

# KATE YOSHITOMI

## CONTACT INFORMATION

Phone: 604-527-5489

Email: yoshitomik@douglas.bc.ca

Fax: 604-527-5095

## ACADEMIC TRAINING

Master of Education Curriculum Specialization EASL/Arts Education	Ontario Institute for Studies in Education (OISE) Toronto, ON	1989
Bachelor of Education Intermediate-Senior Program Instrumental Music, Drama	Faculty of Education Queen's University Kingston, ON	1984
Bachelor of Music Performance and Education	School of Music Queen's University Kingston, ON	1982

## INTERMEDIATE-SENIOR TEACHING QUALIFICATIONS

British Columbia Teacher's Certificate	1990
Ontario Teacher's Certificate	1984

## ADDITIONAL QUALIFICATIONS

The Excell Program Developing Sociocultural Competencies for Success	Intercultural Training and Resource Centre University of British Columbia Vancouver, BC	1997
English as a Second Language Part 2	Faculty of Education York University North York, ON	1987
Special Education Part 1	Faculty of Education Queen's University Kingston, ON	1986
English as a Second Language Part 1	Faculty of Education Queen's University Kingston, ON	1984

## **ENGLISH AS A SECOND LANGUAGE TEACHING EXPERIENCE**

English as a Second Language	Douglas College New Westminster, BC	1989-Present
English as a Second Language	Fraser Pacific College Richmond, BC	1990-1991
English as a Second Language	University of Toronto Toronto, ON	1986-1989
English as a Second Language Grades 4-8	Toronto Board of Education Toronto, ON	Summer 1986
English as a Second Language	Royal Military College Kingston, ON	Summer 1985 Summer 1984

## **OTHER TEACHING EXPERIENCE**

Flute Choir Director	Community Music School Douglas College New Westminster, BC	2000-2001
Flute Instructor	Community Music School Douglas College New Westminster, BC	1990-2001
Vocal Music and Drama Teacher Grades 9-12	Ernestown Secondary School Odessa, ON	1984-1985
Flute Instructor	Kingston, ON	1978-1985

## **TEACHER TRAINING EXPERIENCE**

Instructor for Overview of Teaching ESL to Adult Learners (TESL 2201)	TESL Program Douglas College New Westminster, BC	Summer 2011 Summer 2010
Sponsor Teacher English Education 478 (Introduction to Teaching EASL)	Department of Language Education University of British Columbia Vancouver, BC	Summer 2000 Summer 1995 Winter 1990
Teacher Trainer ESL/Drama Workshops	Japanese Teachers' Program Douglas College New Westminster, BC	1996

## COORDINATING EXPERIENCE

EASL Coordinator (Substituting on an as needed basis)	Douglas College New Westminster, BC	2000-Present
Program Coordinator for Academic Health Care Foundations	Douglas College New Westminster, BC	Fall 2009
Program Coordinator for English as a Second Language Home Support Resident Care Attendant Program	Douglas College New Westminster, BC	1996-2006
Immersion Program Facilitator (Acting)	Douglas College New Westminster, BC	Summer 2000

## CONSULTING and MENTORING EXPERIENCE

Faculty Peer Mentor for the Peer FM Program	Douglas College New Westminster, BC	2010-2011
EASL Faculty Mentor	Douglas College New Westminster, BC	1998-Present
Curriculum Consultant	Fraser Pacific College Richmond, BC	1990-1992

## AWARDS and SPECIAL RECOGNITION

Team Excellence Award for English for Healthcare Professionals <i>(with Kathy Bell, EASL Dept. and Patricia O'Hagan, Continuing Education)</i>	2009
Letter of Special Recognition (student nomination) <i>(for significant impact on a student's academic life)</i>	2009
Canada Language Council Lyn Howes Award <i>(for excellence in commitment, innovation, and program delivery)</i>	2006

## CURRICULUM and PROJECT DEVELOPMENT

### ♦ Academic Health Care Foundations

Developed between 2006 and 2008, EASL 0810 Academic Health Care Listening and Speaking Communication Skills for Students of English as a Second Language and EASL 0820 Academic Health Care Reading and Composition Skills for Students of English as a Second Language comprise a full time one semester foundations offering for applicants who are interested in upgrading their English skills in order to meet the language requirements for programs offered by the Faculty of Health Sciences. I researched and wrote the feasibility study and curriculum guidelines for EASL 0810 and 0820. This initiative was supported by Strategic Development Funding.

- ◆ **English as a Second Language Web Site Redesign and Redevelopment**  
 With the assistance of CMO, and Michelle Henderson, Educational Technology Facilitator for EASL, I redesigned and updated several EASL web pages including the homepage and faculty page. This work was undertaken from 2007 to 2009.
- ◆ **English for Healthcare Workers**  
 With Kathy Bell of Douglas College, I compiled a curriculum focused on addressing the needs of individuals interested in working in the healthcare field or improving their language skills with a view to further training in the Faculty of Health Sciences. This full time program would graduate students at a Canadian Language Benchmark of 7/8 in all skill areas. This initiative was funded by Continuing Education at Douglas College and completed in 2008. (Team Excellence Award Winner, 2009)
- ◆ **Educational Technology Project Charter Listening Lab Renovation and Conversion**  
 I wrote the Project Charter for the Listening Lab Renovation and Conversion and coordinated the project. My duties included deciding on room configuration and design, selecting equipment and furniture, and liaising with faculty, management, and staff. This project charter was completed in 2008.
- ◆ **Effective Communication: Tools and strategies for ESL Learners**  
 With Barbara Forster-Rickard of Vancouver Community College, I wrote a workbook to accompany an upper intermediate/advanced communication skills video developed at VCC. The video and workbook were funded by a Provincially Initiated Curriculum (PIC) grant in 2000. The workbook and video were published by the Centre for Curriculum, Transfer & Technology in 2001.
- ◆ **Home Support Resident Care Program Assessment Test**  
 Developed in 1998 and revised in 2001, this reading, writing, and listening test was initially developed as an assessment tool to give to prospective students applying for the Home Support Resident Care Program at Douglas College. I wrote and field-tested the reading and listening sections of the assessment. I also developed the oral interview component, which was an addition to the HSRC assessment specifically for EASL/HSRC applicants.
- ◆ **Employment Search Skills for ESL Learners**  
 This course assists people looking for employment and those currently employed to upgrade their both their job search skills and sociocultural competencies. This course utilizes the resource book, Employment Search Modules for ESL Learners, which I wrote. I taught Employment Search Skills for ESL Learners from 1999 to 2001.
- ◆ **Employment Search Modules for ESL Learners**  
 I wrote a set of self-directed learning modules that were specifically designed for ESL learners. These modules outlined crucial employment search skills including assessing skills, identifying appropriate work, meeting the employer, and writing cover letters and resumes. The modules were funded by a Provincially Initiated Curriculum (PIC) grant in 1997. They were published by the Centre for Curriculum, Transfer & Technology in 1998.
- ◆ **English as a Second Language/Home Support/Resident Care Attendant Program**  
 This program assessed and selected appropriate ESL students for an intensive nine-month program. The first four months were ESL upgrading only, and the last five months were the HSRC training with ESL support. As EASL/HSRC Coordinator and the primary instructor, I was responsible for a variety of duties including developing all curriculum, assessing and interviewing students, monitoring student progress, and facilitating student success. The

EASL/HSRC Program ran from 1996-2006 and was redesigned as Academic Health Care Foundations. (Lyn Howes Award Winner)

- ◆ **EASL 895: Adjunct for HSRC Students**

As part of the EASL/HSRC Program, I developed curriculum, collected resources, and taught this adjunct course from 1996 to 2006. This course provided support with an emphasis on improving academic study skills for EASL students enrolled in the Home Support/Registered Care Attendant Program.

- ◆ **Self-Accessed Modularized Support (SAMS)**

With Cecil Klassen and Joan Barnet of the EASL Department, I wrote a Locally Initiated Curriculum (LIC) proposal to apply for funding to develop modules and manuals to accompany the educational software based in the Learning Centre. Funded in 1996-97.

- ◆ **On-Line EASL: Reading and Writing Skills Development**

In 1997, I wrote a Locally Initiated Curriculum (LIC) proposal with Cecil Klassen to apply for funding to develop curriculum for a College Preparation Research Paper Course to be delivered via the internet.

- ◆ **Web Pages for EASL Department**

Between 1996 and 2001, part of my professional development time was used to create and maintain web pages for the EASL Department.

- ◆ **Basic Office Skills for Student of English as a Second Language**

With Brenda Read of the Douglas College Office Administration Program, I wrote a 14 point proposal entitled Basic Office Skills for EASL Students. This program gives EASL students wishing employment in an office setting a Basic Office Skills Certificate. Funded in 1997.

- ◆ **Music History Assessment for Language Competency**

In 1997, with the growing recognition of the need to assess language competency to ensure student success, I developed a tool that could be used to assess students entering music history courses in particular and the music program in general. The test provides a profile of a student's listening, note taking, and writing abilities.

- ◆ **EASL 497: Adjunct for Music History Students**

At the request of the Music Department, I developed curriculum, collected resources, and taught this adjunct course from 1992 to 1994. With emphasis on improving academic study skills, this course provided support for EASL students enrolled in music history courses MUS 220 and 221. The instructional emphasis for this adjunct is on a team teaching approach.

- ◆ **EASL 355: Drama for Students of English as a Second Language**

I created, planned, and taught this course, which uses drama techniques, methodology, and content to improve speaking skills. Since its inception in 1992, I have been working on refining the methodology, curriculum, and resources for this course.

## **COMMITTEE PARTICIPATION (Highlights)**

- ✓ Faculty Representative for Educational Appeals Tribunal (2010-Present)
- ✓ Chair of the Student Development Educational Technology Committee (2009-Present)
- ✓ Faculty Representative for sub-Committee on Educational Policy (2009-Present)
- ✓ Student Development Representative on Education Council (2009-Present)
- ✓ Member of the EASL Departmental Work Allocation Committee (2009-2010)

- ✓ Faculty Representative for Educational Appeals Committee (2008-2010)
- ✓ EASL Representative for the Educational Technology Forum (2002-2009)
- ✓ Project Coordinator for Language Lab Renovation Project Charter (2005-2008)
- ✓ Member of the Educational Teaching and Technology Committee (2001-2007)
- ✓ EASL Liaison for the Centre for Technologically Enhanced Language Learning (2001)
- ✓ Chair of the English for Work subcommittee for Provincial Articulation (1999-2002)
- ✓ Chair of the EASL Departmental Educational Technology Committee (2000-2006)
- ✓ Member of the Community Music School Executive Committee (1999-2001)
- ✓ Chair of the EASL Department Selection Committee (1999-2000)
- ✓ Member of the ESL Provincial Articulation Committee (1996-2002)

## **CONFERENCE PRESENTATIONS (Highlights)**

### **ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA 2010**

*Isn't there supposed to be a comma here?* A workshop on curriculum design considerations for skilled and gifted adult ESL learners.

### **TRI-TESOL 1993**

*Sounds Sensational* A workshop focusing on the use of vocal techniques based on drama and music techniques to improve pronunciation, speech rhythm, stress and intonation.

*Developing a Teacher's Guide for Adjunct Courses* Six adjunct instructors from the U.S. and Canada were brought together to form a panel which answered questions from the audience on adjunct design and implementation. The information collected was organized into a handbook for educational institutions.

### **MINI-TEAL 1991**

*Drama Delights* A practical demonstration and discussion of classroom drama methodology and techniques and their incorporation into the EASL curriculum.

### **TEAL 1991**

*Behind the Mask - EASL and the Arts* A workshop-outlining mask and vocal techniques and their implementation in the EASL classroom.

### **TESOL 1990**

*Natural Assessment* An overview and discussion of a paper on nontraditional testing methods and evaluation techniques.

## **PROFESSIONAL AFFILIATIONS**

Teachers of English to Speakers of Other Languages (TESOL)

The Association of BC Teachers of English as an Additional Language (TEAL)

Teachers of English as a Second Language (TESL of Canada)

## **ACTIVITIES AND INTERESTS**

Subjects: performing arts, computers

Hobbies: horseback riding, swimming, scuba diving, skiing, and reading

Travel: Canada, USA, Hawaii, Japan