Non-formal learning is also organized, even if it is only loosely organized. It may or may not be guided by a formal curriculum. Though it does not result in a formal degree or diploma, non-formal education is highly enriching and builds an individual's skills and capacities.

Continuing education courses or the Language Instruction for Newcomers to Canada (LINC) programs and professional development events such as TEAM's annual conference, are some examples for adults. Girl Guides and Boy Scouts are classic examples for children. Non-formal learning is often considered more engaging, as the learner's interest can be a driving force behind their participation.

Those in the teaching or leadership role may or may not have formal credentials depending on the specific requirements of their job, but they almost always have a strong desire to share what they know. Teachers and learning leaders are usually very well-versed in their area of expertise and deeply committed to sharing their knowledge with learners.

While participants may earn certificates, these are not often recognized by governments or by formal learning institutions. To get them recognized requires waiting through a long processing time and jumping through many administrative hoops.

Informal learning happens in a context where there is no formal curriculum and no prescribed way of doing things. No credits are earned. The teacher is simply someone with more experience such as a parent, grandparent or a friend. A father teaching his child to play catch or a babysitter teaching a child their ABC's is an example of informal education. A literacy tutor working with a learner is another example.

Informal learning is often considered the most spontaneous and flexible. Learners are often highly engaged in the learning process because there is an unspoken and shared desire between the learner and the person teaching to take part in the learning experience together.

Sometimes the lines between each type of learning get blurred and it is not always as cut and dry as it seems, but it can be helpful to understand the basic differences between them. All types of learning are valuable and in an ideal world, lifelong learning includes all three.



Sarah Elaine Eaton holds a PhD in Educational Leadership and an M.A. from the University of Calgary.

She is a researcher, author and speaker, specializing in professional development for language and literacy professionals.

The author's blog: *Literacy, Languages and Leadership*
<http://www.draraheaton.wordpress.com>

Webinars: from the *Language Acquisition Resource Center*
at San Diego State University
<http://larc.sdsu.edu/events/archives/>

Teaching is My Passion

I take pride in the fact that I learned English as a second language in the Philippines, where I was born and spent a great deal of my academic life. Indubitably, the journey was exhilarating as I developed a great deal of attraction towards the English language; to be more precise, American English. I remember standing in front of my childhood playmates, teaching them whatever I had picked up from a Hollywood movie, Walt Disney story books and the like. It was crystal clear to me then that I had longed to become an English teacher. Without any tinge of exaggeration, I kept my nose to the grindstone every single day to get closer and closer to achieving my dream. As expected, my dream came to fruition. Indeed, passion and diligence led to success.

I live in Canada now. I must say that it has been a blessed life since I get to do what I have always been passionate about - teaching English as an Additional Language (EAL) to

young adults. Teaching EAL to international students at Red River College's Language Training Centre is both a privilege and a great source of fulfillment. It is a privilege as the honor tied to this profession propels me to address a myriad of language needs among students. Once these needs are met successfully, this could mean a greater life for them in Canada and a successful academic life with regard to their college or university programs. Similarly, teaching EAL is fulfilling.

There is no denying that international students do realize the priceless importance of solidifying their English language skills so as to assimilate themselves better into Canadian culture and enable them to progress through their academic programs with so much ease and confidence. Such a realization prompts them to come to class with so much motivation and enthusiasm, regardless of their homesickness, culture shock and other personal hurdles.

Just merely listening to their stories gives me a better handle on how I can help them in a more practical way. Every language need they have challenges me to design practical, fun-filled and creative ways to teach them. For each language goal attained, a comforting sense of fulfillment ensues. This degree of fulfillment is beyond compare; therefore, I get to love my job more and more deeply.

It goes without saying that a huge part of an international student's success in Canada hinges on strong English language skills. Part of the learning process is diligence and commitment. Sometimes, they gripe about exhaustion from both studying and being away from home; however, it all changes in an instant when they actually see and feel their language progress. Hearing my students utter "*Jules, thank you for helping us*" makes me appreciate my job even more.

By Jules L. Mejia

TEAM Conference

Friday, May 18th, 2012

Join us at

Canadian Mennonite University

500 Shaftsbury Avenue

Winnipeg, Manitoba

TEAM Welcomes

Keynote Speaker

Dr. Sarah Elaine Eaton

Visit us online at

www.manitobateam.com

Did you know?

The Winnipeg Public Library has **Adult Basic Education (ABE) Book Club Kits**

About ABE Book Club Kits

An ABE Book Club Kit is a bag with 15 copies of the same book, and one Reading Guide. Kits are for reading groups that would all like to read the same book and then meet together to talk about the book. This is a great way to practice your English reading and conversation skills, and have fun! The Reading Guide includes information about the author and discussion questions to help your group get started. We have many different books to choose from. Some are levelled readers, some are short novels, and some are true stories.

The person who checks out the kit is responsible for it and must return it with all of the books inside. If a kit is returned late that person will be asked to pay a late charge. If a kit is lost or damaged that person will be asked to pay to replace the missing or damaged books.

There is a late charge of \$2.05 for each day if the kits are returned late. The most you would pay in late charges is \$18.00. You can also find information on borrowing from the library in our *@thelibrary* newsletter. You can find it at your local library and online at Winnipeg.ca/library. Or you can ask the next time you visit your local library.

How do I get a kit?

You can search the library catalogue. Enter 'book club kit' for a list of kits. If your kit is checked in, ask at the Special Services desk on the second floor at the Millennium Library to borrow it. You can also place a request on the computer at home or at any Winnipeg Public Library branch. When you place a request, you can ask that the kit be sent to your local library. If you need help using the catalogue just ask library staff.

Where do I return a kit?

You can return your ABE Book Club Kit to any of the 20 branches. You can not return kits through after-hours book drops.

How many kits can I have at a time?

You can have one or two kits checked on your library card.

How long can I have a kit?

Kits are checked out for eight weeks (60 days). You can not renew kits.

What if I need more than 15 copies for my club?

You may find more copies of titles by using our library catalogue. There may be copies in the paperback collection at your library. These extra copies are borrowed for the regular loan period – three weeks.

Updated June 2011

It's a book club in a bag!

- 15 copies of a title
- A discussion guide
- 60 day loan period
- Requests/holds allowed
- Over 20 Fiction and Non-fiction titles to choose from
- \$2.05 a day overdue fine per kit



ABE Book Club Kits: Selected Titles

Book-a-Librarian

Outreach librarians are available to present to Newcomer/EAL classes, literacy classes, Seniors, and Aboriginal organizations promoting the use of the library. We will travel anywhere within Winnipeg to present on using the library, our collections and services, using our website, databases and special topics as suitable. For more information or to book (subject to availability), contact **Chris Laurie, Outreach Librarian at 986-6689.**

Kits are held by **Special Services, Millennium Library (2nd floor)**. Titles are subject to change. New titles are added regularly – check the library catalogue (click the 'Good Reads' tab) for an up to date list.

<i>Around the World in Eighty Days</i> , by Jules Verne	ABE FICTION VERNE BOOK CLUB KIT
<i>Chickenfeed</i> , by Minette Walters	ABE FICTION WALTERS BOOK CLUB KIT
<i>A Dream Come True</i> , by Maureen Lee	ABE FICTION LEE BOOK CLUB KIT
<i>Easy Money</i> , by Gail Vaz-Oxlade	ABE 332.02402 VAZ 2010 BOOK CLUB KIT
<i>The Escape and other stories</i> , by W. Somerset Maugham	ABE FICTION MAUGHAM BOOK CLUB KIT
<i>The Famous Five</i> , by Terry Barber	ABE B FAMOUS FIVE 2006 BOOK CLUB KIT
<i>In From the Cold</i> , by Deborah Ellis	ABE FICTION ELLIS BOOK CLUB KIT
<i>The Last Leaf and other stories</i> , by O. Henry	ABE FICTION HENRY BOOK CLUB KIT
<i>Laura Secord</i> , by Terry Barber	ABE B SECORD 2008 BOOK CLUB KIT
<i>The Lost World</i> , by Sir Arthur Conan Doyle	ABE FICTION DOYLE BOOK CLUB KIT
<i>Louis Riel</i> , by Terry Barber	ABE B RIEL 2006 BOOK CLUB KIT
<i>Lucky Number</i> , by John Milne	ABE FICTION MILNE BOOK CLUB KIT
<i>Photo Finish</i> , by Polly Sweetnam	ABE FICTION SWEETNAM BOOK CLUB KIT
<i>Picture Puzzle</i> , by John Escott	ABE FICTION ESCOTT BOOK CLUB KIT
<i>Princess Diana</i> , by Anne Collins	ABE B DIANA, PRINCESS OF WALES BOOK CLUB KIT
<i>The Promise</i> , by R. L. Scott-Buccleuch	ABE 796.334092 MOREIRA BOOK CLUB KIT
<i>The Stalker</i> , by Gail Anderson-Dargatz	ABE FICTION ANDERSON-DARGATZ BOOK CLUB KIT
<i>Star Sullivan</i> , by Maeve Binchy	ABE FICTION BINCHY BOOK CLUB KIT
<i>The Stranger</i> , by Norman Whitney	ABE FICTION WHITNEY BOOK CLUB KIT
<i>The Truth Machine</i> , by Norman Whitney	ABE FICTION WHITNEY BOOK CLUB KIT
<i>The Well</i> , by Clare Harris	ABE FICTION HARRIS BOOK CLUB KIT

Updated September 19, 2011

Great for adult learners,
English language
educators and reading
groups.

Ask library staff for more
information, or visit the
Special Services page:
winnipeg.ca/library



Have a comment or
suggestion for titles?

Phone Special Services
at 986-6489 or visit us
at winnipeg.ca/library

Partly in response to long-term advocacy by TEAM, the Winnipeg Public Library system has informed TEAM that as of July 2011, DVDs in the ESL and ABE collections may be borrowed at no charge.

On behalf of the current executive and membership, we extend our thanks to previous board members who pursued this issue over the years, well beyond their official roles with TEAM.

Jonathan Bailey, President TEAM

Bytes of Information to Check Out

Language Acquisition Resource Center

San Diego State University

archived webinars

<http://larc.sdsu.edu/events/archives/>

Thank you to Dr. Sarah Eaton for both resources from L.A.R.C.



Recordings of the Center's 2011 social media workshop for language educators

All of the recordings are available at no cost.

<http://larc.sdsu.edu/social-media-workshop/>

Language Acquisition Resource Center
San Diego State University

Successful Newcomers in Manitoba

These are career stories of immigrants who have successfully integrated into Manitoba's workforce. They talk about their experiences in their own words. They share their success stories to help you build your own success in Manitoba.

www.immigrantsandcareers.mb.ca

Winnipeg Public Library free online databases

These resources include read aloud and video features. Each resource includes quizzes and multiple choice questions to test learning. Go to www.wpl/winnipeg.ca and click on the **Search a Database** link. Here are five favourite databases for English and Literacy Learners:

- ◆ **Active Reading** is a reading program from elementary to advanced levels
- ◆ **My Canada** provides new immigrants and learners with information about the history and customs of Canada and day-to-day activities such as going to the doctor and handling money
- ◆ **Study Skills Success** helps users improve their abilities in listening, speaking, reading, writing, grammar, vocabulary, and research
- ◆ **Tense Buster** helps students to practise and master grammar
- ◆ **Tell Me More** provides beginner, intermediate and advanced learning in English, French, and several other languages