The Staff

The program employs appropriately qualified and experienced staff, providing them with appropriate compensation, professional treatment, and professional development.

18. **The program hires staff who are culturally aware, understand the diverse needs of the student body, and treat learners with dignity and consideration.[17]**

   —The staff demonstrate an ability to communicate with non-native English speakers through, or as a result of any of the following:
   - — Demonstrated patience and respect towards learners having difficulty communicating.
   - — Work experience in a diverse community in Canada.
   - — Residence or work abroad.
   - — Participation in training courses on cross-cultural communication.

   —The staff demonstrate an understanding of the predominant cultures of the learner population as a result of any of the following:
   - — Work experience among those particular populations in Canada.
   - — An ability to speak the language of one of the predominant groups.
   - — Reading literature/articles on the student population.
   - — Residence or work in the learners' countries of origin.
   - — Participating in relevant community forums, meetings.
   - — Participating in relevant workshops, seminars.
   - — Membership in one of the dominant cultures of the learner population.

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[17] Informed by TESOL (2003), Standard 7E

— The staff demonstrate a developing understanding of the needs of adult ESL learners as a result of any of the following:
- Participating in conversations with learners.
- Reading literature on the student population.
- Participating in relevant community forums, meetings.
- Participating in relevant workshops, seminars, etc.
- Having themselves participated in second language programs as adult learners.

19. The program hires qualified staff with the background, skills and abilities to administer an ESL or LINC program.

— The administrator has expertise and/or training in a variety of TESL-related areas, including a selection of the following:
- Second language acquisition theory.
- Current TESL theory and practice.
- Material analysis/curriculum development.
- Assessment/feedback.
- Canadian Language Benchmarks.
- The goals and regulations of LINC Programming.
- Other.

— The administrator has ability, expertise and/or training in a wider variety of areas, including a selection of the following:[18]
- Recruitment.
- Program research.
- Budgets and finances.
- Funding (accessing sources of; writing proposals for).
- Employment conditions.
- Interpersonal relations/conflict management.
- Program management.
- Leadership training.

— The administrator is active in the ESL field as demonstrated by any of the following:
- Membership in a professional TESL association.
- Regular attendance at TESL conferences/workshops.
- The establishment of links to the ESL profession

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[18] See Henry (1997)

(e.g., by hosting events at the institution).
- Presentations at conferences/workshops.
- The administrator
  - Advocates on behalf of staff, learners, and program.
  - Is accountable to internal, community, and external stakeholders.
  - Is adept at crisis intervention, problem solving, and conflict resolution.
  - Keeps lines of communication open with learners, instructors, and other staff.
  - Is aware of issues, concerns, successes, and innovations within the program.
  - Supports and encourages innovation.
  - Views staff as a team, encouraging staff to use their expertise, skills, and abilities.
  - Is adept at time management.

20. The program hires qualified instructional staff with training in the theory and methodology of teaching and learning ESL.

- Qualifications for teaching in the program include formal training in TESL. Formal training includes any of the following:
  - TESL Canada Professional Certificate or equivalent[19], minimum of a Standard One Certificate.
  - Bachelor's degree in TESL.
  - After-degree Diploma in TESL.
  - Master's degree in TESL.
  - Master's degree in a related subject (linguistics, adult education) with a specialization in TESL.

- Instructors with a range of qualifications are hired (i.e., while some instructors may only have the minimum certification requirements, the program ensures that some instructors have the equivalent of TESL Canada Professional Certification, Standard Two or Standard Three).

- Not having the above qualifications may be mitigated temporarily,

[19] See the TESL Canada website for current certification requirements: http://www.tesl.ca/Assets/TESLCanada

in special circumstances, if the instructor is working towards recognized TESL qualifications and a selection of the following are in place:

— The instructor has expertise in a relevant content area (e.g., nursing or engineering when teaching an ELT course for nurses or engineers).
— The instructor has extensive experience in TESL.
— The instructor accesses on-going professional development in ESL theory and methodology.
— The instructor is paired with or mentored by an experienced, trained ESL instructor.

21. The program hires instructional staff with the skills, abilities, and dispositions necessary for effective instruction.[20]

— Instructors' proficiency in speaking, listening, reading and writing, as well as in social, business and academic English, is functionally equivalent to that of a native speaker with some higher education.

— Instructors are proficient in the skills they are teaching. For instance,
— If teaching academic writing, instructors are competent academic writers.
— If teaching public speaking, instructors are confident public speakers.
— If teaching business English, instructors are able to lead a business meeting, make a presentation, write a resume, write a proposal, etc.
— Other.

— Instructors are innovative, creative, and enthusiastic.

— Instructors demonstrate the ability to plan instruction to promote learning and meet learner goals by:
— Incorporating an understanding of the learners' needs, interests, prior learning and background knowledge into plans for instruction and assessment.
— Articulating short and long term plans/goals.
— Developing lesson plans that
— Support the curriculum.

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[20] This Best Practice and indicators are informed primarily by TESOL (2008).

- — Include time for learning, practice, review, and assessment.
- — Articulating objectives/purposes of particular classroom activities and resources.

— Instructors demonstrate the ability to organize and manage a classroom such that
- — Learners are engaged and participate.
- — Interaction is respectful and constructive.
- — Instructions are clear and activities run smoothly.
- — Time is used effectively.
- — Unexpected events are incorporated into learning.

— Instructors make changes to plans to ensure learner engagement and achievement.

— Instructors demonstrate the ability to assess and provide constructive feedback to learners.

— Instructors demonstrate an awareness and understanding of community resources.

22. The program hires instructional and/or other professional staff with varied levels of experience and areas of expertise.

— The program hires instructors with a range of experience (i.e., while some instructors may be novices, the program ensures that a majority of instructors are experienced).

— The program hires instructors or other professional staff (e.g., counselors, curriculum developers) with special expertise or training in areas that support program goals. Depending on program goals, some of those areas may include
- — Assessment.
- — Curriculum development.
- — Technology for language learning.
- — Cross-cultural communication.
- — Workplace skills.
- — Counselling.
- — ESL literacy.
- — Content specialist for ELT courses (e.g., a nurse, an engineer).
- — Pronunciation instruction.
- — Grammar instruction.
- — Reading/writing/listening/speaking instruction.
- — TOEFL/IELTS/CAEL preparation.

- — Canadian Language Benchmarks.
- — Essential Skills.
- — Other.

—Experienced and specialist staff are encouraged and given the opportunity to do any of the following:
- — Apply their expertise.
- — Provide mentoring and leadership.
- — Provide in-house training.

23. The program hires support staff with the training, qualifications, abilities and dispositions to ensure the smooth running of the program.[21]

—Based on the needs of instructional staff, administrative staff, and learners, sufficient support personnel are hired to ensure efficient day to day operations of the program. Depending on the size of the program, these may include:
- — Receptionists.
- — Administrative assistants.
- — Office managers.
- — Instructional aides.
- — Technology support specialists.
- — Counselors/advisors.
- — Finance specialists.
- — Other.

—The hiring process for support staff
- — Ensures that support staff have appropriate training, qualifications and experience for the job.
- — Ensures that support staff have the disposition to work with and support the learner population (e.g., the desire and communication skills to help learners to gain access to services, support, and solutions).
- — Gives preference to applicants demonstrating cross-cultural sensitivity and experience.

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[21] Informed by TESOL (2003), Standard 7F

24. New staff (administrative, instructional and support) are oriented to the program, the learners, and the broader institution.

— Orientation of new staff includes information regarding a selection of the following:
  — The program as a whole, as well as their particular place in that program.
  — Facilities and services.
  — Policies and expectations that may be unique to the program (e.g., expectations regarding learner assessment, record keeping, etc.).
  — The learner population.
  — The curriculum.
  — The resources available for successful job performance.
  — Those requirements of copyright legislation that are relevant to their jobs.
  — Those requirements of confidentiality, privacy and freedom of information acts (Freedom of information and Protection of Privacy Act[22]; or Personal Information Protection Act[23]) that are relevant to their jobs.

— New staff are oriented to the program in a variety of the following ways:
  — Discussion with supervisor.
  — Job shadowing.
  — Pairing of new staff with co-workers from the program.
  — Observation of instruction or other program activity.
  — Group workshop/video.
  — Written program description.

— Newly qualified staff have access to mentoring and support for a period of ____ months.

— Recently promoted staff have access to relevant skills training and support.

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[22] For Public institutions

[23] For Private-sector organizations (businesses, non-profit organizations)

25. The program takes a principled approach to providing ongoing professional development. [24]

—There are processes in place, and persons responsible, for guiding professional development, including
- A process for determining needs.
- A process for prioritizing needs.
- A process for systematically planning and implementing professional development opportunities.

—Some of the following are considered when determining appropriate professional development for a particular program:
- Goals/mission of the program.
- Program needs and gaps.
- Solicited feedback from staff regarding their needs for professional development.
- Individual needs of instructors teaching particular courses (e.g., an ESL literacy class).
- Needs of the learner population.
- Current trends and research.

—A selection of professional development opportunities is offered to staff. These may be developed in-house, or offered in conjunction with other ESL programs or TESL organizations. Priority is given to professional development that involves any of the following:
- Ongoing commitment of participants.
- Opportunities to apply what is learned.
- Opportunities to report back, receive feedback on, and further refine what is learned.
- Opportunities for mentorship and collaboration.

26. The program facilitates, encourages, acknowledges and rewards participation in professional development.

—The program supports ongoing professional development through
- Ensuring regular access to professional development through release time, rescheduling of classes, etc.
- Ensuring ongoing funding for professional

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[24] See CAELA Network (2008)

development.

— The program recognizes staff who demonstrate commitment and professionalism in accessing ongoing professional development. This recognition may include:
  — Providing incentives such as
    — additional opportunities for professional development.
    — opportunities for advancement.
    — salary increments.
    — priority for special project selection.
  — Providing opportunity to apply what is learned through program innovations, pilot projects, etc.
  — Providing opportunity to share what is learned.
  — Encouraging staff to undertake new challenges and responsibilities.
  — Facilitating collaboration on projects.

— Instructor involvement in local, provincial and national TESL organizations is facilitated, encouraged, acknowledged, and rewarded through some of the following:
  — Release time to attend conferences/meetings.
  — Rescheduling of classes to allow staff to attend conferences.
  — Reimbursement of fees and/or substantial defrayment of costs for attending conferences.
  — Release time or support for leadership/involvement in TESL organizations.
  — Release time for staff to serve on professional committees.
  — Opportunities for staff who contribute to the profession, or who serve in positions of leadership in TESL organizations, to share their expertise with co-workers.
  — Opportunity to share what is learned (e.g., mentoring a co-worker, presenting information in-house).
  — Opportunity/encouragement to apply what is learned through program innovations, pilot courses, etc.

27. **The program provides resources and opportunities for staff to expand their understanding of the learner population, adult**

second language acquisition, and best practices in the TESL field.[25]

Opportunities and resources are provided for expansion of knowledge in some of the following areas:

— Current peer-reviewed research related to adult second language acquisition.

— Current trends, approaches, methods and strategies related to adult second language teaching.

— Current trends, approaches, methods and strategies related to teaching particular language skills (e.g., listening, academic writing, pronunciation).

— Components of language (e.g., the English sound system, grammar, vocabulary).

— Technology (e.g., training in the use of new software, equipment, or new technologies in learning).

— Particular learner populations and communities (e.g., ESL literacy; youth in transition; learners with learning disabilities).

— Research and strategies related to teaching specialized classes (e.g., teaching TOEFL Preparation).

— Affective factors that influence adult language learning.

— Culture, cultural awareness, cross-cultural communication, and their impact on the second language classroom.

— Assessment.

— Curriculum development.

— Accessing funding.

— Community resources.

— Knowledge and use of Canadian Language Benchmarks for curriculum/course development, instruction, and assessment.

— Knowledge and use of Essential Skills for any of the following:
   — Workplace needs/interest assessment.
   — Resources for occupation-specific authentic tasks and materials.
   — Occupation-specific language training.

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[25] Informed significantly by CAELA Network (2008)

— Curriculum development.
— Development of materials and tasks with an authentic workplace focus.

—Other.

28. Instructional and administrative staff demonstrate commitment and professionalism through reflective practice, collaboration, and ongoing professional development.[26]

—ESL instructors and administrators demonstrate ongoing commitment to their profession by
— Seeking out opportunities to learn.
— Applying what is learned.
— Interacting with and reflecting on what is learned.
— Sharing what is learned.

—Instructors and administrators participate in a variety of the following activities:
— Mentoring and/or being mentored.
— Observations of peers.
— Collaborating with colleagues on projects (e.g., curriculum or test development) or classroom research (e.g., new methods of assessment).
— Joining and participating in professional associations.
— Reflecting (and recording reflections) on "what worked and what didn't work" in class.
— Engaging in discussions with ESL colleagues and professionals (e.g., an ATESL special interest group).
— Attending TESL workshops and conferences.
— Presenting at TESL workshops and conferences.
— Taking a course that expands understanding of the learner population, the TESL profession, or the process of learning a language (e.g., taking a language course or a course in teaching ESL literacy learners).
— Critically informed reading about second language learning, second language teaching, and the learner population.

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[26] See TESOL (2008), Standard 8: Commitment

— Publishing in newsletters, magazines, journals.
— Attending community events of the cultural communities represented in the program.
— Taking on new challenges and responsibilities (e.g., teaching a class for a new learner population; developing a curriculum or test; writing a grant proposal; teaching a new course or workshop) and actively pursuing the skills and knowledge necessary for success.
— Helping other educators or workplace and community stakeholders understand ESL learners and the second language learning process (e.g., through serving on committees, publishing).

29. The compensation of program staff is equivalent to the compensation of staff with comparable qualifications in similar positions in the broader institution or in similar programs across institutions.[27]

— The program works towards providing employment opportunities that meet instructors' preferences where possible, for example:
— Full or part-time employment.
— Day or evening employment.
— Contract or ongoing employment.

— The program works towards providing benefits (e.g., healthcare, pension) for staff.

— Instructors are financially compensated for non-instructional activities such as
— Curriculum, materials and test development.
— Program meetings.
— Placement testing.
— Preparation and marking.
— Student conferences.
— Required staff development functions.

— The program provides a salary scale and promotional ladder that reward
— Qualifications.
— Experience.

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[27] See TESOL (2003), Standard 7A

— Competence.
— Professional development.

30. There are policies and procedures in place that ensure ethical treatment of staff.[28]

— Hiring practices are ethical and transparent, including
  — Clearly stated required qualifications (e.g., in advertisements).
  — Written policies for recruiting, interviewing, and hiring.

— Staff receive timely appointment letters or contracts.

— Written descriptions of duties and responsibilities are available for all positions.

— Staff receive a written copy of program policies.

— Staff receive and agree to abide by a clearly articulated statement of program expectations regarding ethical conduct. This code of conduct covers a selection of the following issues:
  — Interactions with learners and with other staff.
  — Conflict of interest in hiring practices, acquisition of services, supplies, or equipment.
  — Competition in business with the employer (e.g., private tutoring of a learner who may be able to access the same services through the institution).
  — Representation of the institution to the broader community.
  — Other.[29]

— Staff have access to a grievance procedure.

— The program provides clear criteria for dismissal.

— Instructors are informed of employment prospects for the following term in a timely manner.

— Federal and provincial regulations for Labour Standards are followed.

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[28] See TESOL (2003), Standard 7B

[29] *Ethical guidelines for ESL Professionals in Alberta* (ATESL, 2007) provides a list of ethical standards of conduct for ESL practitioners in relation to students, colleagues, and the ESL profession.

31. There is a process in place for the regular evaluation of administrative, teaching, and support staff.

— The program provides learners with the opportunity to anonymously evaluate program staff (administrative, instructional, and support).

— Results of learner staff evaluations are reported to the relevant staff in a timely manner.

— Regular evaluation of **administrative staff** takes into account a selection of the following:
  — Formal and informal feedback from learners.
  — Formal and informal feedback from teaching and support staff.
  — Performance/annual review reflecting a selection of the indicators listed in BP#19 and BP#28.
  — Other.

— Regular evaluation of **instructional staff** takes into account
  — Formal and informal feedback from learners and support staff.
  — Feedback from administrator (e.g., regarding classroom observation, lesson plans, self-evaluation).
  — Participation in professional development (for more detail, refer back to BP #28)
  — Competence in terms of their skills and abilities (for more detail, refer back to BP #21)
  — Other.

— Regular evaluation of **support staff** takes into account any of the following
  — Formal and informal feedback from learners.
  — Formal and informal feedback from administrative/instructional staff.
  — Performance review.
  — Other.

— Criteria for evaluation are measurable and clearly stated.

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