

AÉTIENE PIERS

Letter of Introduction

To Whom It May Concern:

My name is Aéliene Piers. I am an English-speaking, Canadian citizen, actively looking to secure a teaching position as soon as possible. For a long time now I have anticipated travelling to your country to immerse myself in the warmth of the environment, in the challenges of learning a new language and to experience the beauty of your culture and your citizens first hand. I am opened-minded, experienced and always willing to learn NEW methodologies to build my reputation as a responsible educator. I am respectful of cultural norms and religious differences. I am happy to learn and to participate in religious ceremonies, in prayer or silent meditation with teachers, students and parents. I look forward to applying my skills in instruction, tutoring and psychology to the teaching and growth of your many students.

As you can see from my CV I have had many opportunities to instruct and teach in the past. Beginning as an Aerobics Instructor teaching a wide variety of healthy, cardio oriented classes and continuing as a Supervisor and organizer of Adventure Pursuits, Aquatics, Fitness, Informal Recreation, Intramural Sports and Sport Clubs for the local community. During University I started my own tutoring business under the name Pomegranate Tutoring to tutor both grade school students in basic subjects such as Reading, Writing and Arithmetic and to tutor University level students in more complex subjects like English, History, Biology/Botany, Psychology and Philosophy.

English was of particular concern to foreign and recently immigrated students at both grade school and University levels. This prompted me to create a specialised program for them within my business based on the Cognitive Academic Language Learning Approach (CALLA) and Understanding by Design (UbD). The goal of this program was to help these students by developing and then further strengthening their English skills in order to increase their success in the mainstream classroom. Ultimately, these students were able to effectively listen, speak, read, and write fluently in English.

In order to adequately address the diverse needs of these English Language Learners, I worked with them outside of their classrooms for a set period of time each school day. I provided these students with a combination of direct English language instruction, and content-based instruction designed to boost their vocabulary and comprehension skills in various academic content areas.

Along with establishing a strong conversational level of English, I also worked to expand students' knowledge of content-specific vocabulary. Appearances can be deceiving with these students because they have often developed what I called "survival" conversational English skills in order to "get by" in the classroom. While it might appear these students are doing "just fine" when it comes to learning English the level of English skill necessary to comprehend and apply new information in a Math or Science course is far greater than the knowledge necessary for basic communication. Consequently, I began taking an inclusive approach emphasising Speaking, Phonetics, Writing and Grammar to help these students gain increased English proficiency.

After leaving University I was employed as a Manager of Information Technology with an Energy Insurance Reciprocal providing EIR-based insurance solutions to the Canadian energy industry. Following this, I began my own business again under the name of Liminel in the area of Marketing, Graphic and Web Design to serve the growing communications and technological needs of a series of local non-profit companies.

My personal characteristics are well adapted to teaching English. I have an abundance of energy and a high level of patience and personal respect for learners of all ages. I sincerely love people and enjoy creating an atmosphere of comfort and happiness where students not only learn but learn how to enjoy learning itself. I enjoy learning and being creative with my students through games, crafts, songs and many other fun activities. Most of all, I am a friendly and outgoing individual who will not only assist my students in the classroom but be a graceful and appreciative asset to your teaching staff.

I am eager to get started so that I can start serving your needs as soon as possible. If you have any questions for me, please, do not hesitate to ask. Please send me an e-mail or contact me between the hours of 1200 - 1400 MST (UTC - 7h) Monday - Friday at the phone number provided below.

I look forward to working with you and your staff to help your students develop the full potential they possess.

Sincerely,
Aéliene Piers
01 403 802 0360
ma.famille.et.mes.amis@gmail.com

AÉTIENE PIERS

Warm and diplomatic communicator, Experience teaching students from varied cultures, Emphasis on Developmental Psychology



SKILLS/BEHAVIOURS

- Proactive attitude in all areas and at all times
- Proven project management and problem-solving skills
- Excellent interpersonal and team-building abilities
- Comfortable facilitating meetings, framing decisions and resolving conflict
- Cross-cultural awareness and sensitivity
- Ability to manage multiple deadline-driven tasks simultaneously
- Strong analytical and organizational skills.
- Outstanding presentation and communication (both oral and written) skills
- Strategic business acumen
- Self-starter with ability to work without supervision, committed to drive for results
- Demonstrated ability to lead and influence in a rapidly changing environment
- Enjoys laughter (but never at the expense of others)

Liminel

Marketing, Graphic and Web Design
Calgary, Alberta
2001 - 2008

DESCRIPTION:

Proactively develop and manage the strategic implementation of marketing programs designed to build client market awareness, penetration and revenue growth across corporate, consumer products, advertising, web and graphic design market segments. Collaborate effectively with client leadership, corporate marketing (both creative and production), outside agency and vendor teams to ensure the delivery of well coordinated, targeted, high-impact communications in support of brand awareness, market share and most importantly, revenue goals.

KEY RESPONSIBILITIES:

Synthesize requirements and other input from SVP, VP's, Dir's, BDM's and other internal stakeholders into coordinated marketing strategies and tactics aimed at attracting and retaining customers. Ensure leveraging internal marketing efforts wherever possible by working with regional marketing managers to identify distinct regional needs or considerations. Articulate program and campaign plans and needs to agencies and internal implementation resources (e.g., Marketing Services, Web Production, Localization, Sales Operations) by publishing timely, clear and comprehensive creative briefs. Guide creative development, and drive selection of media for each campaign. Ensure vendor conformance to timing and budget parameters. Evangelize and provide needed training on marketing programs in regional and local offices.

Canadian Petroleum Insurance

Manager, Information Technology
Calgary, Alberta
2000 - 2001

DESCRIPTION:

Provide support for all aspects of computer and telephone systems. Maintain MS Windows server infrastructure. Purchase and deploy hardware and software. Liaise with vendors. Provide Desktop IT support to all employees. Troubleshoot, diagnose and solve problems. Develop Information Technology plans and budgets, Advise Management on Information Technology matters.

KEY RESPONSIBILITIES:

Excellent knowledge of Microsoft Office applications and MS Windows Vista. Knowledge of Cisco IP phone system. Knowledge of Blackberry Enterprise Server. Experience with network security. Excellent ability to prioritize tasks when faced with multiple, urgent challenges. Excellent interpersonal skills with ability to diplomatically address users' technical issues and problems. 5 years of experience in server administration and network management. 3 years of experience as an Information Technology Manager. Committed to maximizing the utilization of technology for achieving organizational goals.

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Pomegranate Tutoring

Instructor/Tutor
Waterloo, Ontario
1996 - 2008

DESCRIPTION:

Provide tutorial services on an individual and group basis to students from grade school through University in programs such as English, Sciences, Psychology and Philosophy. Including reviewing and clarifying course assignments, providing assistance on course content, setting up, organizing and modifying a plan for course assignments, developing and assessing appropriate learning strategies.

KEY RESPONSIBILITIES:

Review and clarify course assignments and lecture material with students; Discuss options available to complete assignments. Provide assistance on course content as required; assist in organizing course material in binders. Set up, organize and modify individualized study timetables during semester. Oversee student activities and identify problems and/or changes. Assist students in how to find resource material on the Internet and through library systems. Assess organizational learning technology requirements for training and performance improvement interventions; play a key role in evaluating, selecting, and implementing learning technology; monitor trends in emergent learning technology; research vendor products and services and recommend appropriate e-learning solutions; coordinate the installation, use, and maintenance of learning technologies and electronic performance improvement tools; and use multi-media and authoring software.

Kerry's Place Autism Services

Support Group Facilitator
1995 - 1996
Toronto, Ontario

DESCRIPTION:

Worked with young adults diagnosed with Autism and Aspergers Syndrome, using early guides to Aspergers Syndrome as a curriculum base and involving the class in a variety of social skill and teamwork-building activities.

KEY RESPONSIBILITIES:

Responsible for a wide range of services including: consultation to individuals, families, agencies and community groups; workshop development and presentation; intake role and direct support in various community groups. This position required strong leadership skills, verbal and written communication skills, organization skills and the ability to work independently and as a team player.

Community Support Services

Supervisor of Adventure Pursuits
Spring/Summer 1994
Waterloo, Ontario

DESCRIPTION:

Overall supervision of program areas including supervising specific programs consisting of six program areas: Adventure Pursuits, Aquatics, Fitness, Informal Recreation, Intramural Sports, and Sport Clubs., the facility and entry level staff.

KEY RESPONSIBILITIES:

This position required critical thinking skills and the ability to work independently. Supervisor worked constructively and collaborated with other CRS program areas and was expected to maintain an awareness of potential problems while creating a warm and welcoming atmosphere in each particular program area.

Family Fitness

Aerobics Instructor
1993 - 1998
Waterloo, Ontario

DESCRIPTION:

Lead various, appropriate types of aerobics programs and activities, including but not limited to: cardio-interval, stretch and flex, dynaband, spinning, cardiac fitness, cardio-combo, basic step, step interval, weight training, exeball, and clinical cardiopulmonary rehabilitation programs.

KEY RESPONSIBILITIES:

Continual supervision of all fitness/aerobics areas during class times to provide a safe, effective and motivating environment for physical activity. Assess continually the participants and their ability levels. Set up facility for any activity that is needed for assigned class. Constantly work with participants to enhance their knowledge of exercise, body alignment and exercise safety.

Over four years

experience tutoring children and University level students.

Provides supportive

environment for developing emotional and social growth.

Committed to

continuous improvement and life-long learning.

Extensive background

in counselling, instructing and program development.

Foundation TESOL Certificate

Teachers of English to Speakers of Other Languages

Awarded by Global TESOL College®

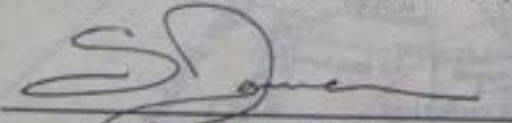
60 Hour Course

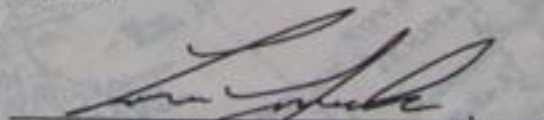
Awarded To:
Aétiene Piers

Date of Graduation:
February 1st, 2009

Certificate ID#: **S 9295**

To employers: For certificate verification email: verify@globaltesol.com


Education Director


President



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