

# Resources

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*The program facilities, equipment, and resources provide a learning environment that is accessible, safe, appropriate, and equipped to support learning.*

## **57. The program location and facilities are appropriate and accessible, and they enhance student life.**

- Program location is accessible by public transportation that is in operation during class times.
- Facilities accommodate the special needs of staff and students, for example
  - Handicapped access to the facilities (handicapped parking, ramps).
  - Larger, dedicated classrooms for ESL literacy.
  - Other.
- The program is located near a selection of the following services if those services are not provided by the institution:
  - Food outlets/cafeteria.
  - Library.
  - Child care.
  - Settlement/counselling services.
  - Other.
- Learners have access to facilities that enhance life, such as
  - A common area or lunch room that is adequately equipped, including, for instance,
    - Tables and chairs.
    - Microwave oven.
    - Access to water/sink.
  - Bulletin boards with announcements/content relevant to learners' lives.
  - Prayer rooms.
  - Other.

## **58. The facilities, including classrooms, are safe, clean, and well maintained.<sup>59</sup>**

- Facilities meet all relevant fire and safety regulations.
- Emergency exits and instructions are clearly posted.
- Washrooms, drinking water, and garbage cans are convenient and accessible.
- The program ensures suitable
  - Temperature control.
  - Noise control.
  - Lighting.
  - Ventilation and air circulation.
- The program schedules regular cleaning and maintenance of facilities.
- Rooms (classrooms, staff rooms, offices) are of appropriate size for number of occupants when at maximum capacity.

## **59. Classrooms are equipped for learning.<sup>60</sup>**

- The program provides adequate and sufficient furniture for learning:
  - Minimum of one adult-appropriate chair and desk (or table space) per learner using the classroom at any given time.
  - One teacher chair and desk per classroom.
  - Storage space in or near the classroom.
  - Blackboard or whiteboard.
  - Audiovisual screen.
  - Place for posting visuals and posters (e.g., a bulletin board).
  - Other.
- The program provides current, reliable, working equipment for learning, either in the classroom or readily accessible, which may include:
  - Overhead projector or document camera.
  - VCR/DVD players, TV.
  - CD/tape players.

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<sup>59</sup> See NEAS Australia (2008), Criteria B2; NEAS Australia (July 2006), Criteria A2 & 3

<sup>60</sup> See NEAS Australia (July 2006), Criteria A4

- Computer and computer projector with appropriate software (e.g., PowerPoint), and Internet access.
  - Smart board (IWB).
  - Individual listening stations.
  - Computer labs (with internet access and appropriate language learning software).
  - Other.
- Other equipment/materials/resources are available in the classroom as necessary, along with the necessary storage. For instance,
- Pencil sharpener.
  - Flipchart paper.
  - Hole punch.
  - Stapler, tape
  - Learners' dictionaries.
  - Class sets of textbooks.
  - Other.
- The program provides adequate technical support, along with clear procedures for the repair/maintenance of furniture and equipment.

**60. Learners have access to adequate and appropriate learning resources that are relevant to the curriculum and the needs of adult ESL learners, and include Canadian/local content.**

- The program supplies, or learners purchase, learning materials. These materials
  - Are appropriate for adults.
  - Are meaningful to the learners.
  - Are current.
  - Are available in sufficient quantity.
  - Adequately support the curriculum.
  - Reflect Canadian and local content (as far as possible).
  - Comply with Canadian copyright laws.
- If necessary, to ensure that adult learners have materials that support learning both inside and outside of class, the program seeks funding to ensure learners are supplied with their own workbooks, handouts, binders, textbooks (etc.) that
  - Learners can write in.

- Learners can take home.
- Learning resources that learners have access to may include any of the following:
  - Computer software + necessary hardware.
  - Learner dictionaries.
  - Audiovisual materials.
  - Class sets of textbooks.
  - Textbooks and workbooks that learners purchase.
  - LINC materials.
  - CLB-referenced materials.
  - CLB posters.
  - Other.
- If relevant, Essential Skill (ES) resources are available and in use, allowing learners to access meaningful information of use in class and in the workplace. Examples of such ES resources include:
  - *Authentic Workplace Materials*
  - *Essential Skills Primer: CLB Stage 1 The Diagnostic*
  - *Essential Skills Profiles*
  - *Literacy and Essential Skills Toolkit*
  - *How Do Your skills Measure Up website*
  - *National Occupation Classification (NOC)*
  - *Occupational Language Analyses (OLA)*
  - *Working to Learn EBook*<sup>61</sup>
  - *Workplace Informal Learning Matrix (WILM)*
  - Other.
- These ES resources are used in such a way that learners
  - Explore workplace options.
  - Identify skills.
  - Identify skill-gaps.
  - Identify learning objectives and goals.
  - Access useful information regarding occupations and professions.
  - Access information in order to complete meaningful written/oral communication tasks (e.g., compare 2 professions; contrast the skills practiced in their profession in Canada and their country of origin; give a presentation on an occupation; role-

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<sup>61</sup> A free set of online videos put out by the Centre for Education and Work along with the University of Manitoba.

play a job interview related to a particular occupation).

**61. Outside of class time, learners have access to resources and facilities that promote learning, either within the program or in proximity to the program.**

- Learners have access to a study area.
- Learners have access to a resource room or library that includes a selection of the following:
  - Reading material that is meaningful, appealing to adult learners, and at an appropriate reading level (including graded readers, accessible novels).
  - Listening resources.
  - Dictionaries.
  - Community information.
  - Photocopying facilities.
  - Other.
- Learners have access to computers and any of the following:
  - Internet access.
  - Appropriate language learning software (e.g., pronunciation, grammar, writing programs).
  - Printers.

**62. Instructors have access to a work area that is equipped to support the planning of instruction.<sup>62</sup>**

- The program provides a defined office space for instructors, of sufficient size to include
  - Enough furniture (chair/desk/work space) to accommodate all instructional staff working in the office at the same time (furniture may be shared by instructors working at different times).
  - Storage space for each instructor.
- The program provides a common area/meeting room for staff, supporting collaboration and meetings.
- The program ensures instructors have access to equipment for preparation, such as:

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<sup>62</sup> See NEAS Australia (2008), Criteria B5; NEAS Australia (July 2006), Criteria 4

- Computer.
- Printer.
- Photocopier/printing services.
- Paper cutter, hole punch, staplers, scissors, etc.
- The program ensures instructors have access to supplies for preparation and instruction, such as
  - Whiteboard pens or chalk.
  - Pencils, pens, markers.
  - Staples, paper clips, tape, stickies.
  - Paper (of different sizes, colors, lined and blank).
  - Flipchart paper, transparencies.
  - Files, folders.
  - Other.

**63. Instructors have convenient access to an organized and regularly updated collection of teaching/learning/assessment resources that are relevant to the curriculum and the needs of adult ESL learners and include Canadian/local content.**

- Instructor reference materials are up-to-date and consistent with contemporary understandings of TESL theory and practice. These include a selection of the following:
  - Key texts related to pedagogy and theory.
  - Journals.
  - Canadian Language Benchmarks resources.
- Teaching/learning/assessment resources are up-to-date and of sufficient quantity and quality to support the curriculum. These include a selection of the following:
  - Student texts.
  - Instructor manuals.
  - Software.
  - A file of common, shared teacher materials.
  - Realia.
  - Listening materials.
  - Audiovisual materials.
  - Suggested websites.
  - Class sets of textbooks.
  - LINC materials.
  - CLB-referenced materials.
  - Other.
- If relevant, a selection of resources for Essential Skills is available

and in use<sup>63</sup>, such as

- [www.itsessential.ca](http://www.itsessential.ca) (ESL and Essential Skills for Work, Language for Work series)
  - [www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)
  - *How Do Your skills Measure Up* website
  - SkillPlan At Work series of books:
    - *Reading at work*
    - *Numeracy at Work*
    - *Document Use at Work*
    - *Writing at Work*
  - *Literacy Basics* (a training website for the use of Essential Skills in teaching literacy)
  - *Applications of Working and Learning National Project* at <http://www.awal.ca/about.asp>
  - *Language for Work: CLB and Essential Skills for ESL Instructors.*
  - *On the Job: ESL and Essential Skills for Work*
- Teaching/learning/assessment resources have content and visuals that appeal to adult learners.
  - A significant proportion of the materials (teacher generated materials, textbooks, audiovisual materials, websites, realia) represent Canadian content.
  - Instructors have convenient access to the resource collection.
  - One or more identified people have responsibility for organizing, maintaining, and updating the collection.
  - The program secures funding for the ongoing acquisition of current reference materials and teaching/learning/assessment resources.

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<sup>63</sup> See the References and Further Reading section that follows for reference information on each of the following.

## References and Further Reading: Resources

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### Essential Skills Resources

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