Best Practices for Adult EAL and LINC Programming in Alberta

Alberta
Labour and Immigration

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Writers

Herly Urbiztondo-Cervera

Sara Gnida

Inclusion Advisors

2SLGBTQ+ Inclusion: Stacy Norrbom

Indigenization: Suzanne Clavelle

Supporting Learners with Diverse Learning Needs: Theresa Wall

EAL Literacy: Theresa Wall

Project Manager

Sara Gnida

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ATESL would like to acknowledge the influence of TESOL Standards for Adult Education ESL Programs (2003) throughout the first eight sections of this document.

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ATESL

The Alberta Teachers of English as a Second Language (ATESL) is a professional organization that promotes the highest standards of teaching and English language program provision for all learners in Alberta whose first language is other than English.

Professional Development Opportunities

Encouraging and providing professional development opportunities that are consistent with generally accepted principles of adult learning and with currently understood principles of second language learning and teaching.

Liaising

Liaising with other organizations, local, provincial, national, and international, engaged in education.

Creating Awareness

Creating awareness about immigration, settlement of immigrants, and English language learning by communicating with government, business, and the general public.

Communicating Standards

Encouraging awareness of issues of accountability and program standards by communicating with English language program providers and learners.

Develop Policies & Procedures

Working collaboratively with government to develop policies and procedures which govern the provision of English language programs and related services for immigrants to Canada.

Involving Learners

Encouraging and supporting the participation of learners in the decision-making processes that determine their educational choices.

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Introduction

A Brief History

The Alberta Teachers of English as a Second Language (ATESL) *Best Practice Guidelines for Adult ESL/LINC Programming in Alberta* was originally drafted in 1994 in response to the federal government's implementation of Language Instruction for Newcomers to Canada (LINC). The document was one of the first of its kind to specify a list of quality practices related to EAL programming. Since that time, standards documents focusing on the provision of English language instruction to adult learners have emerged in other jurisdictions and countries, including the following:

- *TESOL Standards for Adult Education ESL Programs* (TESOL, 2003)
- *Guidelines for English as a Second Language (ESL) Programming and Services* (Nova Scotia Department of Education, 2003)
- *TESOL Technology Standards Framework* (TESOL, 2008)
- *Standards and Criteria for ELT Centres* (NEAS Australia, 2008)
- *Keystone Concepts: Guiding Principles and Components of Program Planning* (Toronto Catholic District School Board, 2015)
- *NEAS Australia Quality Practice Guide* (NEAS Quality Assurance in Education and Training, 2019)
- *A Principles-based Approach to Supporting Learners* (AMSSA, Strengthening Diversity in BC; Solnes, Yuen, & Wilber, 2019)

The ATESL Best Practices document was revised in 2004[1], and then underwent a significant re-write in 2009[2]. The 2009 revision led to the creation of 67 statements of best practice for adult ESL/LINC programs in Alberta, each supported by indicators that demonstrate and clarify the best practice. These statements were organized into nine sections: *The Program, Learner Support*, *Staff, CLB (Canadian Language Benchmarks), Curriculum, Instruction, Learner Assessment, Resources,* and *ESL literacy*.

While most of the best practice statements and their clarifying indicators remain relevant, there have been multiple shifts in practice and priorities related to EAL instruction in Canada over the last decade, including new practices and guiding documents related to EAL literacy, Portfolio Based Language Instruction (PBLA), and Skills for Success (Essential Skills). Also, advances in technology for learning, accelerated by the Covid-19 pandemic and the subsequent switch to online teaching by most EAL instructors in the province, have changed how learners access

learning and how instructors provide learning. Most crucially, there is growing recognition of the need in our profession to very deliberately address the inclusion and needs of marginalized groups of learners: 2SLGBTQ+ learners, learners with disabilities, learners managing issues related to trauma, and racialized learners. Related to this, there is the need for our profession to respond effectively and thoughtfully to the multiple calls for reconciliation, justice and equity that we have seen over the last decade, most especially in relationship with the Indigenous peoples in Canada.

Our language learners both strive and deserve to have their voices heard, their learning needs met, their rights acknowledged, and their identity respected both within and beyond the confines of adult EAL learning structures – a mandate that this third revision of ATESL's *Best Practices for Adult EAL and LINC Programming in Alberta* aims to address.

A Shift in Terminology

The term "ESL" (English as a Second Language), used in the previous documents, has been replaced with "EAL" (English as Additional Language) in this document. This more inclusive term recognizes that learners of English may speak many more than just two languages.

The Process of Revision

A project team was hired with the mandate to update the 2009 Best Practices document to reflect the changes in priorities and practices in the EAL profession over the past decade, and specifically to address inclusion, update technology, and ensure that the best practices would be accessible and useful even in non-traditional contexts. The project began with an initial literature review of existing best practice documents, LGBTQ inclusion, Indigenization, and learning disabilities. (See Literature Review)

The project team then surveyed ATESL members to explore their familiarity with and use of the 2009 Best Practices document, as well as to gather information about barriers and practices related to inclusion, Indigenization, and technology in EAL instruction in Alberta. ATESL members were also asked for input on how to improve the accessibility and usability of the document/website. Feedback from the survey informed the content of the inclusion and technology sections. As well, it guided subsequent decisions related to the format and interactivity of the best practices website.

Inclusion Advisors were hired to provide expertise, input and guidance into the drafting of new best practice sections related to LGBTQ2S+ inclusion, Indigenization, and supporting learners with a variety of learning needs. Subsequently, additional sections were drafted related to Anti-Racism, Technology and Online Learning, and Skills and Language for work. The EAL for Literacy section was also significantly updated, along with the Instruction section. Each of these sections include Best practice statements and indicators, similar in format to the 2009 document. They also include vignettes that illustrate how the best practices may be applied in a variety of contexts, along with a curated collection of professional development resources, classroom resources, and community resources.

New Inclusion Sections

- ❑ Indigenization
- ❑ 2SLGBTQ+ Inclusion
- ❑ Anti-Racism
- ❑ Supporting Learners with Diverse Learning Needs

Other New Sections

- ❑ Technology and Online Learning
- ❑ Skills and Language for Work

Updated Sections

- ❑ The Program
- ❑ Learner Support
- ❑ The Staff
- ❑ Canadian Language Benchmarks and Portfolio Based Language Assessment
- ❑ Curriculum
- ❑ Instruction
- ❑ Learner Assessment
- ❑ Resources
- ❑ EAL Literacy

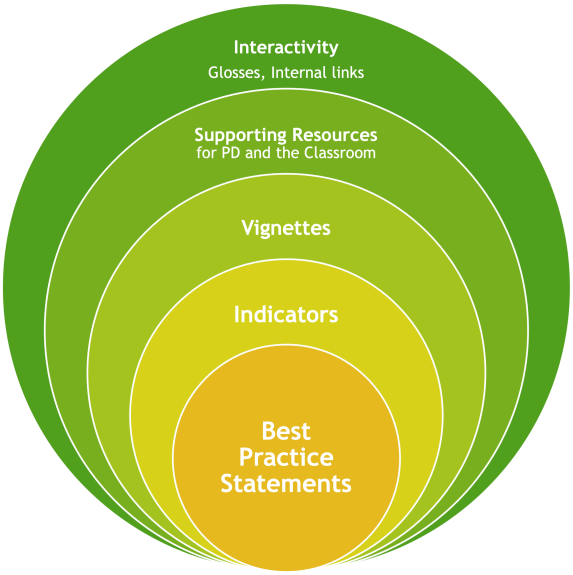
The new sections were sent for review to selected ATESL members and others with expertise in those areas. These reviewers provided input on the best practices, suggested additional resources, and in some instances assisted with the composition of some of the vignettes.

The remaining best practice sections were then updated, and professional development resources and classroom resources (where relevant) were again curated for each section.

Once the document was drafted, ATESL members and Community Adult Learning Program (CALP) members were invited to provide additional input on the best practices during focus group consultations. A total of 54 participants attended the online focus group sessions. These focus group discussions affirmed the content of the best practices and resulted in further enrichment and polishing of the document.

A web-portal was then designed that allows for interactivity, glosses, and easy access to resources that support the best practices – all characteristics that were requested in the survey and the focus groups.

An Aspirational Document



Best Practices for Adult EAL and LINC Programming in Alberta is organized into the 15 sections described above. The core of each section are the *Statements of Best Practice*, each supported by lists of *Indicators* that identify ways to meet the best practice. To encourage implementation of the best practices in both traditional and non-traditional classrooms, *Vignettes* illustrate how the best practices may be applied in a variety of contexts. Also, each section comes with a curated list of *Supporting Resources* for professional development, as well as resources for the classroom (where relevant). Glosses, internal links, and links to resources enhance the usability of the document. To ensure accessibility, the ATESL Best Practices are available in a variety of formats:

- **Website**: The version on the website includes glosses, descriptions of and links to resources, PDFs of the best practice chapters, and checklist versions of the best practices. https://www.atesl.ca/resources/best-practices-adult-eal-and-linc-programming-alberta/
- **PressBook**: The PressBook version includes glosses, internal links, and links to resources.
- **PDF** and **EPUB 2.01** (available on the website)
- **Print**

The ATESL Best Practice document delineates a common set of expectations regarding what constitutes best practice in adult EAL and LINC programming in Alberta. However, as in the 2009 document, it is important to note that this is **not** a prescriptive document. It is not expected that all programs or individuals will be able to "check off" all of the indicators under a statement of best practice. Instead, the best practices should be viewed as aspirational. The indicators are there to clarify and identify ways to meet the expectations set up by the best practice statements. With the ATESL Best Practices, we aim to do the following:

- Provide a frame of reference for all those involved in providing EAL programming in Alberta.
- Guide EAL practitioners as they reflect on their roles as instructors, administrators, facilitators, and volunteers.

- Provide goals to aspire to (the *Statements of Best Practice*) along with concrete steps to take to reach those goals (the bulleted *Indicators*)
- Prompt the desire to learn and explore more about the practices being described (the *References and PD Resources* sections).
- Connect instructors with easy to access resources they can use in their classrooms (the *Resources for the Classroom* and *Community Resources* sections).

Most importantly, this third revision of ATESL's *Best Practice Guidelines for Adult EAL and LINC Programming in Alberta* aims to guide and support EAL instructors and programs as they ensure that their language learners' voices are heard, their learning needs met, their rights acknowledged, and their identity respected both within their classes and in the broader Canadian community.

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[1] funded by Alberta Advanced Education and Career Development, and Citizenship and Immigration Canada (CIC)

[2] Alberta Employment and Immigration, and Citizen and Immigration Canada (CIC)

THE PROGRAM

The program structure is effective, inclusive, professional, and ethical, ensuring the best interests of learners in terms of administration, planning, marketing, delivery, and evaluation.

Statements of Best Practice

for The Program

The program structure is effective, inclusive, professional, and ethical, ensuring the best interests of learners in terms of administration, planning, marketing, delivery, and evaluation.

1. The program has a clearly articulated statement of its mission, philosophy, values, and goals, which has been developed with input from stakeholders and is available to everyone involved.[1]

_ Documents exist that clarify the following:

- _ The mandate of the program
- _ The role of the program in a larger institution and/or the community (local, national and/or international)
- _ Program goals/strategic plans
- _ Assumptions (regarding language learning, language teaching, adult education, etc.)
- _ Unique aspects of the program (in terms of mission, goals, values, learner population, practices, etc.)
- _ Programs and policies that protect the rights, freedoms, and safety of all staff and students, with specific mention of ability/disability, race, sexual orientation, gender identity, and gender expression (See Best Practices for Anti-Racism and 2SLGBTQ+ Inclusion)
- _ Other

_ A variety of stakeholders have provided input into these documents, including, for example:

- _ Administrative, instructional, and support staff
- _ Learners
- _ Advisory bodies (e.g., board)
- _ Funders

- _ Community/business stakeholders, partners, and leaders
- _ Other agencies involved with learners and/or graduates of the program (e.g., employers, professional associations, educational institutions)
- _ Other

_ The mission, philosophy, values, and goals of the program are clearly communicated to the following:

- _ Administrative, instructional, and support staff
- _ Learners
- _ Advisory bodies (e.g., board)
- _ Funders
- _ Community/business leaders
- _ Other agencies involved with learners and/or graduates of the program (e.g., employers, professional associations, educational institutions, marketing agents or agencies)

2. The program follows ethical, transparent, and financially sound procedures for the management of funds, meeting legal, funding, and regulatory requirements and maintaining procedures to facilitate the financial stability of the program.

_ The program has an annual budget, annual plans, and strategic plans.
_ The budget is developed with input from relevant stakeholders.
_ The program has systems in place for the following:

- _ Collecting funds
- _ Tracking expenditures within the budget
- _ Reporting financial information to stakeholders, the broader institution, funders, and other relevant external bodies
- _ Auditing and balancing of accounts

_ Policies and procedures related to student fees, refunds, and cancellations are clearly communicated to learners.
_ Adequate budgeting is in place to ensure the following:

- _ Sufficient and fairly remunerated staff (See Best Practice #28 in Staff)
- _ Onboarding and ongoing professional development (See Best Practices #24–27 in Staff)
- _ Adequate facilities and equipment (See Best Practices for Resources)
- _ Support services (See Best Practices for Learner Support, Supporting Learners with Diverse Learning Needs, and EAL Literacy)

_ Ongoing curriculum development (See Best Practices for Curriculum)
_ Up-to-date materials/resources (See Best Practices for Resources)
_ Other

3. The program complies with legal requirements regarding confidentiality, privacy, freedom of information, and copyright legislation.

_ Public institutions comply with the requirements of the Freedom of Information and Protection of Privacy Act (FOIP).
_ Private or non-profit organizations comply with Alberta's *Personal Information Protection Act* (PIPA).
_ Staff are familiar with those requirements of the acts (FOIP or PIPA) that are relevant to their jobs.
_ Access to learner records is controlled and secure.
_ Learners sign waivers to release personal information.
_ Personal information and student work is displayed or published only with the written permission of the individuals concerned.
_ Student work that is collected for use as a teaching tool in future classes is anonymous and used only with prior consent.
_ Without written consent, personal information is only disclosed in circumstances delineated in the Personal Information Protection Act (e.g., for legal authority, protection against fraud, emergency notification of nearest kin, audit, etc.).
_ Staff are familiar with the requirements of copyright legislation and are asked to abide by copyright laws.
_ The **intellectual property** of staff is respected and protected.
_ Recording of online workshops, sessions, or classes is done only with the prior verbal or written consent of participants (i.e., students, facilitators, and/or staff).
_ Staff may sometimes be required to sign confidentiality agreements.

4. The program structure is effective and clearly delineated, with policies and personnel to support instruction and ensure the smooth running of the program.

_ An organizational chart delineating the reporting structure of the program (and broader institutional structure if relevant) is available to staff and stakeholders.
_ Policies and/or procedures for the following are up-to-date, in place, and followed, and are communicated to instructional and other staff, including the following:

- _ Allocation of teaching assignments
- _ Accessing supply/substitute teachers
- _ Waiting/intake lists
- _ Record keeping
- _ Registration
- _ Program scheduling
- _ Other

5. The needs of the learners, along with input from a variety of stakeholders (community, educational, workplace, and other), are considered in initial and ongoing program planning.

- _ Input from learners and instructors is used for program planning and review/evaluation, including consideration of the following:
  - _ Learners' needs and goals (as individuals, members of families, communities, and workplaces)
  - _ Proficiency levels in listening, speaking, reading, writing (as determined by in-house assessments and/or standardized assessments)
  - _ Special needs (literacy, learning disabilities)
  - _ Learner success rates in terms of pre- and post-instruction assessments; skills, knowledge, and confidence gained; and transfer into and/or success in other programs or employment

- _ Input that may affect student enrollment and program plans (e.g., community demographics, retention patterns, learner needs, community needs, labour market expectations and trends, and political and other world events[2]) is gathered from a selection of the following sources:
  - _ Federal, provincial, and local government sources
  - _ Funders
  - _ Relevant community and business leaders
  - _ Co-workers, employers, and professional associations if relevant
  - _ Educational service providers (e.g., a university department that accepts graduates of the program)
  - _ National/international language marketing agencies and representatives
  - _ Other

- _ Program plans include the following:
  - _ Long-range goals

- _ Strategies
- _ Resources
- _ Timelines
- _ Key indicators and outcomes for success

6. There are processes in place for regular and ongoing program evaluation.

- _ Program evaluation is regularly scheduled and ongoing as needs arise.
- _ The program is evaluated on its ability to meet the needs of the learners who participate in it.
- _ Program evaluation takes into account a selection of the following:
  - _ Feedback from learner evaluations
  - _ Records of learner progress (e.g., success on internal and external tests; employment rates upon exit)
  - _ Feedback from alumni (e.g., contacting a selection of learners 6 months after a course has ended to gather and document information about progress towards goals)
  - _ Input from instructors
  - _ Input from administrators
  - _ Input from funders
  - _ Input from external consultants
  - _ Input from stakeholders or company partners (for workplace-focused programs)
  - _ Other (e.g., Languages Canada annual review of observation of standards; Languages Canada triennial site visits; monitoring visits from funders)
- _ Evaluation methods may include questionnaires/surveys, interviews, phone calls, focus groups, and reviews of records/documentation (e.g., attendance reports, withdrawal reports, internal and external test results).
- _ Results of program evaluations are recorded, documented, and used to do the following:
  - _ Improve the quality of program delivery and administration
  - _ Update funders, partners, and other stakeholders

7. Strategies for learner recruitment are effective, efficient, varied, and ethical.

- _ The program identifies learners who would be best served by the program through some of the following:
  - _ Reviewing census data, literacy surveys, demographic/immigration reports, etc.

    - _ Reviewing changes in enrolment trends and attendance patterns over time
    - _ Networking with local cultural, religious, settlement, community, or educational organizations
    - _ Networking with international educational and other organizations
    - _ Working with Learner Intake Language Assessment centres
    - _ Other
- _ The program solicits input from learners and representatives of learner communities regarding effective recruitment strategies.
- _ The program employs a variety of strategies for raising awareness of the program and recruiting learners, for example:
    - _ Advertising in community and cultural media
    - _ Establishing an online presence on social media (e.g., LinkedIn, Facebook, Instagram, Twitter)
- _ Establishing a presence at public events through the following:
    - _ Community outreach
    - _ Fund-raising activities and cause-oriented initiatives
    - _ Attendance at festivals
    - _ Participation in symposia
    - _ Participation in events promoting inclusion
    - _ Developing a referral network of agencies serving potential students
    - _ Ensuring that current and sufficient promotional materials are provided to referral agencies
    - _ Encouraging potential students to come to the facility through open house or student shadowing events
    - _ Engaging students, former students, and graduates as ambassadors and volunteers in their community
    - _ Encouraging staff, stakeholders, and learners to promote the program events through word of mouth, social media (e.g., LinkedIn), etc.
    - _ Using educational agents, approved by an agent association, to recruit learners
    - _ Other
- _ Strategies for recruiting learners are regularly evaluated for effectiveness (e.g., by tracking how learners hear about a program), and adjusted accordingly.

8. Promotional materials and recruitment activities present a clear, accurate, current,[3] inclusive, and comprehensive picture of program offerings, services, and related costs, enabling prospective students to make an informed choice/decision.

- _ Promotional materials and recruitment activities reflect current courses, services, facilities, schedules, locations, and staff qualifications.
- _ Promotional materials are readily available in print-based, web-based, and social-media–based formats.
- _ The claims in promotional material are accurate, detailed, and available in the languages spoken by the learners, in the same level of detail.
- _ Promotional materials are inclusive:
    - _ There are explicit statements indicating that learners of all races, abilities, genders, gender identities, sexual orientations, etc., are welcome.
    - _ Racialized learners, learners with disabilities, and learners of diverse gender identities and sexual orientations see themselves reflected in promotional materials.
- _ Promotional materials include clear descriptions of program offerings, including the following:
    - _ Dates
    - _ Hours
    - _ Language/CLB levels
    - _ Prerequisites and eligibility requirements
    - _ Registration processes
    - _ Content/focus of the program(s)
    - _ Outcomes
- _ A clear statement of all fees and costs related to the program is available to potential students, including any costs related to the following:
    - _ Tuition
    - _ Application fees and registration
    - _ Placement tests
    - _ Letters of reference
    - _ Letters of invitation
    - _ Cancellations
    - _ Late registrations
    - _ Airport meeting services
    - _ Books/materials
    - _ Other
- _ A clear statement of policies and procedures related to refunds, deadlines, and penalties

(e.g., for cancellations or late registrations) is available to potential students.

- _ A clear statement of what is covered in funded (or partially funded) programs is available, including, for instance:
  - _ Duration of training/funding
  - _ Childcare and transportation options
  - _ Training supports and materials
  - _ Lending laptops for online/**hybrid** programs
  - _ Other services
- _ There is a process in place that ensures the regular updating of promotional materials (print, website, social media postings) to reflect changes in the program.

9. The program supports collaboration with other educational organizations, EAL providers, and community stakeholders, thereby raising awareness of the program, avoiding duplication of services, and identifying potential gaps to be filled.

- _ Connections are maintained with a selection of the following stakeholders:
  - _ Other **EAL** providers
  - _ Other education service providers
  - _ Employers
  - _ Libraries
  - _ Community/cultural agencies
  - _ Settlement, integration, and counselling agencies
  - _ Language assessment agencies
  - _ Centre for **Canadian Language Benchmarks**
  - _ Other services, such as childcare services; organizations providing support to **2SLGBTQ+** refugees, and Black and **Racialized** learners; organizations providing mental health support; organizations providing disability services (See Community Resources for 2SLGBTQ+, Anti-Racism, and Supporting Learners with Diverse Learning Needs)
- _ The program encourages participation of relevant educational, community, professional, business, trade, and professional bodies through any of the following:
  - _ Encouraging joint activities with other educational programs or organizations
  - _ Encouraging program staff to participate in committees alongside representatives of those bodies
  - _ Inviting representatives of those bodies to provide input into program planning
  - _ Inviting representatives of those bodies to participate in networking opportunities, job/career fairs or job shadow programs

- _ Inviting representatives of those bodies to present and participate in class (e.g., as guest speakers, interviewees, potential mentors)
- _ Participating in and establishing research initiatives

10. Scheduling, location, length, and delivery of classes take into account the needs of learners.

- _ The program offers courses at different times and in different **modalities** in response to learner needs.
- _ There are processes in place to periodically review learner needs related to timing, location, and modality of classes.[4]
- _ Alternate modes of course delivery are considered, for example:
  - _ The use of technology for delivering instruction
  - _ Part-time versus full-time courses
  - _ Daytime versus evening/weekend courses
  - _ Blended delivery of courses (varying combinations of face-to-face, **synchronous**, **asynchronous**, **hybrid**, and **HyFlex** options) (See Best Practices for Technology and Online Learning)

11. A learner-instructor ratio that takes into account the best interests of the learner is maintained.[5]

- _ The program has and follows a clearly stated policy regarding maximum class size.[6]
- _ The program takes the following into consideration when determining class sizes:
  - _ Literacy level of learners (maximum of 10 students per literacy class ideal)[7]
  - _ Proficiency level of learners
  - _ Class focus (e.g., content classes could be bigger)
  - _ Size of classroom
  - _ Modality
  - _ Length of the program
  - _ Multi-level versus single-level classes
  - _ Other
- _ Instructional aides and volunteers are used to ensure a lower learner/instructor ratio, especially in classes with literacy and lower-proficiency learners.

[1] See TESOL (2003), Standard 1O.

[2] See TESOL (2003), Standards 1A and 1E.

[3] See Languages Canada (2009), Section G: Marketing and Recruiting.

[4] See TESOL (2003), Standard 1I2.

[5] See TESOL (2003), Standard 1J.

[6] A maximum class size of 18 is recommended (see NEAS Australia, 2008).

[7] Best Practices with LINC Literacy Learners (retrieved from atwork.settlement.org) recommends a maximum of 10 students in a literacy class.

References and PD Resources

for The Program

This section includes resources that informed this section, as well as resources (academic articles, websites, videos, tutorials, courses, etc.) for professional development and further learning on this topic.

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LEARNER SUPPORT

As adult members of families, communities, workplaces, and educational institutions, learners come to the program with varying needs, wants, dreams, and practices, and with a wealth of experience. As such, they are oriented to the program, receive appropriate support throughout the program, and are assisted in their transition out of the program.

Statements of Best Practice

for Learner Support

As adult members of families, communities, workplaces, and educational institutions, learners come to the program with varying needs, wants, dreams, and practices, and with a wealth of experience. As such, they are oriented to the program, receive appropriate support throughout the program, and are assisted in their transition out of the program.

12. At entrance into a program or course, learners are oriented and provided with accurate and accessible pre-course information.[1]

- _ Pre-requisites and requirements for success are clearly delineated prior to registration, as well as at entrance to a program or course. These include the following:
  - _ Eligibility requirements and pre-requisites
  - _ Funding requirements
  - _ Requirements for specific equipment, software, internet access
  - _ Required textbooks and materials
- _ Procedures for registration in a program or course are clear.
  - _ The procedure for online registration is clear and intuitive, and works smoothly.
  - _ Staff involved in admitting and registering new learners are:
  - _ Familiar with the pre-requisites and requirements of courses/programs offered
  - _ Familiar with admission procedures
  - _ Able to communicate patiently and clearly with language learners
- _ Learners are oriented to the program, the class, and the services provided in a timely manner.
  - _ In-person learners participate in an orientation to the physical facilities, location of services, and safety procedures.
- _ Learners are given print or electronic materials (e.g., a course outline) that accurately describe the objectives, content, and expectations of the course; this material is reviewed

by the teacher with the students at the beginning of the course.

- _ Learners are clearly informed of requirements for progression to higher levels and/or requirements for diplomas, certificates, or credit.
- _ Learners are given print or electronic materials describing their roles and obligations as learners in the program, as well as the program's obligations towards them. This includes information regarding the following:
  - _ Withdrawal/cancellation deadlines
  - _ Any charges and fees that may be levied
  - _ Important dates and scheduling information
  - _ Attendance and participation requirements
  - _ Homework requirements
  - _ Evaluation procedures
  - _ Expectations regarding academic integrity/code of ethics (See Best Practice #55 in Learner Assessment)
  - _ Grievance procedures
  - _ Dismissal procedures
- _ Print or electronic orientation materials are easy to locate (if online) and are orally reinforced by instructors (with first language support as necessary in literacy classes).
- _ Learners receive the technical support needed for success in their classes, including the following:
  - _ Help accessing equipment/hardware needed for online learning (e.g., through equipment loans or connections to organizations such as the Electronic Recycling Association)
  - _ Orientation to the online learning platforms to be used in the class, including navigation within the **LMS** and the use of tools and features for interacting and participating in the course (**synchronously** and **asynchronously**)
  - _ (For online courses) an orientation to the course and modules, including tasks and due dates
  - _ Ongoing technical support, both during and outside of work hours
  - _ Extra technology support for learners with gaps in digital literacy (e.g., tutorials, teaching assistants, peer support, extra time to practice using tools and features that they will be expected to use)
  - _ (See Best Practices for Technology and Online Learning)
- _ Learner pathways are charted. In groups or individually, with an instructor or with an advisor, formally or informally, learners are invited to consider the following:
  - _ Their present skills
  - _ Where they fit into the program
  - _ Where they are headed
  - _ Their needs and gaps (i.e., what they must accomplish to reach their goals)

- _ A plan for reaching their goals
- _ Availability of finances (e.g., scholarships, funding, student loans)

13. There are policies and procedures in place that facilitate communication with learners.

- _ There are procedures in place for acknowledging/rewarding regular attendance, completion of work, participation, and success, whether in face-to-face or online settings.
- _ There are procedures in place for contacting learners with irregular attendance patterns.
- _ There are intervention procedures in place for communicating with learners regarding non-completion of work or non-participation that may affect final course outcomes, whether in face-to-face or online settings.
- _ There are procedures in place for dealing with learner grievances and appeals.
- _ There are procedures in place for dealing with plagiarism, cheating, disruptive behaviour, disputes, and withdrawal from the program. These procedures:
  - _ Are communicated to instructors, student advisors, and anyone else involved in responding to academic dishonesty, disruptive behaviours, and disputes
  - _ Are communicated to learners at the beginning of a course and reinforced throughout the term as a class and/or in one-on-one meetings (See Best Practice #55 in Assessment)
  - _ Acknowledge the complexities involved with respect to diverse cultural expectations and educational experiences
  - _ Include support and instruction along with consequences
  - _ Include a number of stages and steps
  - _ Are fair and transparent
  - _ Encourage personal responsibility and accountability

14. The program facilitates learner access to appropriate support services, either within the program or through referrals to cooperating agencies.[2]

- _ The program provides the following services in-house, or refers learners to outside agencies/organizations that can provide those services:
  - _ Library
  - _ Childcare
  - _ Accommodation and housing (e.g., home-stay, residence)
  - _ Translating/interpreting services
  - _ Tutoring

    - _ Mental health and wellness support
    - _ Community support
    - _ Healthcare
    - _ Legal advice/aid
    - _ Financial advice/aid
    - _ Vocational/academic counselling
    - _ Immigration counselling
    - _ Other
- _ The program provides support and information to help learners access the following, as relevant:
    - _ Learner Income Support
    - _ Childcare subsidy programs
    - _ Bus passes and transportation (e.g., transportation for learners with disabilities; transit subsidy for low-income earners)
    - _ Disability support and assistive technologies (See Best Practice #64 in Supporting Learners with Diverse Learning Needs)
    - _ Equipment and devices needed to access online learning (e.g., computer stations/labs, personal smartphones, and/or loans of laptops/iPads, headphones, microphones, etc.)
- _ If necessary, the program orients **newcomers to Alberta** to studying and living in Alberta (weather, clothing, food, immigration/visa issues, dental/medical information, transit, etc.) or refers them to agencies/organizations that can provide that support.
- _ The program provides support to **learners with literacy needs** or refers them to agencies/organizations that can provide that support. (See Best Practice #66 in EAL Literacy)
- _ The program provides support to **2SLGBTQ+ learners** or refers them to agencies that can provide that support. (See Best Practice #102 in 2SLGBTQ+ Inclusion)
- _ The program provides support to **learners with learning disabilities** or refers them to agencies/organizations that can provide that support. (See Best Practices #87-88 in Supporting Learners with Diverse Learning Needs)
- _ The program provides support to **survivors of trauma and torture** or refers them to agencies/organizations that can provide that support.[3] (See Best Practices #89 and #92 in Supporting Learners with Diverse Learning Needs)
- _ One or more identified people, available to instructors and learners, have information on where learners can access services listed above.

15. The program establishes and maintains linkages with service providers and cooperating agencies.[4]

- _ Classes are offered in locations where support services are available.
- _ An updated list of agencies and experts for referrals and consultations is available.
- _ In-house support staff or representatives of cooperating agencies and service providers are invited to speak with learners and/or instructors.
- _ The program facilitates learner connection with service providers and cooperating agencies (e.g., through field trips, website exploration).
- _ Program staff ensure that referrals result in meeting learner needs through any of the following:
    - _ Follow-up communication with learners
    - _ Follow-up communication with service providers and cooperating agencies
    - _ Written procedures and records, digital reporting, tracking/monitoring

16. The program provides opportunity for learner participation in the broader community.[5]

- _ The program either offers social and recreational services appropriate to learners' ages and interests, or has a system in place for informing learners of relevant social/ recreational opportunities in the community.
- _ Learner involvement in the local community is facilitated by any of the following:
    - _ Inviting people from the community to participate in the program through class presentations, mentoring, community services fairs, etc. (See Community Resources for 2SLGBTQ+ Inclusion, Indigenization, and Supporting Learners with Diverse Learning Needs)
    - _ Planning class activities that increase awareness of and encourage participation in community/volunteer service and advocacy opportunities
    - _ Incorporating community/neighborhood resources and material into the curriculum
    - _ Integrating knowledge of the local area, the province, and the country into the curriculum
    - _ Planning joint activities with other education programs or organizations
    - _ Organizing field trips where learners participate in local community and cultural events and interact with people in their community (e.g., in grocery stores, schools, banks, workplaces, libraries, organizations that provide support services, etc.)
    - _ Assigning homework tasks that encourage learners to interact with their community and to use their language skills in "real world" situations

17. There is a system in place for helping learners who have completed a course to transition to other courses within the program, to other programs, to bridging programs, to other educational institutions, or to the workplace.

- _ Upon exit from a course or program, learners receive timely feedback regarding their progress and achievement in a course. Ideally, this feedback takes the form of both of the following:
  - _ A written evaluation
  - _ A formal or informal exit conference with the instructor (in a face-to-face or online setting)
- _ Learners receive information about further options within the program or wider institution.
- _ Learners who are exiting from the institution have access to counselling regarding further education or workplace options, or are referred to agencies that have this expertise.
- _ (See also Best Practice #56 in Assessment)

[1] See also Best Practice #52 related to learner placement.

[2] See TESOL (2003), Standard 9A.

[3] For further details, refer to Canadian Centre for Victims of Torture (n.d.).

[4] See TESOL (2003), Standard 9A and 9C.

[5] See Ontario Region LINC Advisory Committee MWB Educational Consultants (n.d.), p.13–15.

References and PD Resources

for Learner Support

This section includes resources that informed this section, along with resources for professional development and further learning on this topic.

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See Community Resources for the following Best Practice sections:

- Supporting Learners with Diverse Needs
- 2SLGBTQ+ Inclusion
- Anti-Racism
- EAL Literacy
- Indigenization

THE STAFF

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

Statements of Best Practice

for The Staff

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

Hiring Program Staff (#18-23)

18. The program hires staff who are interculturally competent, understand the diverse needs of the student body, and treat learners with respect, dignity, and consideration.[1]

- _ The staff demonstrate an ability to communicate with language learners 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 related to inclusive practices, intercultural communication, anti-racism, etc.
- _ The staff demonstrate they value equity, diversity, and inclusion in their practice and service to learners and the community through or as a result of any of the following:
  - _ Promoting a welcoming, caring, respectful and **safe** environment for all
  - _ Demonstrating intercultural communicative competence
  - _ Onboarding training that reinforces the values of equity, diversity, and inclusion
  - _ (See also Best Practices for 2SGBTQ+ Inclusion, Anti-Racism, and Indigenization)
- _ The staff demonstrate an understanding of the predominant cultures of the learner population as a result of any of the following:

- _ Membership in one of the dominant cultures of the learner population
- _ An ability to speak the language of one of the predominant groups
- _ Work experience among those particular populations in Canada
- _ Residence or work in the learners' countries of origin
- _ Participating in relevant workshops, seminars
- _ Reading of literature/articles on the student population
- _ Participating in relevant community forums, meetings, etc.

_ The staff demonstrate a developing understanding of the needs of adult **EAL** learners as a result of any of the following:

- _ Participating in conversations with learners
- _ Reading of literature on the student population
- _ Participating in relevant community forums, meetings, etc.
- _ Participating in relevant workshops, seminars, training opportunities, etc. (See also Best Practices for 2SLGBTQ+ Inclusion, Anti-Racism, and Supporting Learners with Diverse Learning Needs)
- _ Having themselves participated in second language programs as adult learners

_ As far as possible, staff are hired who reflect the learner body and/or represent **marginalized** communities (e.g., Indigenous, **2SLGBTQ+**, **Racialized**).

19. The program hires qualified staff with the background, skills, and abilities to administer, manage, and provide leadership to an EAL or LINC program.

_ The program director has expertise and/or training in a variety of TESL/TEAL-related areas, including a selection of the following:

- _ Second language acquisition theory
- _ Current TESL/TEAL theory and practice
- _ Materials analysis/curriculum development
- _ Assessment/feedback/Portfolio Based Language Assessment (PBLA)
- _ Canadian Language Benchmarks
- _ The goals and regulations of LINC and second language programming
- _ Educational technology and online instruction
- _ Intercultural communication
- _ Equity, diversity, justice, and inclusion
- _ Other

_ The program director has ability, expertise, and/or training in a wider variety of areas, including a selection of the following:[2]

- _ Recruitment

- _ Program research
- _ Budgets and finance
- _ Funding (accessing sources of; writing proposals for)
- _ Employment standards
- _ Interpersonal relations/conflict resolution
- _ Program management
- _ Leadership
- _ Coaching, mentoring, staff training, and the provision of professional development
- _ Other

_ The program director is active in the EAL field as demonstrated by any of the following:

- _ Membership in a professional TESL/TEAL association
- _ Regular attendance at TESL/TEAL conferences/workshops
- _ The establishment of links to the EAL profession (e.g., by hosting events at the institution)
- _ Presentations at conferences/workshops
- _ Ongoing networking with EAL organizations and partners

_ The program director does the following:

- _ 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
- _ Shows awareness of issues, concerns, successes, and innovations within the program
- _ Supports and encourages innovation and professional advancement
- _ Demonstrates empathy, concern, and a commitment to equity, diversity, justice, and inclusion in interactions with staff and learners
- _ Views staff as a team, encouraging staff to use their expertise, skills, and abilities
- _ Is adept at time management
- _ Promotes partnerships and channels of collaboration with other organizations to support learners and staff

_ Compensation and title are provided for the additional duties required to administer a program, for example:

- _ An instructor who is also administering a program is given release time or compensation for administrative duties.

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

_ Qualifications for teaching in the program include formal training in TESL/TEAL. Formal

training includes any of the following:

  - TESL Canada Professional Certificate or equivalent,[3] minimum of a Standard One Certificate
  - Bachelor's degree in TESL/TEAL
  - Post-degree Diploma in TESL/TEAL
  - Master's degree in TESL/TEAL
  - Master's degree in a related subject (e.g., linguistics, adult education) with a specialization in TESL/TEAL
- 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, in special circumstances, if the instructor is working towards recognized TESL/TEAL 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 English language course for nurses or engineers).
  - The instructor has extensive experience in TESL/TEAL.
  - The instructor accesses ongoing professional development in EAL theory and methodology.
  - The instructor is paired with or mentored by an experienced, trained EAL instructor.
- Instructors with training and expertise in relevant content areas may be paired with trained language instructors.

21. The program hires instructional staff with the skills, abilities, and dispositions necessary for effective instruction.[4]

- Instructors' proficiency in speaking, listening, reading, writing, and **pragmatics** is functionally equivalent to that of a comprehensible fluent speaker with some higher education and meets TESL Canada Certification requirements.[5]
- 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.
  - If teaching adult literacy learners settling in Canada, instructors are able to model the literacy and essential skills that learners are developing.
  - If teaching in employment or workplace-related programs, instructors are able to

model the **Skills for Success/Essential Skills**, softs skills, pragmatics, and **intercultural competence** needed for success in the Canadian workplace; they have or are developing the occupation-specific competencies in which they are training learners.

- _ Instructors are innovative, creative, engaging, and enthusiastic. (See also Best Practices for Instruction)
- _ Instructors demonstrate the ability to plan instruction to promote learning and meet learner goals by doing the following:
  - _ 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 modules and lesson plans that do the following:
  - _ Support the curriculum
  - _ Include time for learning, practice, review, reflection, and assessment
  - _ Support the transfer of skills from the classroom to daily life situations
  - _ Articulating the objectives/purposes of particular classroom activities and resources
- _ Instructors demonstrate the ability to organize and manage a classroom in such a way to ensure the following:
  - _ All learners (regardless of ability, sexual orientation, **gender identity**, **gender expression**, **race**, ethnic background, language ability, socioeconomic status, etc.) are safe, welcome, seen, respected, and included in all aspects of the classroom.
  - _ 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., counsellors, curriculum developers) with special expertise or training in areas that support program goals.

Depending on program goals, some of those areas may include the following:

- _ Portfolio Based Language Assessment (PBLA)
- _ Curriculum development
- _ Universal Design for Learning (UDL)
- _ Technology for language learning; online instruction
- _ Equity, diversity, justice, and inclusion
- _ Intercultural communication
- _ Workplace skills
- _ Counselling
- _ ESL literacy
- _ Content specialization for ELT courses (e.g., nursing, engineering)
- _ Pronunciation instruction
- _ Grammar instruction
- _ Reading/writing/listening/speaking instruction
- _ TOEFL/IELTS/CAEL/CELTA/CELBAN preparation
- _ Canadian Language Benchmarks
- _ Essential Skills/Skills for Success
- _ Mental health and wellness/**trauma-informed practice**
- _ Learning disability support
- _ English for Academic Purposes (EAP)
- _ Other

_ Experienced and specialist staff are encouraged and given the opportunity to do any of the following:

- _ Apply their skills and 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.[6]

_ 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 the following:

- _ Receptionists
- _ Administrative assistants
- _ Office managers
- _ Instructional aides
- _ Technology support specialists

- _ Counsellors/advisors
- _ Finance specialists
- _ Recruiters
- _ Other

_ The hiring process for support staff meets the following criteria:

- _ It ensures that support staff have appropriate training, qualifications, and experience for the job.
- _ It 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).
- _ It gives preference to applicants demonstrating intercultural competence and cross-cultural experience, and/or an ability to speak the languages spoken by the learners, and/or a connection to the ethnic communities of the learners.

Onboarding and Professional Development (#24–27)

24. New staff (administrative, instructional, and support) are set up for success as they are oriented to the program, the learners, and the broader institution.

_ An effective system for orienting staff is in place.

_ Orientation of new staff includes information and training related to a selection of the following:

- _ The organization's mission, mandate, and central values (e.g., related to equity, diversity, and inclusion)
- _ The program as a whole, as well as each staff member's 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 aspects of copyright legislation that are relevant to their jobs
- _ Technology and programs that staff/faculty will be expected to use (e.g., learning management systems, online textbooks, online classrooms, record-keeping software)
- _ Those requirements of confidentiality, privacy and freedom of information acts

(Freedom of information and Protection of Privacy Act[7] or Personal Information Protection Act[8]) 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
  _ Provision of written program description
  _ Onboarding courses and training (online or face-to-face)

_ Newly qualified staff have access to mentoring and support for a reasonable period of time.

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

25. The program takes a principled approach to providing ongoing professional development.[9]_

_ There are processes in place and persons responsible for guiding professional development (PD), including the following:

  _ A process for determining needs
  _ A process for prioritizing needs
  _ A process for systematically planning and implementing professional development opportunities (e.g., PD tracking records, PD priority lists, recommendations for PD)

_ 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, an employment-focused language class)
  _ Needs of the learner population
  _ Current trends and research (e.g., new teaching or assessment strategies, methodologies, approaches)
  _ Province wide safety/health guidelines due to emergent situations

_ A selection of professional development opportunities is offered to staff. These may be developed in-house, or offered in conjunction with other EAL programs or TESL/TEAL organizations. Priority is given to professional development that involves any of the following:

- _ Ongoing commitment of participants
- _ Opportunities to reflect on practice and challenge biases/assumptions
- _ Opportunities to apply what is learned
- _ Opportunities to report back, receive feedback on, and further refine what is learned
- _ Opportunities for mentorship and collaboration

_ The program provides resources and opportunities for instructional staff to expand their understanding of the learner population, adult second language acquisition, and best practices in the TESL/TEAL field. Opportunities and resources are provided for expansion of knowledge in some of the following areas:[10]

- _ 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 technologies in learning; online 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, intercultural communication, pragmatics, and their impact on the second language classroom
- _ Curriculum development (e.g., **UDL**, **HyFlex** design, online course development)
- _ Ways to access funding
- _ Community resources
- _ Knowledge and use of Canadian Language Benchmarks for curriculum/course development, task design, instruction, and assessment
- _ Assessment and Portfolio Based Language Assessment (PBLA)
- _ Knowledge and use of Essential Skills/Skills for Success (See Best Practices for Skills and Language for Work)
- _ Equity, diversity, inclusion, and anti-racism (See Best Practices for Anti-Racism)
- _ Inclusion of **2SLGBTQ+** learners (See Best Practices for 2SLGBTQ+ Inclusion)
- _ **Trauma-informed practice** (See Best Practices for Supporting Learners with Diverse Learning Needs)
- _ Learning disabilities (See Best Practices for Supporting Learners with Diverse Learning Needs)
- _ Indigenization (See Best Practices for Indigenization)

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

- _ The program supports ongoing professional development through the following:
  - _ Ensuring regular access to professional development through release time, rescheduling of classes, etc.
  - _ Ensuring ongoing funding for professional development
- _ The program recognizes staff who demonstrate commitment and professionalism in accessing ongoing professional development. This recognition may include some of the following:
  - _ Providing a process for tracking and reporting professional development
  - _ 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
- _ Self-directed professional development is recognized and valued by employers and institutions.
- _ Instructor involvement in local, provincial and national TESL/TEAL 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 for professional memberships
  - _ Reimbursement of fees and/or substantial defrayment of costs for attending conferences
  - _ Release time or support for leadership/involvement in TESL/TEAL 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/TEAL organizations, to share their expertise with co-workers
  - _ Opportunities 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. Instructional and administrative staff demonstrate commitment and professionalism through reflective practice, collaboration, and ongoing professional development.[11]

- _ EAL instructors and administrators demonstrate ongoing commitment to their profession by doing the following:
  - _ Seeking out opportunities to learn, with or without the explicit directive of their employers or organizations
  - _ Interacting with and reflecting on what is learned
  - _ Applying what is learned
  - _ Sharing what is learned
- _ Instructors and administrators participate in a variety of the following activities:
  - _ Mentoring and/or being mentored
  - _ Observing peers
  - _ Collaborating with colleagues on projects (e.g., curriculum, test development) or classroom research (e.g., ways to engage online learners)
  - _ Joining and participating in professional associations
  - _ Reflecting (and recording reflections) on classroom activities that worked or did not work
  - _ Engaging in discussions with EAL colleagues and professionals (e.g., a professional development talking circle; a reading group; an ATESL special interest group)
  - _ Attending TESL/TEAL workshops and conferences
  - _ Using technology to access self-directed professional development (webinars, social media, podcasts, blogs, websites)
  - _ Taking a course that expands understanding of the learner population, the TESL/TEAL profession, the process of learning a language (e.g., taking a language course; taking an online CCLB course; taking a course related to intercultural competence or trauma-informed practice)
  - _ Engaging in critically informed reading about second language learning, second language teaching, and the learner population
  - _ Publishing in blogs, newsletters, magazines, and 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 EAL learners and the second language learning process (e.g., through serving on committees, publishing)

- _ Searching for and/or taking on opportunities to deliver professional development (e.g., webinars, conference presentations, in-house training)

Compensation and ethical treatment of staff (#28–30)

28. 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.[12]

- _ 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 provides benefits (e.g., sick leave, vacation, healthcare, and pension) for full-time ongoing staff.
- _ Staff are financially compensated or provided time for non-instructional activities such as:
  - _ Curriculum, materials, and test development
  - _ Program meetings
  - _ Administrative responsibilities
  - _ Placement testing
  - _ Preparation and marking
  - _ Student conferences
  - _ Required staff development functions
  - _ Participation on equity, inclusion, and anti-racism initiatives/committees
  - _ Recruitment
- _ The program provides a salary scale and promotional ladder that reward the following:
  - _ Qualifications
  - _ Experience
  - _ Competence
  - _ Professional development

29. There are policies and procedures in place that ensure the ethical treatment of staff.[13]

- _ Hiring practices are inclusive, ethical, and transparent, including the following:
  - _ 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 print or electronic copies 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, including expectations of inclusion and protection from discrimination and bullying of all staff/learners, with explicit mention of sexual/gender minority staff as well as Black, Indigenous, and **Racialized** staff
  - _ Conflict of interest in hiring practices, or in the 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
  - _ Acknowledgment of substantive and/or creative contributions of colleagues or of work done collaboratively
  - _ Ethical treatment of learners,[14] including respecting learner confidentiality and not abusing professional roles for personal gain
- _ 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 regarding labour standards are followed.
- _ Program policies and practices explicitly address and protect the rights, freedoms, and safety of sexual and gender minority staff as well as Black, Indigenous, and Racialized staff.

30. 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 member 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 Best Practice #19 and Best Practice #27
  - _ Other
- _ Regular evaluation of **instructional staff** takes into account a selection of the following:
  - _ Formal and informal feedback from learners and support staff
  - _ Feedback from program director (e.g., regarding classroom observation, lesson plans, self-evaluation)
  - _ Participation in professional development (for more detail, refer back to Best Practice #27)
  - _ Competence in terms of skills and abilities (for more detail, refer back to Best Practice #21)
  - _ Other
- _ Regular evaluation of **support staff** takes into account a selection of the following:
  - _ Formal and informal feedback from learners
  - _ Formal and informal feedback from administrative/instructional staff
  - _ Performance review
  - _ Other
- _ The purpose and processes of evaluation (e.g., frequency, who conducts evaluation, how feedback is delivered) are clearly described and conveyed to staff upon onboarding; staff are updated on changes to processes.
- _ Criteria for evaluation are measurable, clearly described, and conveyed to staff; staff are updated on changes to criteria.
- _ Results of performance reviews are documented; as a result of fair evaluation, further training may be recommended or required.

Volunteers (#31)

31. In programs supported by volunteers, volunteers are screened, oriented, guided, supported, valued, and thanked as they perform meaningful tasks to support learners.

- _ The program recruits volunteers with the skills, abilities, and dispositions to support learners.
- _ The program screens volunteers based on program needs and using Vulnerable Sector Checks.
- _ The program provides a safe and healthy work environment for volunteers.
- _ The program orients volunteers to the program, its mission, and its central values, including expectations of inclusion and protection from discrimination and bullying of all learners/volunteers/staff (with explicit mention of sexual/gender minorities, as well as Black, Indigenous, and Racialized people).
- _ The program provides a clear description of the volunteer's roles and duties.
- _ The program provides orientation, training, and guidance related to a volunteer's particular role and duties.
- _ In contexts where volunteers tutor English language learners, they work under the supervision of trained EAL instructors, and they receive initial and ongoing training in a selection of the following areas, as needed for their assignments:
    - _ Their role as tutor
    - _ Getting to know the language learner; intercultural communication; principles for teaching adults; assessing learner needs
    - _ Principles for/approaches to teaching language (e.g., task-based language teaching)
    - _ Planning instruction, along with relevant supporting resources and lesson plans
    - _ Teaching/learning strategies and resources specific to their context and the needs of their learner(s), for example, leading conversation groups, teaching EAL literacy learners, citizenship preparation, English in the workplace, IELTS preparation, teaching online, etc.
    - _ Understanding the English language, and strategies for helping learners improve their vocabulary, grammatical accuracy, pronunciation, pragmatics, etc.
    - _ Strategies and resources for teaching language skills (listening, speaking, reading, and writing)
- _ The volunteer's duties are meaningful and provide opportunities to maximize skills.
- _ The program provides feedback to and solicits feedback from volunteers.
- _ The program recognizes and values the contributions of their volunteers (i.e., volunteers are acknowledged and thanked).

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

[2] See Henry (1997).

[3] See the TESL Canada website for current certification requirements (specifically see the TESL Canada Instructor Certification Manual): https://www.tesl.ca/

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

[5] See the TESL Canada website for current certification requirements (specifically see the TESL Canada *Instructor Certification Manual*, p. 9): https://www.tesl.ca/

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

[7] For public institutions.

[8] For private-sector organizations (businesses, non-profit organizations).

[9] See CAELA Network (2008).

[10] Informed significantly by CAELA Network (2008).

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

[12] See TESOL (2003), Standard 7A.

[13] See TESOL (2003), Standard 7B.

[14] *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.

References and PD Resources

for The Staff

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CLB AND PBLA

Where implemented, the **Canadian Language Benchmarks (CLB)** provide a common frame of reference for all stakeholders (learners, instructors, administrators, funders, etc.) and inform all aspects of **EAL** programming. Curriculum development, materials development, instruction, and assessment are referenced to and informed by the Canadian Language Benchmarks.

Where implemented, **Portfolio Based Language Assessment (PBLA)** encourages learners to take responsibility for and ownership of their own learning. It ensures learners and instructors have multiple opportunities to monitor and reflect on progress, set learning goals, provide/receive action-oriented feedback, and use performance to make plans for learning.

Statements of Best Practice

for CLB and PBLA

Where implemented, the **Canadian Language Benchmarks (CLB)** provide a common frame of reference for all stakeholders (learners, instructors, administrators, funders, etc.) and inform all aspects of **EAL** programming. Curriculum development, materials development, instruction, and assessment are referenced to and informed by the Canadian Language Benchmarks.

Where implemented, **Portfolio Based Language Assessment (PBLA)** encourages learners to take responsibility for and ownership of their own learning. It ensures learners and instructors have multiple opportunities to monitor and reflect on progress, set learning goals, provide/receive action-oriented feedback, and use performance to make plans for learning.

32. Instructors and other staff (administrators, curriculum developers, material developers, and assessors) access and receive formal, ongoing professional development regarding the Canadian Language Benchmarks (CLB) and Portfolio Based Language Assessment (PBLA), and their applications.

- _ Instructors and other staff are trained in the knowledge and use of the CLB for the following:
  - _ Curriculum development
  - _ Course development
  - _ Instruction
  - _ Placement, **formative**, and **summative** assessment (e.g., workshops where instructors are trained to design PBLAs and evaluate and recommend CLB-levels)

- _ Other
- _ Where PBLA is implemented, instructors receive information, training, support, and orientation related to PBLA, including the following:
  - _ The expectations of PBLA as implemented in their program
  - _ PBLA resources that they are expected to use (assessment tasks, assessment templates, binders, record-keeping tools, needs assessment and goal setting tools, etc.)
  - _ Technology and processes related to e-portfolios and record-keeping (if relevant)
- _ Professional development related to the CLB and PBLA encourages the following:
  - _ Ongoing commitment of participants
  - _ Opportunities to reflect on practice and challenge biases/assumptions
  - _ Opportunities to apply what is learned
  - _ Opportunities to report back on, receive feedback on, and further refine what is learned
  - _ Opportunities for mentorship and collaboration
  - _ (See Best Practices #25–28 in Staff)
- _ The program maintains connections with the Centre for Canadian Language Benchmarks (CCLB), for instance, by accessing CCLB-designed workshops and training materials, and keeping current with new CCLB and PBLA resources.
- _ The program develops links with CLB assessment centres (e.g., CLARC in Calgary, LARCC in Edmonton) through arranging for instructor workshops and/or instructor and learner visits to the site.
- _ Participation in CLB/PBLA training (online or face-to-face) is recognized, facilitated, and supported by the program (e.g., certificate of attendance, upgrading of credentials).
- _ The program ensures instructors have access to CLB/PBLA resources for professional development. (See References and PD Resources)

33. Learners are familiar with the Canadian Language Benchmarks (CLB) and Portfolio Based Language Assessment (PBLA), and are able to use them to clarify their present proficiency levels, to identify learning goals and objectives, and to chart a course for learning.

- _ CLB descriptors are expressed in language that learners can understand (in plain language; clarified by visuals and/or first language support where necessary). They are used to describe the following:
  - _ The learner's current proficiency level
  - _ The progress the learner needs to make to progress to the next level (i.e., the goals, objectives, and criteria for success)

    - _ Criteria for assessment in peer-/self-assessments as well as skill-using tasks and PBLA tasks
    - _ Results of assessment: placement, ongoing, exit, and PBLA
- _ Learners know what their present CLB proficiency level is in reading, writing, listening, and speaking, and they understand what that means in terms of what they "can do."
- _ Learners know what CLB proficiency level they need in order to attain their short- and long-term goals. They know how to demonstrate that proficiency level, for example:
    - _ Success on a sufficient and pre-determined number of PBLA tasks
    - _ A minimum course grade, based on CLB-aligned scores and final exam
    - _ A CLB score from an in-house placement test or a recognized testing centre to gain entrance into a bridging program
- _ CLB-referenced resources for learners are available and in use. (See Resources for the Classroom)
- _ Where PBLA is implemented, learners are aware of the purposes, processes, and benefits of PBLA assessment.
- _ Formative feedback on skill-using tasks, and feedback from self-/peer-assessment activities provide continual feedback to learners about their progress towards CLB-referenced goals.
- _ Evaluative and action-oriented feedback on summative assessment (PBLA) tasks provide ongoing feedback to learners about their progress towards CLB-referenced goals.

34. Language outcomes are referenced to the Canadian Language Benchmarks (CLB), providing a standard frame of reference for all users and facilitating movement within the program, from program to program, and from program to workplace, within Alberta and Canada.

- _ The CLB are referenced in descriptions of course prerequisites, course expectations, and course goals.
- _ The CLB inform the learner's initial placement in the program.
- _ Assessment tasks (skill-using and PBLA tasks) referenced to the CLB are used to document ongoing progress throughout a course.
- _ The CLB (and, where relevant, performance on PBLA tasks) are used as a guide in determining the learner's movement to more advanced levels.
- _ The CLB (and, where relevant, performance on PBLA tasks) are used as a guide in determining the learner's level of achievement when leaving the program.
- _ Learner progress, referenced to the CLB, is tracked, recorded, and reported to relevant stakeholders.

35(a). Canadian Language Benchmarks (CLB) inform curriculum development, materials development, and course/lesson planning.

- _ Peer-reviewed research on the CLB informs program expectations regarding length of time required for progress.
- _ Learners' communication needs/goals are linked to CLB competencies and are articulated as learning objectives.
- _ Goals, objectives, and outcomes are identified in the curriculum and are informed by the following:
  - _ Needs assessments and language needs of learners
  - _ Learning goals related to the theme/content/topics/context of the class
  - _ Task types, Competency Areas, Competency Statements, Profiles of Ability, Features of Communication, and Indicators of Ability relevant to a particular CLB level
  - _ Knowledge and Strategies relevant to a CLB stage
- _ Tasks, texts, and learning activities, linked to the learning goals and objectives, are identified in the curriculum, and are informed by the following:
  - _ The specific present and future real-life needs and interests of the learners (e.g., in determining which themes/tasks to cover)
  - _ The Sample Tasks, Competency Areas, Competency Statements, Profiles of Ability, Features of Communication, and Indicators of Ability relevant to a particular CLB level
  - _ The language, skills, and content that are needed to accomplish those tasks
- _ Assessment (PBLA) tasks reflect real-life tasks and are linked to class outcomes and class activities (e.g., skill-building/using activities).

35(b). Instructors are aware of and have access to recommended CLB-referenced teaching/learning resources and PBLA resources, relevant to their learners and sufficient to support the curriculum.

- _ Key Canadian Language Benchmarks (CLB) resources are available and in use. (See PD Resources and References)
- _ Teaching/learning resources, referenced to the Canadian Language Benchmarks, are recommended for specific classes, easily accessible, and in use. (See Resources for the Classroom)
- _ PBLA tools, along with other resources for assessment referenced to the Canadian Language Benchmarks, are used for placement, formative, and summative assessment. (See Resources for the Classroom)

36. Where Portfolio Based Language Assessment (PBLA) is implemented, instructors and learners are familiar with Portfolio Based Language Assessment (PBLA), have access to PBLA resources, are allotted time for portfolio management and ongoing reflection, and use portfolios to reflect, set goals, make plans, and make decisions.

- _ The purposes, processes, and benefits of PBLA assessment are communicated to learners (see *My PBLA Resources* on the CCLB website).
- _ Supplies or technology are available to facilitate paper-based portfolios (e.g., binders, dividers) or e-portfolios (e.g., Google Sites or Avenue,).
- _ Regularly scheduled class time is set aside for managing portfolios, whether in paper-based binders or e-portfolios.
- _ Learners are supported to learn the organizational and digital skills needed to manage their portfolios.
- _ Important artefacts are included and documented in learner portfolios, including the following:
    - _ Inventory
    - _ Autobiography (optional)
    - _ Needs assessment and goal setting artefacts
    - _ Skill-using tasks, i.e., tasks where learners practice real-life skills; receive self, peer or instructor non-evaluative action-oriented feedback; and reflect on their performance
    - _ Assessment tasks, i.e., authentic tasks where learners demonstrate what they can do, receive an evaluative mark and action-oriented feedback from the instructor, and reflect on their performance
    - _ Self- and peer-assessments
    - _ Instructor assessments and action-oriented feedback
    - _ Ongoing learner reflections
- _ In regularly scheduled learner conferences, instructors and learners review portfolio artefacts and discuss learner progress, goals, and plans for learning.
- _ Instructors aim for a sufficient number[1] of skill-using and assessment tasks per skill when making decisions about a learner's CLB level.
- _ Learners retain ownership of their portfolios.
- _ Portfolios are used for making decisions about learner progress within the program.

[1] According to the *PBLA Practice Guidelines* (CCLB, 2019), instructors should aim for 8–10 skill-using or assessment artefacts per skill when making decisions about level. However, this may not always be possible depending on the length/hours of the course, their learners' literacy and language levels, and task complexity (e.g., longer essays at the higher CLB levels). The PBLA Practice Guidelines FAQ states that "each provider determines the expected pace of teaching

and assessment for their program by deciding the timeframe for classes to produce a particular number of artifacts" (2019–2020, https://pblapg.language.ca/frequently-asked-questions/) Thus, programs and instructors should make informed professional decisions when determining the number of required artefacts.

References and PD Resources

for CLB and PBLA

This section includes resources that informed this document as well as resources (academic articles, websites, videos, tutorials, courses, etc.) for professional development and further learning on this topic.

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for CLB and PBLA

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Toronto Catholic School Board. (2010). *LINC 5–7 classroom activities: Volumes 1–2* https://settlementatwork.org/resources/linc-5-7-classroom-activities-volumes-1-2

Toronto Catholic District School Board. (2017). *Engaging learners in PBLA: Tip sheet and resources for peer feedback and self-reflection and assessment* https://www.tcdsb.org/FORCOMMUNITY/AdultEducationESL/Resources/Documents/Tipsheet%20and%20Sample%20Tools,%20CLB%201-8%20(75pp).pdf

Toronto Catholic District School Board. (2018). *Engaging learners in PBLA: Tip sheets and resources for instructor-led assessment CLB 1–4*. https://www.tcdsb.org/FORCOMMUNITY/AdultEducationESL/Resources/Documents/Assessment%20Package%20CLB1-4%20(38%20pp).pdf

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CURRICULUM

The program supports the ongoing development and renewal of curriculum that is relevant to EAL learners' present and future needs, is based on principles of second language acquisition and adult learning, and provides a flexible framework to guide the teaching/learning process.

Statements of Best Practice

for Curriculum

The program supports the ongoing development and renewal of curriculum that is relevant to **EAL** learners' present and future needs, is based on principles of second language acquisition and adult learning, and provides a flexible framework to guide the teaching/learning process.

37. (a) The curriculum is clearly articulated and provides a flexible and accessible guide to the teaching/learning process.

- _ The curriculum articulates the following:
  - _ The program's purpose/mandate/goals
  - _ Learning objectives
  - _ Suggested approaches and methods
  - _ Tasks and teaching/learning activities
  - _ Resources (materials, textbooks, technology)
  - _ Measurable outcomes
  - _ Assessment strategies and assessment tools that are directly connected to the learning outcomes
- _ The curriculum is readily available.
- _ The curriculum is easy to use.
- _ The curriculum allows for differences in teaching styles.
- _ The approaches, methods, and resources appeal to different ways of learning. (See Best Practices for Supporting Learners with Diverse Learning Needs)
- _ The curriculum reflects **Universal Design for Learning** (UDL) principles, providing multiple means of engagement, representation, and expression. (See Best Practices for Supporting Learners with Diverse Learning Needs)
- _ Online courses follow established principles for instructional design and course quality; they are well structured, accessible, and appealing. (See Best Practices for Technology and Online Learning)

- Flexibility is built into the curriculum, allowing instructors to adapt the content, approaches, methods, activities, and tasks to the needs and interests of the learners in each class.

(b) In settings where curriculum is not prescribed ahead of time but emerges with participation and input from learners (e.g., many workplace EAL programs, ESL literacy programs, and LINC programs), instructors are supported with the time and resources needed for ongoing curriculum development, and learners participate in meaningful ways.

- Instructors are provided with lead time to understand the context, make initial plans, and curate potential content prior to teaching.
- In the initial stages of the class, instructors and learners work together to identify learning needs, outcomes/objectives, key themes, and tasks.
- Learners participate in curricular choices in an ongoing fashion; input from learners generates changes in class trajectory and content.
- Learners participate in evaluating the curriculum and progress of the class.

38. The curriculum is inclusive; it reflects the mission and values of the program, current principles of adult language learning and teaching, and best practices in TESL methodology.[1]

- The curriculum is appropriate for the mission of the program and is clearly linked to program goals.
- The curriculum is spiraled rather than linear, both within particular course offerings and across levels (i.e., what is taught at one time or at one level is reviewed and reinforced at different times or levels).
- The curriculum reflects the needs, interests, and prior knowledge and experience of **adult**
- The curriculum specifies what the learners need to be able to **do** with language (i.e., it is competency based).
- The curriculum specifies authentic, communicative tasks:[2]
  - Tasks are authentic (i.e., they reflect the present/future real-world needs of the learners).
  - Tasks integrate language skills (listening, speaking, reading, writing).
  - The language necessary for the successful completion of tasks is supported (skills, content).
- The curriculum is inclusive and fosters respect for other ways of being, appreciation for

diversity, empathy, critical reflection, inquiry, analysis, and advocacy.

- _ The curriculum honors and recognizes Indigenous peoples' history and heritage, supporting the call for truth and reconciliation with Canada's Indigenous peoples. (See Best Practices for Indigenization)
- _ Materials reflect the breadth of learner experience and identity. (See Best Practices for Anti-Racism, 2SLGBTQ+ Inclusion, and Supporting Learners with Diverse Learning Needs)
- _ The curriculum provides a window into multiple perspectives and fosters respect, empathy, and appreciation for other ways of being.
- _ The curriculum goes beyond traditional pedagogical approaches; it includes pedagogies that challenge dominant worldviews and prioritize communal learning, learner voices, reflection, critical conversations, inquiry, advocacy, etc. (See Best Practices for Indigenization and Anti-Racism)

39. Curriculum development and renewal is responsive to learner needs, and is based on input from the learner population as well as from community, educational, and/or workplace stakeholders.[3] _

- _ Curriculum development and renewal considers the following input from the learner population:
  - _ Present and future needs and goals of the current learner population (as individuals, and as members of families, communities, and workplaces)
  - _ Learner feedback
  - _ Course evaluations
  - _ Follow-up feedback with graduates of the program
  - _ Learner success rates
- _ Curriculum development and renewal considers the changing needs of learners and their communities through input from a selection of the following:
  - _ Feedback from instructors, administrators, and other stakeholders (e.g., employment coaches, mentors)
  - _ Enrolment patterns
  - _ Professional associations
  - _ Social service agencies
  - _ Cultural/religious organizations
  - _ Educational institutions that receive graduates of the program
  - _ Workplace needs assessments (with feedback from co-workers, supervisors, or employers)
  - _ Essential Skills profiles

- _ Labour market trends
- _ Immigration trends and needs
- _ Current research and practices
- _ **Canadian Language Benchmarks**
- _ Other

_ There is a transparent connection between the curriculum and the present/future needs and goals of the learners, as demonstrated by a selection of the following:

- _ Curriculum goals and objectives reflect the present and future needs/goals of the learner population.
- _ Following the principles of **backward design**, assessments are directly connected to the learning outcomes and objectives (addressing the question, "How will I know the outcome has been achieved?").
- _ Specified approaches and methods are demonstrably appropriate for the learner population.
- _ Specified tasks are authentic and reflect the present or future needs of the learners.
- _ Depending on the goals of the learner population, the curriculum prepares learners for success in post-secondary classes, in the workplace, and/or in the community.
- _ The curriculum is sensitive to the cultural and religious norms of the learners.
- _ The curriculum includes local content.
- _ **Skills for Success/Essential Skills** inform curriculum development and materials selection/development to ensure a transparent connection between the curriculum and the present and future workplace needs of the learners.

40. The program ensures regular review and renewal of the curriculum and supporting materials.

_ Curriculum renewal is informed by any of the following:

- _ The needs/interests of the learner population
- _ Current research in adult second language acquisition and teaching
- _ Professional development[4]

_ The program has a plan for regular curriculum review.

_ The program supports regular meetings of instructors/coordinators/supervisors to review curriculum, materials, and textbooks.

_ Instructors/staff are encouraged to contribute and share new materials that support the curriculum.

_ Specified persons are given the responsibility and time to update curriculum, materials, and textbooks.

_ The program secures funding for curriculum development and renewal.

[1] Informed by TESOL (2003), Standard 2B.

[2] Ellis (2008) p. 818; Nunan (2004); Manitoba (2009); CCLB (2012, October).

[3] See TESOL (2003), Standard 2A.

[4] Those involved in curriculum development (instructors, curriculum developers) should be accessing ongoing professional development that reflects current research and meets the needs/mandate of the program and learner population (see Best Practice #25). They should be encouraged to incorporate what is learned in the curricula they develop (see Best Practice #26). For instance, curriculum developers may attend training on the use of Skills for Success/ Essential Skills and may then incorporate the Skills for Success into a curriculum they are developing.

References and PD Resources

for Curriculum

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INSTRUCTION

Instruction is learner-oriented, inclusive, designed to meet the communication and content needs of the particular group of learners, and informed by TESL theory and practice.

Statements of Best Practice

for Instruction

Instruction is learner-oriented, inclusive, designed to meet the communication and content needs of the particular group of learners, and informed by TESL theory and practice.

41. Instruction fosters a supportive community of learners in which learners feel comfortable and included, take risks with language, and engage in purposeful learning.

For more detail on inclusion, see Best Practices for Anti-Racism, 2SLGBTQ+ Inclusion, Indigenization, and Supporting Learners with Diverse Learning Needs.

- _ The instructor creates a welcoming, supportive environment through any of the following:[1]
  - _ A friendly, welcoming demeanor
  - _ Enthusiasm
  - _ Positive, encouraging feedback
  - _ Use of humour
  - _ Sincere concern for the wellbeing of the learners through consistent, respectful, compassionate, and non-judgmental communication
  - _ Predictable routines
  - _ Opportunities to move around, collaborate, and interact
  - _ Opportunities to share one's own story and experiences (i.e., learner accounts are not minimized, ignored, silenced, or deflected)
- _ The instructor promotes an atmosphere of mutual respect through a selection of the following:
  - _ At the beginning of a course, articulating (and encouraging learners to articulate)

classroom expectations related to respectful interactions and inclusion of all learners in the class, with periodic reminders as needed. Explicit mention is made of race, ethnic identity, **sexual orientation**, **gender identity**, and **gender expression**.
    - _ Welcoming a diversity of viewpoints
    - _ Modelling respectful interactions with all learners, with deliberate use and modelling of **inclusive language**
    - _ Ensuring that learners treat each other with respect; calling out disrespectful/ discriminatory comments
    - _ Presenting, and encouraging learners to use, the functions of language related to encouraging, complimenting, expressing polite agreement and disagreement, soliciting opinions, requesting clarification, etc.
- _ The adult perspectives, intelligence, and wide range of skills and experiences that learners bring to class are acknowledged in ways such as the following:
    - _ The objectives and purposes of classroom activities are explained.
    - _ Learners share their prior knowledge of language and content.
    - _ Learners share their experiences and expertise.
    - _ Learners engage in tasks where they take on the role of "expert" and "teacher."
- _ Instructional activities are varied to address the individual differences of the learners and to maximize the potential for success of all learners (See also Best Practice #90 in Supporting Learners with Diverse Learning Needs):[2]
    - _ Learning activities appeal to different ways of learning (e.g., visual, auditory, interactive, kinesthetic) as learners interact verbally, write, read, role-play, debate, sort, move, sing, etc.
    - _ New language and information is presented in a variety of ways and in multiple formats (e.g., text, audio, visual aids, exploratory learning, field trips, games, verbal presentations reinforced by demonstrations, writing on the board, and handouts).
    - _ Learners are provided with a variety of ways to demonstrate learning, present ideas, and communicate (e.g., individual and group projects/presentations, role-plays, written forums, audio forums, blogs, visual representations, quizzes, tests).
    - _ Learners are encouraged to use their language skills to explore topics of personal interest.

42. Instruction is both guided by the objectives and goals of the curriculum and responsive to the needs and goals of the learners.

- _ Course plans demonstrate direct connection to the objectives of the curriculum.
- _ Instructional activities reflect an appropriate balance of skills based on the learners' needs and goals (e.g., listening and speaking are not neglected in favour of grammar and

writing).

- _ Instructors formally or informally gather input from learners regarding a selection of the following:
  - _ Interests
  - _ Present and future needs and goals (as individuals; as members of families, communities, and workplaces)
  - _ Proficiency levels in listening, speaking, reading, and writing
  - _ Linguistic strengths and weaknesses (grammar, vocabulary, pronunciation)
  - _ Learning preferences
  - _ Special needs (literacy, learning disabilities)
  - _ Other
- _ Information from learners is used when planning instruction to identify appropriate goals and objectives, materials, approaches, themes, and tasks.
- _ If relevant, **Skills for Success/Essential Skills** (ES) resources are used to determine learners' needs and interests related to workplace skills. (See Best Practices for Skills and Language for Work and related Resources for the Classroom)
- _ Feedback from learners regarding class content is solicited, both formally and informally.
- _ Changes to plans/content/materials/approaches are made in response to learner performance and feedback from learners.

43. Class content is meaningful, with a transparent connection to the learners' real-world needs and future goals; learning activities are engaging, appealing, and sequenced to enhance language learning.

- _ Materials reflect the breadth of learner experience and identity. (See 2SLGBTQ+ Inclusion, Anti-Racism, Supporting Learners with Diverse Learning Needs)
- _ Reading or listening materials meet the following criteria:
  - _ They appeal to the interests and needs of the learners.
  - _ They are **authentic**, including resources from community, workplace, or further education settings.
- _ The topics/themes about which learners speak or write are engaging, interesting, and relevant to the learners in a particular class.[3]
- _ Classroom activities and tasks reflect authentic communicative, real-world interactions and tasks that learners could expect to participate in, in specific community/social, work, or academic settings.
- _ If relevant, the Canadian Language Benchmarks–Essential Skills Comparative Framework, the Essential Skills (ES) Profiles, and other **Skills for Success/Essential Skills**-referenced resources are used to ensure real-life authenticity of tasks and readings geared to

learners' workplace needs and goals. (See Skills and Language for Work References and PD Resources and Resources for the Classroom)

- _ In choosing language tasks, a selection of the following is considered:
  - _ The present real-world needs of the learners
  - _ The future goals of the learners
  - _ The experience, skills, knowledge and interests of the learners
  - _ The proficiency level of the class
  - _ The requirements of a targeted workplace, profession, or field of study
  - _ The objectives of the lesson/course
- _ What is done in class reflects the real-life use to which language will be put.
- _ Listening, speaking, reading, and writing activities are related by topic, theme, or content.[4]
- _ Instruction is varied to appeal to different ways of learning. (See Best Practices for Supporting Learners with Diverse Learning Needs, #90)
- _ A principled approach is taken to the sequencing of learning activities, depending on the language level of the learners and the amount of **scaffolding** needed for the task:
  - _ At times, instruction may begin with a focus on the communicative requirements of a task, followed by a focus on meaning and communication as learners complete a task, and end with reflection and a **focus on form** to improve accuracy and/or complexity.
  - _ At other times, instruction may move from an initial focus on form, to practice activities that encourage learners to focus on that form while communicating, and finally to tasks where learners focus primarily on meaning while paying attention to a number of forms.
  - _ And at other times, learner attention may alternate between a focus on form and a focus on meaning throughout the task cycle: in the preparation phase as they learn **functional language** and gather ideas; in the task phase as they complete tasks while attempting to incorporate new language; and in the post-task phase as they practice new forms and repeat a task.
- _ Learning task design reflects deliberate linking and springboarding; that is, each task works to "launch" the next task.
- _ There is a spiralling of instruction; curricular targets are "recycled" into new themes, contexts, and tasks.

44. As learners interact with level-appropriate listening and reading texts, they identify and practice skills and strategies to access the content and to accomplish meaningful, real-life tasks.

- _ Listening/reading texts and tasks are level-appropriate.
  - _ Texts and tasks conform to the CLB descriptions for the level (CLB Features of

Communication and Profiles of Ability, CCLB 2012).
  - _ Readability statistics are consulted to ensure that texts are not overly complex for a level.
  - _ Most of the vocabulary in a text is familiar to the learners (with a goal of 95% word recognition for general comprehension and 98% word recognition for fluent reading).
- _ Pre-listening/reading activities, focused on the content, organization, **genre**, or language of the text, ensure that listening/reading materials are accessible, raise awareness of target language and skills, and provoke curiosity. Examples of pre-listening/reading activities are as follows:
  - _ Vocabulary generation activities (e.g., word clouds, brainstorming, graphic organizers)
  - _ Activities that introduce and make use of target language items (vocabulary, grammar) from the listening/reading (e.g., discussion questions, short readings with the target items, Quizlet activities)
  - _ Predicting and questioning (e.g., based on a picture, an object, a title, a 30-second skim, listening to the introduction, watching a video without sound), followed by reading/listening to confirm predictions/answers
  - _ Discussion of inference statements, then listening/reading to confirm answers
  - _ Generating ideas through brainstorming and the use of graphic organizers
  - _ Pre-teaching background information relevant to the content of the listening/reading
  - _ Quizzes/surveys to raise awareness of content
  - _ Activities to raise awareness of genre structure and text components
  - _ Other
- _ Learners interact with the texts in ways that develop particular listening or reading skills, depending on the needs and level of the class, such as the following:
  - _ Skimming (listening/reading for the general idea)
  - _ Scanning (listening/reading for specific information)
  - _ Using knowledge of genre to make sense of text
  - _ Recognizing **signposts** and organizational signals
  - _ Stopping and predicting what will come next
  - _ Analyzing the meaning of words and structures
  - _ Identifying main ideas
  - _ Making inferences (e.g., about purpose, audience, attitudes, opinions, relationships)
  - _ Relating ideas to real life
  - _ Integrating ideas from 2 or more sources
  - _ Taking notes
  - _ Summarizing
  - _ Analyzing language
  - _ Mimicking/shadow-reading
  - _ Other

- _ Strategies for developing the above listening/reading skills, for improving listening/reading comprehension, and for improving reading speed are:
  - _ Identified and discussed
  - _ Demonstrated
  - _ Practiced
  - _ Reflected upon
- _ Learners read/listen to access content to accomplish tasks that are meaning-focused and related to real life. For example, learners use information from a listening or reading text to do one or more of the following:[5]
  - _ Follow instructions to do or make something
  - _ Fix mistakes or errors in a text, illustration, table, etc.
  - _ List and rank, sequence, or categorize
  - _ Compare or contrast
  - _ Advise/warn/convince
  - _ Teach
  - _ Debate
  - _ Solve a problem
  - _ Participate in a role-play or decision drama
  - _ Plan a presentation
  - _ Record a video
  - _ Design a poster or infographic
  - _ Prepare study questions
  - _ Complete a form, table, graphic organizer, chart, notes, etc.
  - _ Write a letter, memo, note, report, paragraph, research paper, etc.
  - _ Answer comprehension questions
- _ In both listening and reading, there are opportunities to build fluency. For example:
  - _ Learners listen to or read the same text multiple times for different purposes and using different strategies (e.g., for purpose and audience, for the main idea, for the answer to a question, for details, to infer, to predict, to accomplish a task).
  - _ Learners read and listen to simplified texts (e.g., graded readers, audios/videos with high-frequency vocabulary) to build fluency and familiarity with **high-frequency vocabulary**.
  - _ Learners learn and use strategies for improving reading speed, for example:
  - _ Timed readings
  - _ Using apps such as Spreeder
  - _ Repeated reading (e.g., learners read a passage for a minute, marking how far they read; they then reread multiple times, each time trying to read farther in a minute.)
  - _ Learners develop fluent recognition of vocabulary as they listen to or read multiple texts on the same theme, content, or topic, or by the same author/speaker.

- _ Extensive level-appropriate self-selected listening/reading for enjoyment is encouraged, both inside and outside of class.

45. Instruction in speaking and writing provides a balance of fluency and accuracy, along with the opportunity to practice and incorporate feedback, as learners use their productive language skills to accomplish level-appropriate tasks.

- _ Speaking/writing tasks are level-appropriate and authentic or authentic-like:
  - _ Tasks conform to the CLB descriptions for the level (see CLB Features of Communication and Profiles of Ability).
  - _ Tasks reflect learners' real-world experience and/or the use of language in the real world.
  - _ Tasks are deconstructed to determine the criteria for a level-appropriate performance of the task; these criteria are used to determine pre-task instruction and scaffolding, and to create peer-/self-/instructor-assessment tools.[6]
- _ Prior to a speaking/writing task, learners receive sufficient input and **scaffolding**, enabling them to accomplish the task. This includes some of the following:
  - _ Providing background knowledge related to the issues, ideas, content, or topic
  - _ Teaching language related to the content of the task (e.g., in the form of vocabulary or a listening/reading text)
  - _ Teaching **functional language** related to the **genre**/task (e.g., common language for emails; language for expressing opinions, clarifying, convincing, contrasting)
  - _ Outlining discourse expectations related to the genre/task
  - _ Using pre-task modelling (e.g., by the instructor, by analyzing a video/text, by having the whole class do a task prior to individuals doing the task)
  - _ Generating or analyzing a peer-/self-assessment **rubric**; potentially using the rubric to evaluate good and poor models of the task prior to evaluating their own performance
  - _ Allowing time to plan language and gather/organize ideas
- _ The language that is targeted for focused instruction (e.g., vocabulary, grammar, functions) is based on any of the following:
  - _ The objectives of the course
  - _ The requirements of the task in terms of the content/topic and genre
  - _ The level and needs of the learners
- _ Speaking/writing tasks require learners to go beyond talking *about* language to *using* language. Tasks require learners to do the following:
  - _ Consider purpose and audience

- Focus on both meaning and form
- Engage in real communication (i.e., an actual exchange of information, ideas, or opinions)
- Plan language use (i.e., incorporate newly learned language into the task)
- Accomplish a task with specific requirements and outputs that can be evaluated

- In both speaking and writing, there are opportunities to build fluency, for instance, by repeating tasks but varying the time, audience, mode, topic, etc. For example, students can be asked to do the following:
  - Give a 4-minute speech to one partner, then repeat it with a second partner in 3 minutes, then repeat it with a third partner in 2 minutes
  - Take part in mingling and inside/outside circle activities for surveys, role-plays, and discussions
  - Carry out tasks that require grouping and re-grouping (e.g., jigsaw activities)
  - Give a presentation to a partner, then to a small group, then to the class
  - Journal about a topic, writing a paragraph on that topic, and then incorporate that paragraph into a formal email
  - Write a number of emails to invite people to different events
  - Write an informal and a formal email to invite people to the same event
  - Use **formulaic sequences** and **lexical fillers** in repetitive speaking tasks (e.g., surveys)
- In both speaking and writing, there are opportunities to increase language complexity and accuracy. For example, students can be asked to do the following:
  - Attempt to use a target grammatical form (e.g., modals for suggestions) in a speaking or writing task
  - Use 5 new vocabulary words in a speaking/writing task
  - Edit writing for an aspect of grammar or punctuation that has previously been taught (e.g., making sure that past tense verbs are used; making sure sentences begin with capitals and end with periods)
- Learners are provided with ample opportunities to practice their speaking/writing skills, both inside and outside of class.[7]
- Writing activities acknowledge the writing process and encourage peer involvement at different points throughout that process:
  - Idea generating
  - Organizing
  - Drafting and re-drafting
  - Revising and editing
- Learners have the opportunity to engage in reflection and self-assessment (e.g., through "Did I…?" checklists and daily/weekly reflections).
- Learners receive timely feedback, for instance, through the following:

    - _ Audio/video feedback (e.g., screencasting used to provide verbal and visual feedback on writing tasks; screencasting used to provide feedback at appropriate points on videoed tasks)
    - _ Language instruction (grammar, functional language, pragmatics) and corrective feedback to the entire class regarding errors made by many in the class
    - _ Specific, detailed, written feedback (e.g., using symbols to identify errors; providing correct forms)
    - _ Identifying errors and having learners self-correct
    - _ Identifying errors and providing links to relevant online resources
    - _ Global feedback (e.g., "Edit this to make sure you use the simple past tense when you are talking about things that happened at a specific time in the past.")
    - _ Individual conferences where learners receive and negotiate feedback
- _ Learners are given the opportunity to incorporate feedback into speaking and writing activities.

46(a). Explicit instruction of how the grammatical system works to express meanings is integrated into meaning-focused language teaching.

- _ Instructors have a deep understanding of the English grammar system and expertise in teaching grammar.
- _ The selection of which areas of grammar are explicitly taught in class is based on the following:
    - _ The learners' current linguistic competence (i.e., developmental stage, identified errors and gaps)
    - _ The learners' communication needs (e.g., related to tasks that they will perform)
    - _ The curriculum
- _ Grammar instruction is integrated into skills/meaning-focused language teaching for the following reasons:
    - _ To prepare learners for meaning-based communication tasks
    - _ In response to learner error
- _ Grammar instruction sometimes takes the form of isolated grammar lessons, especially related to the following structures:
    - _ Those that occur infrequently
    - _ Those that are difficult to perceive[8]
    - _ Those that do not cause communication breakdown[9]
- _ Connections are made between the form of a structure and its meanings and use.
- _ Grammar practice is contextualized within a task/theme/topic.
- _ Recognizing that it takes time for grammatical accuracy to develop, there is a spiralling of

instruction; target structures are "recycled" into new topics, contexts, and tasks.

- _ Learners are introduced to resources that they can access to support their own grammar learning (grammar texts, websites, grammar checkers, etc.).

46(b). Grammar instruction encourages learners to notice and analyze the forms, meanings, and uses of target structures; provides ample exposure to target structures; provides opportunity for meaningful deliberate practice; affords opportunities to use new structures in spoken and written communication; and provides corrective feedback.

- _ Learners are encouraged to pay attention to grammatical forms and form/meaning/use connections (i.e., awareness-raising tasks):
  - _ In input (listening/reading)
  - _ In output (speaking/writing)
- _ Learners are encouraged to notice gaps and errors in their own use of grammatical forms.
- _ Learners receive ample exposure to target structures.
- _ Grammar instruction includes focused oral and written practice activities that range from very controlled to more open-ended so that learners can use their grammatical knowledge during meaning-focused communication.
- _ Grammar instruction goes beyond presentation and practice, ensuring that learners have opportunity to produce forms in meaning-focused communication.
- _ Learners receive corrective feedback in response to errors, for instance, through the following:
  - _ Direct correction
  - _ Clarification requests
  - _ Elicitation of correct form
  - _ Modelling the correct form, along with strategy training to increase awareness of the "reformulations"[10] they encounter both inside and outside of class
- _ Corrective feedback on learners' grammatical errors occurs in a timely manner and ensures opportunity to incorporate that feedback in subsequent speaking and writing activities.
- _ Learners are encouraged to take responsibility for and manage their learning from corrective feedback by, for instance:
  - _ Self-correcting and producing corrected forms (spoken and written)
  - _ Recording and reflecting on the types and numbers of errors made in order to prioritize consistent or patterned errors
  - _ Identifying and using online resources to address their own consistent or patterned errors

47(a). Explicit pronunciation instruction focuses on those factors that affect intelligibility.

- Pronunciation issues that affect **intelligibility** of learner speech are identified in the following ways:
  - Formally through individual assessment
  - Informally as miscommunications occur or as the instructor identifies pronunciation issues during communication tasks
- Selection of what to teach related to pronunciation is based on the learners' need to be understood:
  - The first priority is speaking habits that affect intelligibility (e.g., mumbling, slurring, volume).
  - The second priority is global issues (suprasegmentals) that affect intelligibility. These can include inappropriate sentence stress, syllable stress, intonation, and rhythm. These can also refer to problems related to unconnected speech, including addition of extra syllables and dropping of final consonants.
  - The third priority includes those sounds (segmentals) that most affect intelligibility, recognizing that most segments will improve on their own. Vowels are more important than consonants.[11]

47(b). Pronunciation instruction raises awareness of the characteristics of spoken English and provides opportunity for both focused and communicative practice.

- Instructors have some expertise in phonology, the English sound system, and teaching pronunciation.
- Pronunciation instruction encourages awareness and analysis of the characteristics of spoken English (rhythm, intonation, sounds, stress, connectedness) in contrast to the visual/written forms of language. For instance, learners might do the following:
  - Analyze and perceive target features in spoken language (e.g., in audio recordings, podcasts, videos, and in interactions outside the classroom)
  - Identify useful rules/patterns (e.g., for the pronunciation of *-ed* endings)
  - Engage in **listening discrimination activities**
  - Learn how sounds are physically made
- Pronunciation instruction provides opportunities for controlled practice, in which learners are focused primarily on form, for example:
  - Perceptual exercises (perceiving the differences)

    - Listening and repeating, mimicking
    - Jazz chants, poems, rhymes, dramatic monologues, etc.
- Pronunciation practice is focused on language that is familiar to learners (i.e., not obscure vocabulary) and contextualized (e.g., related to a text, theme, or task).
- Pronunciation instruction is integrated into regular classroom activities; it goes beyond presentation and practice and provides opportunities for instruction to be applied in communication, for instance:
    - Using high-frequency formulaic sequences for pronunciation instruction and practice
    - Practicing a particular pronunciation feature in preparation for a communication task (e.g., practicing the linking in phrases related to giving an opinion, or the word stress in a vocabulary list prior to a communication task requiring the use of those phrases/words)
    - Simple information gap exercises targeting one pronunciation feature (e.g., rising intonation in *Wh*–questions)
    - Communicative tasks that enable learners to use learned targeted pronunciation in fluency-focused activities (e.g., role-plays, dialogues, debates)
    - Re-plays of communication tasks in which learners first do a communicative task with a focus on meaning and fluency, and then repeat the task with a focus on a particular pronunciation feature
- Pronunciation instruction enables learners to identify and perceive those issues in their own speech that cause problems with intelligibility, developing an ability to monitor their own pronunciation.
- Instructors are aware of and can guide learners in the use of technology resources to improve **comprehensibility** (e.g., voice recognition tools, voice recording tools, H5P Speak words, English Accent Coach).

48(a). Vocabulary instruction encourages learners to notice and focus on level-appropriate vocabulary items (single words as well as formulaic sequences) and links form to meanings, collocations, and uses.

- Instructors make principled decisions about what vocabulary to spend instructional time on. That is, instructors do the following:
    - Highlight both familiar and new vocabulary
    - Focus more on high-frequency (1K–2K) and mid-frequency (3K–4K) words
    - Consider learners' needs (e.g., words related to real-life needs; Academic Word List vocabulary for those learners continuing their education; occupation-specific words for learners headed to a particular kind of work)
    - Consider relevance to the context (e.g., the listening/reading text; the task that

learners will be doing)
  - _ Use keyword and vocabulary frequency tools (see lextutor.ca)
- _ Learners are encouraged to notice and focus on new words in a variety of ways:
  - _ Explicit discussion of target vocabulary prior to listening, speaking, reading, or writing tasks (e.g., having learners search a text or listen for selected vocabulary items; having learners identify and discuss unknown vocabulary in a word cloud composed of words from the text)
  - _ Lexical elaborations and textual enhancement in both paper and electronic readings (e.g., glosses, hyperlinks, underlining, bolding, italics)
  - _ The incorporation of target vocabulary in pre-listening/reading activities to ensure multiple instances of item recall
  - _ Highlighting of new vocabulary items as they come up (e.g., writing them on the board; encouraging students to write them in a vocabulary journal; adding them to a flashcard set)
  - _ Presentation of new, thematically related items prior to a unit in which the theme is explored through a variety of activities and modes (e.g., Quizlets, H5P, and other interactive online activities that provide immediate feedback)
- _ Learners closely examine the form of the vocabulary items, for example:
  - _ For words, learners count syllables, identify the stress pattern, notice word parts, spell, and pronounce the word in the context of common **collocations**.
  - _ For formulaic sequences, learners analyze literal and figurative meanings; notice repeated sounds, linking, and stress patterns; and pronounce the sequence as a chunk.
- _ Learners connect form to meaning in a variety of ways:
  - _ The use of visuals (pictures, sketches, Google image searches, **realia**, miming)
  - _ Personalized anecdotes
  - _ Quick L1 translations
  - _ Instruction in and allowance for appropriate and judicious dictionary use (bilingual, monolingual, and bilingualized)
  - _ Pairing of the use of clues (context, visual) to determine vocabulary meaning with the use of dictionaries, glosses, or group discussion to confirm guesses (to encourage retention of vocabulary)
  - _ Opportunity to negotiate and discuss the meanings of target vocabulary (e.g., learners work in pairs or groups to figure out meanings of words/phrases or complete vocabulary activities; learners look up meanings and explain those meanings to others)
- _ Learners identify common collocations, multiple uses, and grammatical variations of target vocabulary (e.g., through YouGlish, **corpora searches**, concept maps with lexical items and collocations, noticing collocations in written/spoken texts, and **cloze** activities).

_ Vocabulary is presented in thematically related clusters (e.g., *frog*, *green*, *pond*), rather than in semantically related clusters (e.g., *red*, *yellow*, *blue*, *green*) that can cause confusion.

48(b). Vocabulary instruction provides multiple opportunities to retrieve target vocabulary items; encouragement to use target vocabulary items in spoken and written communication; and the explicit formal teaching of vocabulary learning strategies.

_ Learners are provided with opportunities for maximum exposure to, engagement with, and **retrieval** of the target vocabulary and meanings, including a selection of the following:
    _ Manipulating or "doing something" with target vocabulary (e.g., sorting, matching, labelling pictures, filling in the blanks, completing crossword puzzles, and playing games where they retrieve target vocabulary based on pictures, charades, and/or definitions)
    _ Multimode exposure to target vocabulary in thematic teaching (listening, speaking, reading, writing)
    _ Narrow reading (reading a number of texts on a particular topic or by a particular author)
    _ Interactive online activities (e.g., Quizlet, H5P, Learning Chocolate)
    _ Vocabulary quizzes and tests
    _ Other
_ Learners are pushed to use target vocabulary in speaking and writing tasks, facilitating long-term retention, through, for instance:
    _ Explicit instruction related to content vocabulary and functional language prior to speaking and writing tasks
    _ Requiring the use of the target vocabulary in speaking/writing tasks (e.g., "Choose 3 of the new statements for expressing opinions and use them during the debate" or "Choose 8 of the new words to incorporate into your paragraph")
    _ Disappearing text activities (e.g., where a text is on the board or projected, and learners read it aloud a number of times, with more and more target items deleted each time; or where a text is read aloud in its entirety, and then read aloud with pauses before target items so learners can fill in the pause orally)
    _ Encouraging learners to use new vocabulary in original (and potentially memorable) sentences
_ Learners are enabled to manage their own vocabulary learning through deliberate exposure to, instruction in, and sharing of vocabulary development strategies, such as the following:

- Strategies for identifying words to focus on
- Strategies for using the morphology of the word to make meaning/form connections (roots, affixes)
- Dictionary strategies (paired with guessing from context)
- Encoding and mnemonic techniques (e.g., relating a new word to existing knowledge as in the linking of an L2 word to an image or a sound-alike L1 word)
- Tools and strategies for recording targeted words (e.g., labelling pictures, creating electronic flashcards, creating physical flashcards, keeping a vocabulary notebook, drawing word webs, creating collocation tables)
- Moving from receptive retrieval (e.g., where students have to understand the word) to productive retrieval (where they have to elicit and use the word)
- Spacing repetition over a longer period (reviewing more often at the beginning, less often later on), as opposed to massed repetition (quick "cramming" for a vocabulary test)
- Strategies for eliminating boredom, and for encouraging and rewarding vocabulary learning[12]
- Strategies for putting new words to immediate use
- Apps and tools, such as Quizlet, LexTutor.ca, online dictionaries, word clouds, Learning Chocolate, YouGlish, etc.

49. Technology is used to encourage learners to explore and create language, as well as to use language to explore ideas, solve problems, develop new skills, and negotiate and communicate with an expanded audience.

For details on this best practice, see Best Practices for Technology and Online Learning.

50. Instructional activities are culturally sensitive; they encourage learners to reflect on and celebrate aspects of their cultures, provide opportunity to explore their own and others' values/world views, and expand their capacity to live and work in Canada.

- Instruction is sensitive to the cultural/religious norms of the learners.
- Instructors (as insider members of Canadian culture) mediate for learners the hidden culture of beliefs, values, and ways of knowing in Canada.[13]
- Classroom activities expand learners' capacity to live and work in a multicultural environment by encouraging learners to do a selection of the following:
  - Explore the impact of their own cultural assumptions on their own expectations,

behaviours, choices, values, communication styles, etc.
- _ Explore the impact of the cultural assumptions of those they meet in Canada (e.g., in particular communities; in particular workplaces) on the expectations, behaviours, choices, values, communication styles, etc. of those individuals
- _ Reflect on their personal choice to acculturate/embrace an aspect of Canadian culture, or to preserve that aspect of their own culture
- _ Develop attitudes of curiosity, respect for other ways of being, and appreciation for diversity
- _ Notice, analyze, explore, reflect on, and engage with those instances where differences in cultural assumptions, expectations, behaviours, values, communication styles, etc. have resulted in dissonance, discomfort, or confusion. For instance, learners learn to brainstorm a variety of possible interpretations of a behaviour, rather than accepting the first (often negative) interpretation that comes to mind.
- _ Celebrate and share in a diversity of cultures and customs (e.g., through class presentations, celebrations of festivals and holidays, exposure to literature/art/music, performances, publishing of relevant writing assignments, discussions) (See Skills and Language for Work Resources for the Classroom)

51. Instruction fosters independence and autonomous learning as learners reflect on, take responsibility for, and manage their own learning.

- _ Learners are encouraged to take responsibility for their own learning by, for instance:
  - _ Setting goals
  - _ Developing strategies for self-assessment
  - _ Using self-assessment checklists
  - _ Documenting and reflecting on their own progress
  - _ Maintaining a learning portfolio
  - _ Taking responsibility for aspects of class management[14]
- _ Instruction explicitly addresses learning strategies and provides opportunity for learners to practice and reflect on strategies.
- _ Learners develop an expanded repertoire of strategies for some of the following:
  - _ Staying motivated
  - _ Remembering and using new language
  - _ Finding and expanding on opportunities to communicate[15]
  - _ Increasing reading comprehension and speed
  - _ Increasing writing fluency and accuracy
  - _ Improving comprehensibility
  - _ Other

- Learners use their language skills to access useful and meaningful interaction, knowledge, skills and services that allow them to be more independent and self-sufficient. This may include, for example:
  - Using their electronic devices to access relevant information
  - Participating in role-plays that transfer directly to real-life needs (e.g., role-playing a telephone conversation with a potential landlord)
  - Completing tasks that mirror tasks required in real life (e.g., filling out a child's field trip form or a workplace injury report)
- Learners participate in activities that prepare them for success in future academic endeavours, for example:
  - Organizing learning materials
  - Completing homework assignments
  - Practicing academic skills such as note taking, outlining, and test taking
  - Researching information and presenting research
  - Learning and practicing critical thinking skills
  - Giving oral presentations
- Learners make plans to continue learning once the class has ended.

[1] See TESOL (2003), Standard 3A4.

[2] See TESOL (2003), Standard 3F.

[3] Cultural universalities can be drawn on for thematic development (e.g., Family life; Health practices; Work and play; Fashion; Food and nutrition). See Donald E. Brown's list of "human universals."

[4] See TESOL (2003), Standard 3E.

[5] Note: All of these (except perhaps the last 2) can be done collaboratively and orally, as learners negotiate in small groups, to ensure that oral skills are not ignored.

[6] Take, for example, the following task for an ESL class focused on healthcare: "Respond appropriately to a patient's concerns regarding an upcoming treatment." Specific requirements could be included in instructions, such as "Be sure to introduce yourself professionally, break the ice, respond to questions and concerns, probe, check comprehension, provide information that is relevant to their concerns, reassure, and close the conversation appropriately." These requirements could be converted to a rubric and used for self-, peer-, and instructor-evaluation.

[7] Just living in an L2 environment may be considered an opportunity; however, instructors need to encourage participation in that L2 environment through, for example, tasks that require interaction with fluent speakers.

[8] Thereby "helping learners notice language forms that occur frequently but are semantically redundant or phonologically reduced or imperceptible in the oral input" (Spada & Lightbrown, 2008, p. 195).

[9] Those errors that do not interfere with meaning are less likely to be noticed. Isolated instruction may be necessary to encourage learners "to notice the difference between what they say and the correct way to say what they mean" (Spada & Lightbrown, 2008, p. 196–197).

[10] These reformulations are often implicit. That is, NSs often incorporate a "corrected version" of what the learner said in their responses; often, however, learners fail to attend to these less explicit corrections.

[11] Issues of intelligibility are affected by the "functional load" of a sound (including the frequency of the sound along with the relative abundance of minimal pairs involving the sound). A useful article on this issue is Brown (1988).

[12] These strategies, which often involve pairing vocabulary learning with an activity a learner finds pleasurable, can be individual and innovative. For instance, learners have suggested the following strategies: going for a walk while reviewing flashcards; listening to music or eating a favourite snack while reviewing vocabulary; bouncing a ball while rehearsing; and creating a matching vocabulary game. Encourage learners to share the strategies that have worked for them.

[13] The content and concept information which learners access through reading and listening activities is a vehicle or "carrier" of cultural information; part of the instructor's role is to mediate, or "unpack," this cultural information for learners.

[14] For example, depending on the class, learners may take responsibility for organizing a social activity, planning a field trip, taking attendance, leading a discussion, orienting a new classmate, etc.

[15] For example, non-verbal strategies for indicating a desire to communicate; strategies for opening a conversation; strategies for responding to compliments in ways that encourage rather than terminate a conversation.

Vignettes

for Instruction

Vignette 1: Fostering Functional Language in CLB 3 LINC

Last fall, I was teaching a group of CLB 3 learners who were brand-new to Canada. My goal was to make sure that everything I did in the class was directly relevant to their real-life needs. I also wanted them to gain as much **functional language** as possible to speed up their ability to communicate. They needed to be able to talk to their children's teachers. They wanted to be able to order food. Then winter hit, and they needed language to talk about and find winter clothing.

To help with learning functional language, I created Quizlets of vocabulary, but I had audios of functional language. For instance, a Quizlet with winter clothing had audios of someone saying "Hi, I'm looking for __" and the item pictured and written on the Quizlet (e.g., gloves, winter boots, scarf). Another Quizlet had pictures of clothing that was too big, too small, too tight, etc., and audios saying "I think this is too ___." A Quizlet with fast foods pictured had audios of someone saying "Hi, I'd like to order ___" and the item pictured (a coffee, a burger, fries, etc.). A Quizlet about school messages had vocabulary such as "absent," "late," "leave early," "not feeling well," "doctor's appointment," etc. The audios said something like "Hello, I'm Sam's mom. Sam will be absent today." or "Hello, I'm Sam's dad. Sam has a doctor's appointment today."

Students learned the vocabulary as they used the flashcards, learn, matching, and test Quizlet functions. They practiced sounding out and writing the words. At home and on the bus, they listened over and over to the functional language in the audios. As we role-played interactions in class, they used both the functional language and the vocabulary. In one activity, students sat in pairs, with one person facing the board and the other person facing away from the board. I would project a Quizlet picture or word ("gloves," "burger," "absent"), and the student facing the board would say "Hi, I'm looking for…" or "Hello, I'd like to order a…" or "I'm Sam's mom. He will be…" and the other student would check their comprehension "gloves?" "a burger?" "absent?" and point to the item on a Quizlet printout. After a lot of practice and **scaffolding**, these real-life tasks became listening and speaking PBLA tasks that learners carried out to demonstrate progress.

Vignette 2: Integrating the 4 Skills in an Employment-focused CLB 3/4 Class

Teaching employment-related English for CLB 3 and 4 students can be quite challenging. To ensure that students achieve their learning goals, I provide them with ample opportunity to practice their listening, speaking, reading, and writing skills.

In one of my units, students develop their phone skills. First, they ***listen*** to sample phone calls from the LINC 3 audio files (e.g., Can I Take a Message? and Friendly Phone Conversation). Students listen to identify polite expressions and tone of voice. The audios are replayed 2–3 times and students ***write*** down details from each audio sample. Afterwards, they receive feedback on the details they captured. Then, students ***read*** a vocabulary chart containing phrasal verbs. They complete a worksheet on the meaning and usage of commonly used phrasal verbs related to phone calls (e.g. "hold on," "speak up," "cut off," etc.).

After this, students work with a partner and role-play phone conversations following the patterns they heard in the LINC 3 audios and using the phrasal verbs they learned. They demonstrate their role-plays for the class. This ***speaking*** activity builds students' confidence as they communicate with their classmates.

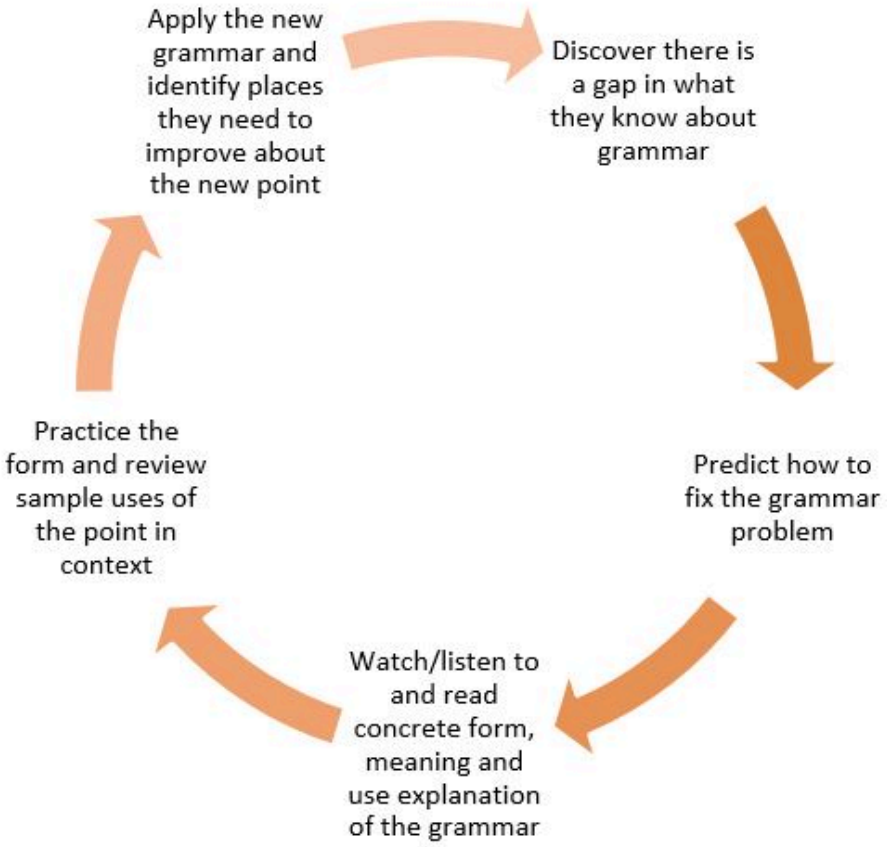
To reinforce what they have learned, I assign homework where students use a template to plan sample phone conversations with their doctors, dentists, counsellors, teachers, and many others. They ***write*** down the details they will need when making mock phone appointments with their classmates. Later, in class, students complete the same templates as they role-play the conversations with their classmates.

Phone Skills Role-play

- ❑ Greetings_____
- ❑ Who called?_____
- ❑ What is the purpose of the call?
  _____
- ❑ When is the appointment scheduled? (date and time)
  _____
- ❑ Where is the appointment?
  _____
- ❑ What to bring to the appointment:
  _____

With all of this practice, my CLB 3–4 learners gain confidence in their listening and speaking skills, expand their vocabulary, and develop familiarity with reading and completing simple forms.

Vignette 3: A Grammar Routine



This year I have been trying a new routine that seems to be working for my grammar instruction. During the week I collect sentence errors that my learners commonly make. If my textbook treats a grammar point, I especially try to collect a few errors related to the point in the text.

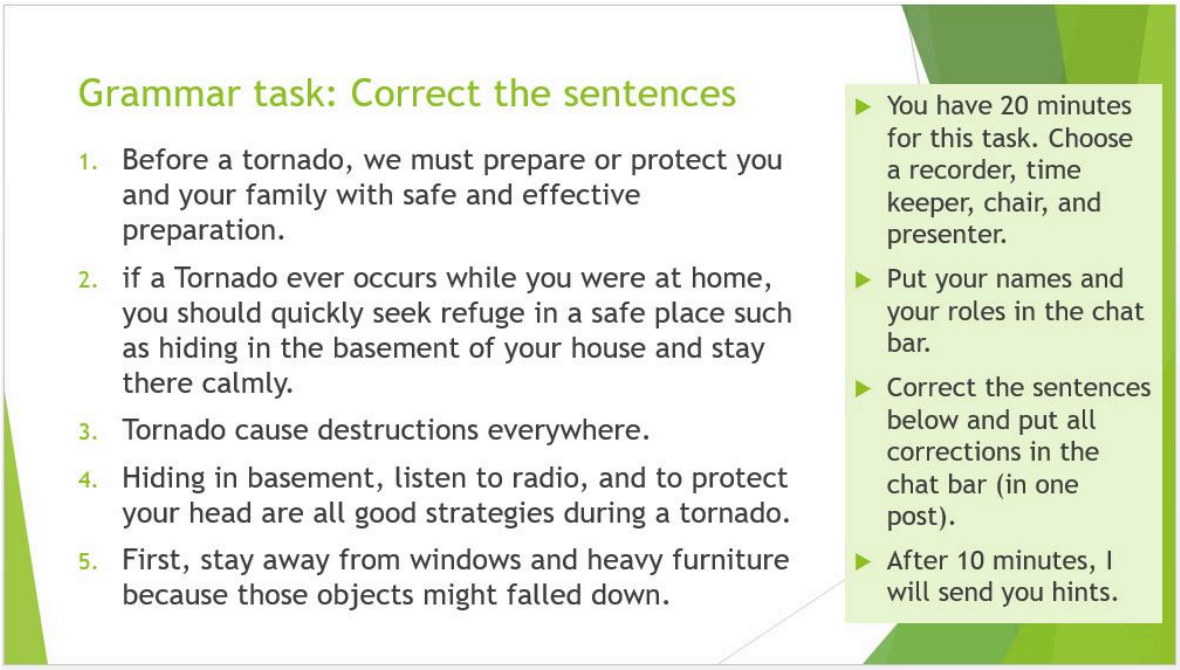
On Mondays, I present 5 sentences for error correction taken from a variety of anonymous learners. I break the learners into teams of 4, and I give each group the set of 5 sentences that have classic grammar errors. The teams work together to try to correct the sentences. After 10–15 minutes, I hand out a second sheet with hints for each of the 5 sentences, and learners have some time to apply the hints and adjust their corrections. Each group then presents their corrections on one sentence, and we discuss why these choices were made. After the discussion is over, I provide an answer key for their future reference.

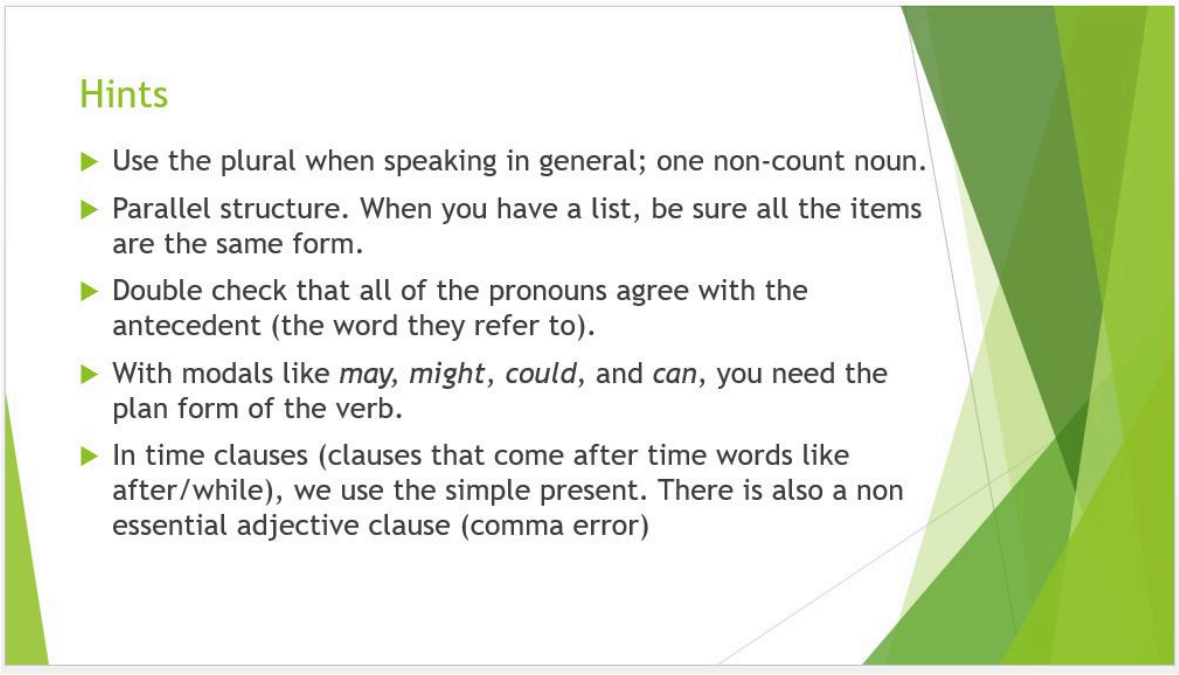
For homework that night, I ask the students to read and review form, meaning, and use explanations related to one of the error sentences. I always provide a video and a written explanation because students seem to prefer one or the other. EngVid grammar videos and University of Victoria's studyzone have been really good for my learners. I also have learners complete online activities with immediate feedback; I've found some great focus-on-form activities at Live Worksheets and British Council's Learn English Teens.

During the week that follows, we look for sample sentences in the textbook readings and in YouGlish. I use these to create cloze and fill-in-the-blank activities (very easy to do with H5P!). Near the end of the week we get into groups and write example sentences related to the topic of the week (often done as part of a prewriting/outlining activity).

Over the weekend the students do their formal writing assignment, and then on Mondays we repeat the cycle with a new grammar point. I integrate a couple of sentences that review the points we studied earlier. By the end of the term, we have recycled the grammar often enough that they seem to understand the form, meaning, and use of target structures, even if they still make small mistakes.

The sample slides below are from my CLB 7 class, but I think you could use this routine for CLB 3+ so long as the sentences are level-appropriate, and the grammar explanations are simple and easy to access.





Answer Key:

Hints matched with Sentences

Incorrect sentences	Hints
Before a tornado, we must prepare or protect you and your family with safe and effective preparation.	Double check that all pronouns agree with the antecedent (the word they refer to).
if a Tornado ever occurs while you were at home, you should quickly seek refuge in a safe place such as hiding in the basement of your house and stay there calmly.	In time clauses (clauses that come after time words like after/while), we use the simple present. There is also a non essential adjective clause (comma error)
Tornado cause destructions everywhere.	Use the plural when speaking in general; one non-count noun.
Hiding in basement, listen to radio, and to protect your head are all good strategies during a tornado.	Parallel structure. When you have a list, be sure all the items are the same form.
First, stay away from windows and heavy furniture because those objects might falled down.	With modals like *may, might, could*, and *can*, you need the plan form of the verb.

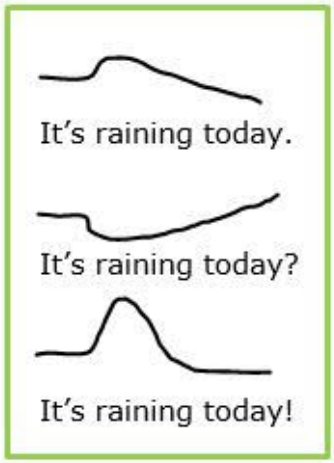
Vignette 4: Integrating Pronunciation

I teach pronunciation remedially and in a targeted manner in almost all my classes. I also train teachers in pronunciation. I have found that most communication issues that occur in my classes are not based on content or meaning but rather on mode of communication. How a misunderstanding is approached or resolved can also be problematic depending on pronunciation issues. In many cases, pronunciation is the primary root of the problem. One ESL class that I was teaching was made up of two predominant language groups: Polish and Urdu speakers. The attitudes and atmosphere in the classroom were rocky in the beginning. There were a lot of misunderstandings based on pronunciation issues. The Eastern Europeans came across as bored and indifferent, while the South Asian speakers were perceived as arrogant and aggressive—neither of which was the intended meaning. I quickly addressed the situation, realizing that the issues were based on word focus and intonation. I did the following:

1. We started by looking at *thought groups.* I provided a couple of examples careful to emphasize the *focus word*: "Melica is standing." "I love teaching." "It's raining today." Students generated examples as a class, which I wrote on the board.
2. Then, we looked at the main word of each thought group and underlined the *stressed syllable* within each thought group, depending on the context of the statement. I gave the students a rubber band to use to show the focus word in each thought group by extending the rubber band on the stressed syllable of the focus word.

Melica is **stand**ing. I **love** teaching. It's **rain**ing today.

3. Next, I drew the *intonation contours* over each thought group, showing how in English we rise on the stressed syllable of the focus word and then fall gently and not sharply. I also mimicked intonation patterns that had been used in the class to show how perceptions can convey different meanings in English, focusing on aggressive and indifferent patterns in English. I emphasized that while these are the perceptions in English, in other languages they may be seen as normal. The key is to be aware of the message being relayed when transferring L1 intonation patterns to English because they may not convey the intended meaning and may, therefore, result in miscommunication.



4. We practiced using the thought groups generated on the board at the beginning of the class and manipulated the focus words to show how the meaning can change. I also provided the following sentences to show how this can change the meaning and the knee-jerk, reflexive perceptions that are conveyed.

He gave me the wrong **information.**
He gave me the **wrong** information.
He gave **me** the wrong information.
He **gave** me the wrong information.
He gave me the wrong information.

5. We practiced controlled dialogues asking for clarification in situations that arise from miscommunication.
6. Lastly, we practiced role-plays, focusing on fluency, with similar situations as in #5, emphasizing language and strategies that can be used to diffuse difficult situations.

References and PD Resources

for Instruction

This section includes resources that informed this document and resources (academic articles, websites, videos, tutorials, courses, etc.) for professional development and further learning on this topic.

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Resources for the Classroom

for Instruction

This section includes resources (lesson plans, curriculum, readings, videos, podcasts, etc.) to use in class.

General and 4 Skills

Alberta Health Services. (n.d.). *Newcomer nutrition education toolkit*. https://www.albertahealthservices.ca/nutrition/Page16518.aspx

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Liveworksheets. (n.d.). *English as a second language (ESL) worksheets and online exercises.* https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)

NorQuest College. (2016). *In the community: An intermediate integrated skills textbook.* https://globalaccess.bowvalleycollege.ca/our-resources/publications-resources/community-intermediate-integrated-skills-textbook

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Alberta Workforce Essential Skills (AWES). (2019). *Newcomers and the workplace* [Video playlist]. YouTube. https://www.youtube.com/playlist?list=PLb5jNH9sU42GbTPTeCA4rvQrh-GWKhIyR

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English Listening Lesson Library Online (ELLLO). (2016). https://elllo.org/

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Live & Learn: An Online Community for New Manitobans. (2021). *iEnglish – The world of English* [Video]. https://livelearn.ca/learn/ienglish/

Randall's ESL Cyber Listening Lab. (1998–2021). *Boosting your English listening skills*. https://www.esl-lab.com/

TEDEd. (n.d.) https://ed.ted.com/

TED. (n.d.). https://www.ted.com/talks

Reading

British Council. (n.d.). *Reading*. LearnEnglish Teens. https://learnenglishteens.britishcouncil.org/skills/reading

Clicklaw Wikibooks. (n.d.). *Law-related lessons*. https://wiki.clicklaw.bc.ca/index.php/Law-Related_Lessons

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Dreamreader.net: http://dreamreader.net/

EAP Foundation (n.d.). *Reading*. https://www.eapfoundation.com/reading/

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Grammar

BBC Learning English. (2021). https://www.bbc.co.uk/learningenglish/

British Council. (n.d.). *Grammar*. LearnEnglish Teens. https://learnenglishteens.britishcouncil.org/

Easy English (n.d.). *Grammar and English tenses* [Video playlists]. YouTube. https://www.youtube.com/channel/UCTRHegh7UqWuKRymXoqzbzA/playlists

elfnet. (n.d.). *Free English (ESL/EFL) learning resources*. https://eflnet.com/

Engvid. (n.d.). *Free English video lessons*. https://www.engvid.com/

Grammar-Quizzes.com (2021). https://www.grammar-quizzes.com/

English Learner. (2021). *Learn English online with English Learner*. https://www.englishlearner.com/

Simmons, R. L. (1997–2021). *Grammar bytes*. https://chompchomp.com/

Pronunciation & Vocabulary

EAP Foundation (n.d.). *Vocabulary*. https://www.eapfoundation.com/vocab/

ESL Flow. (2017). *Pronunciation exercises and worksheets*. https://eslflow.com/pronunciationlessonplans.html

Flax Interactive Language Learning. (n.d.). *Learning collocations*. http://flax.nzdl.org/greenstone3/flax?a=fp&sa=collAbout&c=collocations

Games to Learn English. (n.d.) https://www.gamestolearnenglish.com/

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Learning Chocolate. (n.d.). https://www.learningchocolate.com/

Live & Learn: An Online Community for New Manitobans. (2021). *Canadian Idioms*. https://livelearn.ca/learn/canadian-idioms/

Rachel's English. (2021). https://rachelsenglish.com/

Thomson, R. (2012–2021). *English accent coach*. https://www.englishaccentcoach.com/

Word Hippo. https://www.wordhippo.com/

YouGlish https://youglish.com/

See also voice recording tools such as VoiceThread, Vocaroo.com, Soundcloud, and Moodle Forum tools, and voice recognition tools such as https://dictation.io/

Intercultural Communication

Adichie, C. N. (2009). *The danger of a single story* [Video]. TED. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

ATESL. (2016). *Enhancing intercultural communicative competence: A resource based on the ATESL Adult ESL Curriculum Framework*. https://www.atesl.ca/resources/enhancing-intercultural-communicative-competence/

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Safdar, S. (2012). *Everything you've always wanted to know about culture*. TEDx Talks [Video]. YouTube. https://www.youtube.com/watch?time_continue=9&v=FaOJ71czAGQ

Transinter. (2017, January 10). *Cross cultural communication Pellegrino Riccardi TEDx Bergen* [Video]. YouTube. https://www.youtube.com/watch?v=yv62gqnkuso

LEARNER ASSESSMENT

The program employs a full spectrum assessment continuum (including placement, ongoing formative feedback/evaluation, summative assessment, and high-stakes assessment) that is fair, valid, and useful to all participants.

Statements of Best Practice

for Learner Assessment

The program employs a full spectrum assessment continuum (including placement, ongoing formative feedback/evaluation, summative assessment, and high-stakes assessment) that is fair, valid, and useful to all participants.

52. There are processes in place to ensure the learner's appropriate placement in the program.

- Input from learner assessment is used for placement, including assessment of each of the following:
  - The learners' needs and goals (as individuals, and as members of families, communities, and workplaces).
  - The learners' proficiency levels in listening, speaking, reading, writing, as determined by, for instance:
    - In-house assessments
    - CLB assessments from assessment centres, such as Calgary Language Assessment and Referral (CLARC) and the Language Assessment, Referral, & Counselling Centre (LARCC) in Edmonton
    - Other language assessment tests (e.g., IELTS, TOEFL, CELBAN)
    - Recommendations from instructors based on a sufficient number of **Portfolio Based Language Assessments** (PBLA)
  - Other needs that may require accommodations (e.g., interrupted formal education; literacy challenges; disabilities related to mobility, vision, hearing, learning, mental health, etc.)
- There is a process in place for addressing the inappropriate placement of a learner.
- Specified policies/assessment procedures are in place for determining a learner's readiness to progress to a new level.
- Results of assessment/placement activities are communicated and explained to learners

as follows:

  - In a timely fashion
  - In language that learners can understand (including first language support when necessary)
- There is recognition of, assessment of, and provision for diverse learning needs (e.g., literacy, learning disabilities, attention difficulties, anxiety, prior experiences of trauma, vision/hearing/mobility). (See Best Practices for EAL Literacy and Supporting Learners with Diverse Learning Needs)
- Learners whose needs cannot be met by the program are provided with advice and recommendations regarding other educational options.

53. Ongoing formative evaluation and feedback are meaningful and actionable; they provide opportunities for reflection, are integrated into the teaching/learning process, and inform class direction.

- Learning objectives, goals, and outcomes (and criteria) of tasks and classroom activities are discussed with learners.
- Self-assessment and reflection strategies are developed to give learners control of their own learning, better understanding of their own skills, and a clearer focus on goals and objectives. Examples of self-assessment and reflection strategies may include the following:
  - The use of reflective pre- and post-skills checklists (e.g., the CLB Can Do Statements; Essential Skills Can Do statements; Can Do statements related to module tasks)
  - The use of collaborative learning portfolios, along with opportunities to organize, display, reflect on, and talk about their work
  - The use of self-evaluation tools such as rating scales, rubrics, and checklists
  - Comparison of speaking/writing with a model
  - Comparison of speaking/writing against criteria that will later be used for summative assessment, for example:
  - Reflecting on own performance using a self-assessment checklist with the same/similar criteria as the summative rubric
  - Providing peer feedback using a checklist with the same/similar criteria as a summative assessment tool
  - Using a checklist with criteria from a summative rubric to assess strong and/or weak models of a task
  - Opportunities to receive and reflect on feedback from peers (e.g., by posting writing/videos in forums)
  - Reflective/learning logs/journals

- _ Automatically marked online learning activities, quizzes, and tests
- _ Learning activities, quizzes, and tests with answer keys

_ Formative assessment tasks are accessible and appropriate to the language and literacy level of the learners.

- _ See **Profiles of Ability** and **Features of Communication** for the different CLB levels in the ***Canadian Language Benchmarks****: English as a Second Language for Adults*.
- _ See **Conditions for Learning** for the different ESL Literacy levels in *ESL for Adult Literacy Learners (ALL)*.

_ Formative assessment and feedback prepares learners for success on summative assessments.

- _ Formative assessment tasks are similar to summative assessment tasks in content, format, question types, and criteria assessed.
- _ Learners receive formative feedback on criteria that are later assessed in summative assessments.
- _ Online formative assessments are designed to promote learning, with multiple attempts allowed (e.g., for automatically marked quizzes/activities), the ability to view solutions, and explanatory feedback.
- _ To prepare for higher-stakes online summative assessments, learners complete lower-stakes formative assessments using the same platform.

_ Evaluation and feedback is action-oriented (including recognition of the goal, evidence of strengths and gaps, and strategies for "closing the gap") and is provided formally and informally, at regular, frequent intervals, in a variety of ways to appeal to different ways of learning. Examples include the following:

- _ Corrective feedback to the entire class regarding an issue that poses difficulty to many in the class
- _ Brief meetings with learners to discuss progress, goals, and recommendations for action
- _ Conferences to review portfolio artefacts
- _ Individual consultations on initial drafts with opportunities to negotiate feedback
- _ The use of rubrics to provide feedback on strengths and gaps in performance of language tasks (completed by peers or instructor)
- _ Feedback on performance on weekly quizzes and tests
- _ Action-oriented feedback on homework, in-class work, presentations, group work, role-plays, discussions, etc.
- _ Specific, detailed written corrective feedback (e.g., using symbols to identify errors; providing correct forms)
- _ Global feedback on categories of error (e.g., "There are 6 run-on sentences in this paragraphs. See if you can find and fix them.")
- _ Screencast feedback (e.g., on writing and videoed spoken tasks)

    - _ Ongoing multimodal feedback during online synchronous classes (e.g., providing both spoken feedback and feedback in the chat bar)
- _ Feedback and evaluation are of value to the learners. They meet the following criteria:
    - _ They are timely.
    - _ They are in language that learners can understand.
    - _ They are action-oriented, focused on what the learner can do to improve.
    - _ They include opportunities for feedback to result in revision, correction, and improvement (i.e., the opportunity to "do it again").
    - _ They inform the direction, pace, and content of the class.
- _ Where **Portfolio Based Language Assessment (PBLA)** is implemented, instructors and learners are familiar with PBLA, have access to PBLA resources, are allotted time for portfolio management and ongoing reflection, and use portfolios to reflect, set goals, and make plans for learning. (See Best Practice #36 in Best Practices for CLB and PBLA)
- _ The program recognizes the time required for assessment and allows instructors time for learner conferences, portfolio reviews, exit interviews, test development, etc.

54. Appropriate summative assessment is meaningful, based on multiple measures, and clearly linked to both the outcomes specified in the curriculum and to class content/activities. Learners know how they will be assessed.

- _ Summative assessment is linked directly to the goals and outcomes specified by the curriculum.
- _ Course requirements, assignment weightings, and grading policies (e.g., consequences of late submissions) are clearly stated in the course outline, and are explained to learners verbally and/or in the Welcome/Start Here materials in online courses.
- _ Learners are informed of deadlines and time restrictions for assignments, quizzes, and tests.
- _ Criteria/expectations for success are made clear to learners prior to assessment, in a selection of the following ways:
    - _ The learning goals and outcomes of tasks and classroom activities are discussed with learners.
    - _ Expectations and criteria for success on assignments are communicated to (or developed in cooperation with) learners.
    - _ Learners become familiar with the assessment criteria and assessment tools (e.g., rubrics, rating scales, checklists) by using them for self- and peer-evaluation.
    - _ Learners view and analyze models/exemplars of tasks that meet (or do not meet) assessment criteria.

    - _ Learners are involved in designing assessment strategies.
    - _ Learners are involved in selecting work to include in a portfolio.
- _ Summative assessment is appropriate to the language and literacy level of the learners.
    - _ For descriptions of level-appropriate conditions tasks and texts for English language learners at different levels, see the **Profiles of Ability** and **Features of Communication** in the *Canadian Language Benchmarks: English as a Second Language for Adults*.
    - _ For descriptions of level-appropriate conditions for tasks and texts for ESL literacy learners at different levels, see **Conditions for Learning** in *ESL for Adult Literacy Learners (ALL)*.
- _ There is a transparent connection between what is done in class and the assessment that occurs:
    - _ The skills and tasks that are assessed are those that were taught, modelled, and practiced.
    - _ Assessment activities and tasks resemble the learning activities and tasks that learners engaged in during the class.
    - _ The language that is assessed is the language that was taught.
    - _ The themes and content of assessment tasks resemble the themes/content that learners explored during the class.
    - _ Assessment criteria that reflect what was taught and that were used for peer-/self-assessment are used to assess performance on language tasks.
    - _ The platform used for online summative assessments is similar to or the same as that used for practice tests/quizzes.
- _ Summative assessment tools are clear and easy to follow and use.
    - _ Instructions are clear, complete, and in language that learners can understand (with first language support if relevant).
    - _ Tasks/texts/questions are formatted to be clear and easy to read.
    - _ Audios are sufficiently loud and clear.
    - _ The number of criteria on rubrics, checklists, and rating scales assessed at one time is small enough to ensure accurate observations.
    - _ Online assessments have been tried out (e.g., by an instructor, a colleague) to ensure that the questions are not confusing; higher-stakes assessments have been piloted.
- _ Summative assessment is sensitive, inclusive, appropriate for adults, and neither culturally nor contextually biased; that is, features that would be unfamiliar, upsetting, offensive (e.g., sexist, stereotyping), or distressful to learners are avoided.
- _ Summative assessment is meaningful:
    - _ There is a transparent connection between what is assessed and the present and future needs and goals of the learners.

    - As far as possible, assessment tasks are engaging and interesting.
- Summative evaluation is based on multiple and varied measures of assessment, appealing to different learning styles, conducted over time.
- Summative evaluation is outcome-based, focused on what learners can do.
- Where PBLA is implemented, learners are aware of the purposes and processes of PBLA assessment; multiple assessment tasks (skill-using and PBLA tasks) provide ongoing feedback on learner progress throughout a course. (See Best Practice #36 in Best Practices for CLB and PBLA)

55(a). Expectations for academic integrity and behaviour during assessments are made very explicit.

- It is recognized that learners come with widely varying educational experiences and may not have the same understandings as the teacher/program regarding what constitutes academic integrity/honesty, academic misconduct, cheating, group work, collaboration, etc.
- Expectations regarding academic integrity are introduced, discussed, illustrated, and practiced in an ongoing fashion throughout the course and prior to higher-stakes assessments. For example:
    - When homework or classwork is assigned, clarity is provided as to whether collaboration is expected or encouraged, and what constitutes appropriate collaboration.
    - Practice of test-taking conditions takes place in low-stakes settings (e.g., short quizzes) multiple times before higher-stakes summative assessments.
- Expectations for behaviour during assessments are made very clear to the learners, as follows:
    - In language that learners can understand (with first language support as necessary)
    - Using multiple modes of communication: written on the test, written on the board, verbalized, and potentially illustrated with visuals for ESL literacy learners
- Steps are taken to discourage academic misconduct and cheating, for example:
    - Ensuring that assessments are level-appropriate and represent what was learned and practiced in class
    - Spacing students appropriately
    - Having sufficient proctors
    - Using available LMS features to discourage cheating: randomizing answer/question order, using question pools, and varying question types (not just multiple choice)

55(b). The program ensures that assessment is fair and valid for its intended purposes.[1]

- When using language proficiency tests to make decisions, the following guidelines are met:[2]
  - Program staff critically evaluate the test instruments used for decision-making purposes in the program.
  - The program employs tests that reflect current understanding of assessment and language.
  - The program avoids using tests that are based on outdated models of language and assessment.
  - The program employs tests in which stated purposes correspond to program needs.
  - In recognition that the stress and anxiety inherent in high-stakes test situations may have a negative impact on performance, the program avoids relying on a single **standardized test** score or inflexible cutting scores for decision-making purposes.
- Facilities used for testing purposes are appropriate (e.g., well lit, spacious, quiet).
- Equipment used for testing purposes is in good working order.
- Test materials are secure and undamaged.
- Testers are trained and follow protocol in administering and monitoring high-stakes tests.
- In-house assessment tools are reliable, valid, piloted, and revised to ensure they are measuring what they are intended to measure.
- The program supports/encourages collaboration among instructors of the same proficiency levels to ensure inter-rater reliability and validity of rating instruments.
- The needs of learners with special needs (e.g., learning disabilities, literacy) are accommodated during proficiency, summative, and high-stakes testing, for instance, with extended time, distraction-reduced settings, first language support, assistive technologies, educational aides, etc.

56. Learner progress within the program is documented, and this information is presented in such a way as to be useful and recognized for transfer into training programs, the workplace, and post-secondary education.[3]

- Instructors are informed of any program policies, procedures, or expectations regarding the following:
  - Frequency of assessment
  - Methods of assessment
  - Methods of recording and reporting results of assessment

    - Uses of assessment
- Learners are informed of admittance requirements for relevant courses, training programs, the workplace, and post-secondary education within established programs and/or outside of their programs.
- Learner progress and assessment results are documented and learners can track their progress throughout the term (e.g., in an online course gradebook).
- Learner progress and assessment results are used as a basis for making decisions regarding movement within the program, and for referral to other language programs, training programs, and post-secondary education.
- Where relevant, PBLA/CLB assessments are used to facilitate movement within the program, from program to program, and from program to workplace, within Alberta and Canada.
- Learner assessment results and progress toward goals are communicated to relevant stakeholders (e.g., funders, administrators).

[1] See TESOL (2003), Standard 6E.

[2] The guidelines are adapted from Ethical Guidelines for the Use of Language Proficiency Tests set by TESL Canada Federation. For the complete list of guidelines, see the TESL Canada website: http://www.tesl.ca

[3] See TESOL (2003), Standard 6K.

References and PD Resources

for Learner Assessment

This section includes resources that informed this document as well as resources (academic articles, websites, videos, tutorials, courses, etc.) for professional development and further learning on this topic.

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Resources for the Classroom

for Learner Assessment

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RESOURCES

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

Statements of Best Practice

for Resources

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. These include, for example:
  - _ Barrier-free access to the facilities (accessible parking, ramps)
  - _ Larger, dedicated classrooms for **EAL** 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
  - _ Childcare
  - _ Settlement/counselling services
  - _ Health and wellness services and supports, including but not limited to stress reduction, mental health, health and wellness promotion, and prevention education
  - _ Other
- _ Learners have access to facilities that enhance life. These might include the following:
  - _ A common area or lunch room that is adequately equipped, including, for instance:
    - _ Tables and chairs
    - _ Access to water/sink

    - _ Microwave oven, electric kettles, coffee station
    - _ Other
- _ Information displays/bulletin boards with announcements and content relevant to learners' lives
- _ Internet access
- _ Multi-faith rooms
- _ Social isolation reduction initiatives, such as conversation circles, peer mentorship, and peer-to-peer connections
- _ Other

58. The facilities, including classrooms, are safe, clean, and well maintained.[1]

- _ Facilities meet all relevant fire and safety regulations.
- _ Emergency exits and instructions are clearly posted.
- _ The program orients staff and learners to safety procedures:
    - _ Fire drills and muster points
    - _ Location of fire extinguishers, first aid kits
    - _ Health and Occupational Safety signage
- _ First aid kits are accessible.
- _ Cleaning/sanitizing supplies and personal protective equipment (PPE) are available as needed (e.g., cleaning wipes, hand sanitizer, gloves, masks, face shields).
- _ Washrooms, drinking water, and garbage cans are convenient and accessible.
- _ The program ensures suitable temperature control, noise control, lighting, and ventilation/air circulation.
- _ The program schedules regular cleaning and maintenance of facilities.
- _ Rooms (classrooms, staff rooms, offices) are of an appropriate size for the number of occupants when at maximum capacity.

59. Classrooms are equipped for learning.[2]

- _ 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
    - _ Whiteboard/interactive whiteboard

- _ 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 the following:

- _ Desktop or laptop with appropriate software and Internet access
- _ Projector/screen/speakers; possibly an interactive whiteboard, document projector
- _ Camera/microphone/headphones for online/remote learning
- _ Technology carts (iPads, laptops)
- _ Computer lab
- _ Other equipment as needed for work-related programs (See Best Practices #74 in Skills and Language for Work)

_ Other equipment/supplies are available in the classroom as necessary, along with necessary storage. For instance:

- _ Pencil sharpener
- _ Flipchart paper
- _ Hole punch
- _ Stapler, tape, etc.
- _ Whiteboard markers, erasers, etc.
- _ Tissues, paper towels, hand sanitizer, etc.
- _ Other

_ The program provides adequate technical support, along with clear procedures for the repair/maintenance of equipment.

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

_ The program supplies, or learners purchase, learning materials. These materials are:

- _ Appropriate for adults
- _ Meaningful to the learners
- _ Current
- _ Available in sufficient quantity at the start of the course
- _ Supportive of the curriculum
- _ Accessible and equitable (i.e., provide multiple means of engagement, representation, and action/expression) (See UDL Guidelines; see Best Practice #90 in Supporting Learners with Diverse Learning Needs)
- _ Reflective of Canadian and local content (as far as possible)
- _ Inclusive (i.e., reflect the student body; include a broad variety of perspectives; are

free from biases, stereotypical portrayals, racism) (See Best Practices for 2SLGBTQ+ Inclusion, Anti-Racism, and Indigenization)
  - In compliance 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, supply packages, flashcards, textbooks (etc.). These meet the following criteria:
  - Learners can write in them.
  - Learners can take them home, or can access them from home in digital and online formats.

  (See Best Practices for Supporting Learners with Diverse Learning Needs and EAL Literacy)

- Learning resources that learners have access to may include any of the following:
  - Laptops, iPads, relevant software
  - A password-protected online learning environment (See Best Practices for Technology and Online Learning)
  - Links to learning resources
  - Learner/picture dictionaries (online or class sets)
  - Class sets of textbooks
  - Textbooks and workbooks that learners purchase or borrow
  - Online textbooks
  - LINC materials
  - CLB-referenced materials
  - Other (e.g., **manipulatives**, board games, puzzles, therapeutic colouring books, stress balls, flashcards, etc.)
- If relevant, **Skills for Success/Essential Skills** resources are available and in use, allowing learners to access meaningful information of use in class and in the workplace. (See Skills and Language for Work References and PD Resources and Resources for the Classroom)

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

- Learners have access to a study area.
- Learners have access to a resource/reading room or library that includes a selection of the following:

- _ Reading material that is meaningful, inclusive, appealing to adult learners, and at an appropriate reading level (graded readers, accessible novels, etc.) (See Best Practices for 2SLGBTQ+ Inclusion, Anti-Racism, Indigenization, and Instruction)
- _ Dictionaries
- _ Current community information
- _ Photocopying facilities
- _ Printers
- _ Tutorial support services
- _ Other

_ Learners have access to online language learning opportunities. They have the following:

- _ Internet access on-site
- _ Access to equipment and devices needed to access online learning (e.g., personal smartphones, computer stations/labs, and/or loans of laptops/iPads, headphones, microphones, etc.)
- _ Access to a password-protected online learning environment
- _ Curated links to relevant online learning activities, tools, podcasts, videos, and websites that they can access independently at any time
- _ Access to technical support

(See Best Practices for Technology and Online Learning, Tools and Apps, and Resources for the Classroom)

62. Instructors have access to a work area that is equipped to support the planning of instruction.[3]_

_ The program provides a defined office space for instructors, of sufficient size to include the following:

- _ 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 and tools for preparation, such as:

- _ Computer/laptop with Internet access, relevant software, microphone, headphones, and camera
- _ Relevant software and tools needed for designing materials, teaching and learning

(e.g., Google suite, Microsoft Office, Quizlet, H5P, etc.) (See Tools and Apps for Technology and Online Learning)
  - _ 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
  - _ Pencils, pens, markers
  - _ Staples, paper clips, tape, sticky notes
  - _ Paper (of different sizes and colours, lined and blank)
  - _ Flipchart paper
  - _ Notebooks, note pads, envelopes, files, and folders
  - _ Other

63. Instructors are aware of and have access to a curriculum, as well as up-to-date teaching/learning/assessment resources that support the curriculum, are relevant to the needs of adult EAL learners, and include Canadian/local content.

- _ Instructors are aware of and can access reference materials that are up-to-date and consistent with contemporary understandings of TESL theory and practice, including key journals, key TESL/TEAL texts, key teaching grammar/pronunciation texts, Canadian Language Benchmark resources, webinars, etc. (See PD References and Resources for all of the Best Practices)
- _ Instructors are aware of and have access to a curriculum document that guides teaching and learning. (See Best Practices for Curriculum)
- _ 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:
  - _ Program-supported LMS with technology and tools for sharing content, creating learning objects, creating assessments, etc. (Google Classroom, Moodle, etc.)
  - _ Recommendations for CLB-referenced materials and assessments that support the curriculum
  - _ Access to online collections of resources relevant to the curriculum and learners (audio/visual materials, suggested learning links, online learning objects that can be imported into the LMS, etc.)
  - _ In-house shared collections of instructor-created learning materials (online or paper-based)

    - _ Student texts
    - _ Class sets of textbooks
    - _ Instructor manuals
    - _ Realia
    - _ Other
- _ If relevant, a selection of resources for **Skills for Success/Essential Skills** is available and in use. (See Skills and Language for Work: Classroom Resources)
- _ Teaching/learning/assessment resources have content and visuals that appeal to and are appropriate for adult learners.
- _ A significant proportion of the materials (teacher-generated materials, textbooks, videos, podcasts, handouts, websites, realia) represent Canadian content, and/or local, community, or **situated content** (especially for literacy learners).
- _ Instructors are aware of the resources that are relevant to their classes and have convenient access to the recommended resources.
- _ One or more identified people have responsibility for organizing, maintaining, and updating recommended resources for particular classes.
- _ The program secures funding for the ongoing acquisition of current reference materials, and the acquisition or development of teaching/learning/assessment resources and professional development resources.

[1] See NEAS Australia (2008), Criteria B2; NEAS Australia (July 2006), Criteria A2 & 3.

[2] See NEAS Australia (2006, July), Criteria A4.

[3] See NEAS Australia (2008), Criteria B5; NEAS Australia (2006, July), Criteria 4.

References and PD Resources

for Resources

This section includes resources that informed this section.

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For examples of classroom resources for professional development resources, see **PD References and Resources** and **Resources for the Classroom** for the following Best Practice sections:

- CLB and PBLA
- Skills and Language for Work
- Technology and Online Learning
- EAL Literacy
- Instruction
- Supporting Learners with Diverse Learning Needs
- 2SLGBTQ+ Inclusion
- Indigenization
- Anti-Racism

EAL LITERACY

EAL literacy learners are viewed holistically to break down barriers to learning. They are identified and provided with enhanced support services. Ideally, they are placed in specialized classes designed to meet their needs and assigned instructors with specialized training and expertise.[1]

[1] This theme is significantly informed by *Learning for LIFE: An ESL Literacy Handbook* (Bow Valley College, 2009); *A Practical Guide to Teaching ESL Literacy* (Bow Valley College, 2018); *ESL for Adult Literacy Learners* (ALL) (CCLB, 2016); *and ESL for ALL Support Kit* (CCLB, 2017).

Statements of Best Practice

for EAL Literacy

EAL literacy learners are found in a variety of educational contexts in Alberta:

– LINC (Language Instruction for Newcomers to Canada)
– Provincially funded EAL classes
– Employment Skills training/specific occupation training
– Other literacy-focused programs: family literacy, digital literacy, financial literacy, workplace literacy, and more

In this document, EAL literacy learners refers to learners with a range of reading and writing skills, from adult newcomers who are learning to read and write for the first time in any language, and who are doing so in a language that is new to them, to adult language learners who have completed up to 8 years of formal education in their country of origin.

EAL literacy learners need to be viewed holistically to break down barriers to learning. They are identified and provided with enhanced support services. Ideally, they are placed in specialized classes designed to meet their needs and assigned instructors with specialized training and expertise.

64. EAL learners with literacy challenges are identified and placed in specialized classes designed to meet their needs.

- **EAL** learners with literacy challenges are identified through consideration of some of the following factors:
  - Conversations with individual learners about their experiences with formal schooling

and their use of reading and writing in the L1
    - Canadian Language Benchmarks Literacy Placement Test (CLB-LPT) from assessment centres, such as Calgary Language Assessment and Referral (CLARC) and the Language Assessment, Referral, & Counselling Centre (LARCC) in Edmonton
    - Results of CLB literacy assessment tools
    - 0–3 years of formal education or 4–8 years of formal education
    - Difficulty in mainstream EAL classes (e.g., lack of familiarity with school-based tasks such as organizing a binder; a preference for doing assignments at home; lack of progress; and difficulty understanding and following directions)
    - Significantly higher listening/speaking proficiency than reading/writing proficiency
    - Pre- and post-test results that indicate a lack of progress over a term
- When possible, EAL literacy learners are placed in dedicated EAL literacy classes based on proficiency levels in reading and writing (along with consideration of level of education).
- Class size is limited.
- If possible, different levels of EAL literacy classes are available and are differentiated by small level increments. (Learners who are developing print literacy skills for the first time in any language will have different learning needs from learners who have developed basic reading and writing skills in the L1.)

65. The program hires instructors with the expertise and disposition necessary for effective instruction in the EAL literacy classroom, facilitates and encourages professional development, and provides instructors with the necessary support.

- EAL literacy instructors are supportive, flexible, and aware of the common barriers that learners face outside of class.
- Instructors value the contribution of adult EAL literacy learners while they are learning to navigate a new community and acquire a new language.
- Ongoing professional development opportunities address a selection of the following:
    - Orientation to key CLB-ESL literacy benchmarking documents and resources, including *ESL for Adult Literacy Learners (ALL) (CCLB, 2016)*
    - The educational needs and complex profiles of EAL literacy learners (including learners with learning disabilities, trauma, and other specific needs)
    - Strategies for using the learners' background, goals, and expectations to ensure that learning plans, materials, and learner assessments are relevant to their lives
    - Principles for teaching adults, including the role of motivation, experiential learning, problem solving, etc.
    - Strategies for teaching reading and writing skills, including the 5 components of

reading instruction: phonemic awareness, word recognition/decoding, vocabulary, fluency, and comprehension
    - _ Balanced literacy instruction (e.g., Whole-Part-Whole)
    - _ Principles for selecting and designing materials that are authentic, at an appropriate reading level, and appropriate for adult learners
    - _ Orientation to online tools and resources suitable for EAL literacy learners
    - _ Training/support in **Universal Design for Learning** principles and practices to ensure that learning activities and materials (online or paper) appeal to a variety of ways of learning and are suitable for EAL literacy learners (See Best Practices for Supporting Learners with Diverse Needs)
    - _ Opportunities for networking, mentorship, and dialogue with other EAL literacy instructors (e.g., through conferences, professional development days)
- _ EAL literacy instructors are provided with time and resources for developing learning materials (i.e., the extra time is compensated, or instructors have a shortened teaching day).
- _ EAL literacy instructors have convenient access to adult literacy teaching/learning/assessment resources, materials, and computer resources, including the following:
    - _ Instructional aides and volunteers to ensure a lower learner/instructor ratio and to provide enhanced technical support when needed
    - _ EAL literacy curriculum, reading/writing materials, workbooks, and toolkits
    - _ A variety of technology (computers, tablets/iPads, smartphones)
    - _ Realia and manipulatives
    - _ Posters, wall pocket charts, etc.
    - _ An accessible and safe password-protected online learning environment
    - _ Apps and interactive online materials that are suitable for EAL literacy learners
- _ EAL literacy teachers are supported in the many roles they perform that interact with their primary role of teacher: settlement worker, adult learner expert, language instructor, and literacy instructor.

66. EAL literacy programs address barriers to learning, settlement, and integration with access to enhanced support services.

- _ It is recognized that many EAL literacy learners have experienced, and continue to experience, crises and circumstances that affect their ability to learn (e.g., trauma associated with fleeing their home country; income support being cut off; concern for family members in refugee camps; and difficulty adjusting to life in Canada, for themselves or family members).
- _ Enhanced support services are available to EAL literacy learners, for instance:

- _ Transportation assistance
- _ Childcare
- _ Support and/or settlement workers who are available to support learners to address the barriers they face and to connect learners to community supports such as:
- _ Medical care
- _ Subsidized dental/eye care
- _ Food banks
- _ Legal aid, immigration/family sponsorship
- _ Places to access used/free necessities
- _ Access to free laptops, desktops, phones
- _ Counselling

_ Additional academic supports are available to EAL literacy learners, for instance:

- _ Academic counselling to support learners in setting both short- and long-term educational goals
- _ Homework help/clubs
- _ Tutoring
- _ A place and materials to study outside of class hours
- _ Flexibility for learners with interrupted class attendance due to multiple challenges/ barriers commonly faced by EAL literacy learners

_ First language support is provided through some of the following:

- _ The use of language-specific tutors who speak the language(s) of the learners
- _ Regularly scheduled interpreters
- _ Student mentorship programs
- _ First language instruction

_ EAL literacy learners receive enhanced technical support in courses with online components, such as:

- _ Supported face-to-face orientations to online learning platforms
- _ Flexibility to use online platforms with support in a face-to-face or virtual classroom
- _ Teaching assistants, first language support, peer support, tutorials, etc.
- _ Flexibility to use apps and tools that are familiar to the learners (e.g., using WhatsApp or messenger to communicate, rather than email)

(See Best Practices for Technology and Online Learning)

_ The program seeks out funding to provide EAL literacy learners at the earliest stages with the same learning materials, binders, textbooks, highlighters, scissors, pencil grips, etc. (e.g., explicit instructions become easier and more systematic if everyone gets a blue Duo-Tang for their personalized picture dictionary, a green Duo-Tang for stories, and an orange notebook for writing practice)

_ Learners receive specialized assistance in determining pathways and options when

transitioning out of an EAL literacy program. For example, depending on their needs and proficiency, EAL literacy learners are assisted in their transition into the following:

- _ Mainstream EAL
- _ Adult basic education
- _ Work-readiness programs
- _ Adult upgrading and further education
- _ Volunteering before employment
- _ Occupation-specific training
- _ Employment

(See also Best Practices for Learner Support and Supporting Learners with Diverse Learning Needs)

67. The EAL literacy class provides a learning environment that is encouraging, predictable, collaborative, connected to the real world, and supportive of life-long learning.

- _ The EAL literacy classroom is a welcoming, dedicated space with moveable seating and sufficient space for realia, manipulatives, posters, technology, movement games, and small group and one-on-one instruction.
- _ Classroom routines provide a sense of stability and help learners build organizational abilities and learning habits. Routines in an EAL literacy class may include, for example:
  - _ A morning meeting where learners greet each other and participate in setting plans for the day
  - _ A daily calendar/weather report
  - _ A daily vocabulary/flashcard drill
  - _ Regular time set aside during class for extensive reading (e.g., setting out the expectation that learners pick a book to read whenever they finish a task early; learners can read alone or with a peer)
  - _ A regular time set aside at the end of the lesson for organizing binders
- _ Outcomes for EAL literacy classes are informed by the learners' real-life needs. Instructors gather information on learner needs through some of the following:
  - _ CLB Can Do checklists, and/or Essential Skills/Skills for Success Can Do checklists
  - _ Observation of learners when doing learning tasks
  - _ Interviews with learners to understand their learning goals
- _ Classroom activities relate directly to learning outcomes and learner needs, as follows:
  - _ In beginning levels of EAL literacy, language and materials are personalized to the learners and related to their immediate needs.

- As literacy skills progress, materials may be less personalized, but continue to be meaningful, familiar, and relevant to the learners.

- Learning is connected to the real world through some of the following:
  - Field trips
  - Realia and manipulatives
  - Stories
  - Reading/writing tasks that reflect learners' real-life needs and interests
  - Listening/speaking along with reading/writing tasks
- Learners share the wealth of knowledge, skills, and experiences that they bring with them; they teach each other and collaborate, fostering a sense of belonging.
- Small and large successes are celebrated; learners receive continuous and encouraging feedback on their learning.

68. The EAL literacy class develops literacy skills through a print-rich environment, instruction in phonics, strategy training, and plenty of modelling, repetition, recycling, and practice.

- EAL literacy instruction draws from both second language acquisition principles and **principles for teaching EAL literacy learners**.
- Outcomes for EAL literacy classes are informed by *Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL).*
- Learners develop oral control over material, with an emphasis on vocabulary development, before reading and writing:
  - Oral skills build on strengths, and may include singing, chanting, drama, and storytelling.
  - Learner-generated texts (e.g., **language experience stories**) ensure that the language in a text is known to the learner.
- The classroom and instruction provide a print-rich environment that appeals to kinesthetic, sensory, and visual modes of learning (posters, pictures, pocket charts, picture dictionaries, flashcards, etc.).
- Instructors are aware of the importance of plain language, while still providing opportunities for exposure to a rich language environment.
- Learning materials are formatted appropriately for EAL literacy learners (see "Conditions for Learning" in *ESL for ALL* for specific guidance for each EAL literacy level):
  - Fonts are large, sans serif, and black, with limited use of style changes such as bolding and italics.
  - Text is sparse and uncluttered with lots of white space.
  - Continuous text is broken into smaller chunks with double or 1.5 spacing.

- _ Texts are supported by realistic images.
- _ Texts use simple sentences and concrete plain language.

_ A balanced approach is taken to instruction, such as Whole-Part-Whole. For example a text may be approached as follows:

- _ **Whole**: Learners first examine the whole text, for instance by doing the following:
  - _ Making predictions based on the title and images and eliciting relevant vocabulary
  - _ Brainstorming for what they know about the topic and text type
  - _ Examining the text and discussing the intended audience and purpose
  - _ Listening as a text is read aloud (and perhaps putting images in order)
  - _ Reading for general meaning
  - _ Recalling key ideas
- _ **Part**: Learners do a few activities, contextualized in the text, to develop some of the following bottom-up literacy skills for **decoding** (reading) and **encoding** (writing):
  - _ Developing visual and motor skills needed to read and write (e.g., holding a writing implement; tracking left to right; turning pages right to left)
  - _ Recognizing and forming letters
  - _ Drawing connections between sounds and letters
  - _ Recognizing that words are made up of separate sounds
  - _ Recognizing and using inflections, prefixes, and suffixes
  - _ Recognizing and following basic conventions such as spaces between words, sentences beginning with capitals and ending with periods, sentences scrolling, paragraphs starting on a new line
  - _ Using basic spelling rules to decode and encode words
  - _ Drawing meaning from images, symbols, and text enhancements
  - _ Developing an increasing repertoire of high-frequency and familiar sight words and phrases
  - _ Developing an increasing repertoire of **high-frequency words** that they can spell by rote (with a focus on high-frequency **irregular words** that cannot be sounded out)
- _ **Whole**: Learners then re-read for meaning, comprehension, and fluency development, for instance, by doing the following:
  - _ Reading for pleasure
  - _ Re-reading, then recalling and telling the story
  - _ Re-reading to find answers to comprehension questions, fill in a table, put images in order, etc.
  - _ Re-reading a number of times, with the goal of improving reading speed each time
  - _ Reconstructing a text using sentence strips (or H5P drag-and-drop if online)

    - Completing a guided text based on the text they have read
    - Writing relevant captions for images
    - Making suggestions/predictions, agreeing/disagreeing, etc. based on the reading
- Unfamiliar academic tasks are contextualized in familiar and known language and content such that:[1]
    - Learners see immediate relevance to their daily needs, interests and lives.
    - Learners move from shared/collaborative tasks towards individual responsibility for tasks.
    - Oral and written learning is connected to help learners develop the ability to gather meaning from print.
    - Learners develop critical thinking skills.
- Learners read and analyze models of written tasks that meet expectations.
- Repetition and recycling of strategies, materials, and concepts are built into the curriculum. For example, materials and activities are related thematically to ensure recycling of outcomes, vocabulary, and skills.
- Instruction provides sufficient in-class time for writing practice (whether face-to-face or **synchronous** online).
- Strategies for reading, writing, and language learning are modelled, explicitly taught, and spiralled throughout the curriculum.
- Instructors ensure that assessment tasks for EAL literacy learners are very similar in content and format to the learning tasks that they did in class.

69. In addition to second language and print literacy skills, EAL literacy learners develop the digital literacy and numeracy skills they need for life, work, and school tasks.

- Learners are exposed to and learn to use the technology they encounter in life, work, and school, such as the following:
    - Computers, laptops, tablets, iPads, and smartphones
    - Other technologies such as microwave ovens, ATMs, ticket dispensers, self-checkout counters, etc.
- Learners develop the digital literacy they need for life, work, and school tasks. For instance, learners develop the language, literacy, and digital skills to do the following:
    - Manage their finances, for instance, using ATMs, online banking, online financial transactions, self-checkout counters, etc.
    - Protect their devices, personal data, and privacy (e.g., as they create, use, and protect passwords)
    - Use tools and features on their digital devices (e.g., setting up voicemail, downloading

the Quizlet app)
    - _ Use online learning platforms and environments
    - _ Type and use a mouse
    - _ Create Word documents
    - _ Search for jobs online
    - _ Write emails
    - _ Navigate a website
    - _ Use Google maps/location
    - _ Connect online with their children's school (e.g., through SchoolZone)
- _ Numeracy and financial literacy skills are integrated into classroom routines and language/literacy tasks as learners do the following:
    - _ Count and write numbers
    - _ Tell and write times
    - _ Locate days/dates on calendars
    - _ Talk about the weather
    - _ Measure, record, and compare measurements (weight, temperature, length/width/height, distance, etc.)
    - _ Identify and use coins and bills
    - _ Read, compare, and talk about budgets
    - _ Read and compare prices, bills, timesheets, pay stubs, bank/credit card statements, etc.
    - _ Learn and use vocabulary and symbols for expressing numerical concepts
    - _ Other
- _ If possible, numeracy and digital literacy is supported in the form of supplementary workshops or classes based on assessed skills.[2]
  (See Best Practices for Technology and Online Learning, and Skills and Language for Work)

70. Recognizing that EAL literacy students are often integrated into regular EAL classes, EAL instructors with both EAL learners and EAL literacy learners apply strategies for teaching multilevel classes.

- _ Instructors differentiate instruction to provide optimal level-appropriate education to both EAL literacy and mainstream EAL learners, for example:
    - _ EAL literacy learners are sometimes grouped together to provide opportunities for specialized instruction, tutoring, first language support, additional **scaffolding**, and taking on leadership roles.
    - _ EAL literacy learners read level-appropriate texts (with added visuals, shortened sentences and paragraphs, simpler vocabulary, increased font size, increased white

space), while EAL learners read unadapted texts.
  - EAL literacy learners receive extra scaffolding and support (e.g., vocabulary banks, permission to use a picture dictionary during a task, tutor support, first language support).
  - EAL literacy learners are allowed alternate ways to demonstrate comprehension (e.g., while EAL learners complete short written questions, EAL literacy learners answer orally, point, circle, or check off right answers).
  - EAL literacy learners are given additional time to work on tasks.
  - Beginning writers complete shorter and simpler tasks than more advanced writers (e.g., completing the personal information pieces of a medical form vs. completing the full form; making a list of items for a party vs. composing an email asking individuals to contribute items).
  - Beginning writers complete tasks with more familiar content (e.g., an email telling a friend what they do every day in class), while more advanced writers complete tasks that are cognitively more complex (e.g., an email comparing 2 different EAL programs and recommending one).
- Instructors plan activities that allow learners at all levels to collaborate together and contribute in meaningful ways, for example:
  - Jigsaw activities, where EAL literacy learners are given the simpler/shorter portion of a text to read and then share, while EAL learners read the longer more complex portions of the text
  - Problem-solving activities, where EAL literacy learners take on tasks that have fewer literacy requirements (e.g., they watch a video or make a phone call to gather information, while EAL learners research or request information by email)
  - Group presentations, where EAL literacy learners contribute their oral skills and EAL learners contribute their research and writing skills
  - Pair work, where EAL literacy learners contribute according to their strengths (e.g., content knowledge, oral fluency), and EAL learners contribute according to their strengths (e.g., reading, writing, spelling, digital literacy)

[1] See the Mutually Adaptive Learning Paradigm (MALP) (DeCapua & Marshall, 2010, 2015).

[2] That is, learners are placed in numeracy classes/workshops based on their numeracy skills. However, reading comprehension also needs to be taken into consideration to ensure that learners can read the word problems and fully understand questions.

Vignettes

for EAL Literacy

This section includes descriptions of what the Best Practices might look like when applied in a variety of contexts.

Vignette 1: Emergent Readers

The learners in my class are emergent readers. They have between 1 and 3 years of prior education. They are eager but need the tools to maximize their potential to learn and develop their skills. I've found that classroom activities must help learners connect meaning with print; it's also crucial that literacy activities build on real-life experiences. Here are some of the tools in my toolbox of teaching strategies:

- Before starting class, I gather the resources I will need to create a print-rich environment that appeals to different ways of learning. I bring in materials that connect visual images with printed words, such as flashcards, pictures, and posters.
- As well, I prepare a small package of learning supplies for each student. Each pack contains crayons, glue, a pencil, an eraser, a pair of scissors, a highlighter, and cut-out card stock with no writing on it. These supplies create teachable moments as students identify the items and describe their use. We maximize the use of these items when learners cut out pictures and words, write letters and numbers on card stock, and use highlighters when identifying letter sounds.
- My students and I make extensive use of body language. If you visit my class, you'll see me using gestures, movement, facial expressions, and sound effects to demonstrate meaning. I encourage my students to make full use of body language to express the things they see, feel, hear, and wish to communicate. As they do so, I provide them with spoken language to express those ideas, and they gain confidence and start to communicate with words.
- I use themes related to my learners' everyday experiences, such as food, transportation, home activities, and hobbies. Examples of activities that we do in class include the

following:

- Using a picture dictionary to create a food vocabulary list
- Filling out a customized grocery list
- Examining realia, such as bus/train schedules, tickets, and passes
- Writing simple sentences to describe their activities at home
- Labelling pictures or objects related to their hobbies and interests
- When possible, we visit a museum or attend a festival in our location. During the trip, learners engage with artefacts, stories, and celebrations. As a follow-up, we may label pictures, write short sentences under pictures, or write language experience stories.

These activities aim to build opportunities for learners to connect the printed word with real-life, relevant meaning.

Vignette 2: Building Routines in an EAL Literacy Classroom

I teach ESL literacy learners who have just a few years of prior education. I find that I spend a lot of time gathering materials and planning a large number of activities to develop their language and literacy skills. Setting up a series of predictable routines helps me focus my efforts, keeps the class from feeling scattered, and provides a sense of stability for my learners:

- I have developed a warm-up routine related to pictures I post on the walls. I rotate the pictures depending on our class theme. As learners arrive in class, they roam around the classroom and look at the pictures they see on the walls and boards, identifying which pictures are new. We gather together, and I elicit words for the latest pictures they have found. I then hand out cut-out words that students use to label all of the images (both old and new). Every day I take the labels down and hand them out the following day for learners to re-label the room. This routine is motivating and helps learners connect print to meaning.
- Once most learners have arrived, we have a regular "morning meeting" where we check in with and greet each other. We then negotiate together the plans for the day. I write the plans on the board or flipchart paper, adding in suggestions from learners.
- As learners are introduced to and become familiar with the alphabet letters, I give them a set of cut-out letters to manipulate. They work in groups and help each other create simple words from the theme-related picture–word flashcards on their word rings. As they collaborate, they generate more terms and expand their vocabulary.
- I schedule a regular period during each lesson to develop the motor skills and muscles learners need for writing. They use pencil grips as they trace letters and numbers in free

downloadable worksheets from Boggles World and Live Worksheets (search "letters" or "numbers").

- I schedule a predictable time for sustained silent reading every day. I have a collection of level-appropriate books designed for adults that learners can choose from. In addition, learners know that they are welcome to (and expected to) pull out their book and read if they finish an activity early.
- I also regularly schedule kinesthetic and tactile activities to promote motivation and teamwork. For instance, I might divide my class into teams and give each team a poster board and cut-out words, pictures, and glue. Prizes of school supplies (provided by my school) add to the fun. The learners' excitement is palpable as they collaborate on meaningful tasks that combine learning and fun.

Vignette 3: A Balanced Literacy Approach

Over the years, as I've attended professional development workshops and read articles about teaching EAL literacy learners, I have learned about the benefits of a balanced literacy approach. Balanced literacy ensures that meaning-making and discreet skills (e.g., phonics) are contextualized within a broader lesson or theme. I generally follow the Whole-Part-Whole model (see this video by Andrea Echelberger: https://www.youtube.com/watch?v=ZrahDasEdXE) combined with a language experience approach.

Begin with the Whole

Together as a class, we choose a module or unit with a topic that is meaningful to learners.

- We draw on learners' existing background knowledge and life experience as we work to develop both schema and oral language. We talk about the topic; watch videos; read stories together (e.g., CIWA's Health Literacy Partnership resources); invite guest speakers (e.g., a community police officer, or a public health official); or go on field trips (e.g., to the local library, to learn how to use an ATM, to get to know the public transit system, to a festival).
- When learners are familiar with the topic, and have developed their oral language related to the topic, we then create a learner-generated text. That is, the learners generate the text using their own words, and I write down their words (e.g., in a projected document or on flipchart paper). For example, learners might re-tell what they saw in a video or heard in a story. Or I might project a series of pictures from the field trip in a Word document; learners tell me what happened, and I write down their words.
- We read the projected story together. I also print out the story they created so that they

each have their own copy, and we read that version together. The words are their own, so they are familiar with the words that they now see in print.

Move to the Parts

We then do a number of activities that develop some of the bottom-up (phonics) skills that learners need.

- I might pull out words from the text that have a similar spelling pattern. For instance, I might write on the board all the words with long vowels that end with an –*e*. We'll explore what the words would sound like without that final –*e*.
- I may project our story onto the whiteboard and have learners take turns coming up to circle all of the words with a particular initial sound. We practice sounding them out: onset (i.e., the first letter) and rime (i.e., the remaining letters in a single-syllable word).
- I may write all of the long multisyllabic words on the board, and we clap with each syllable as we sound out the syllables and words.
- I may pull certain words from the story, and put them in a worksheet with only the initial and final sounds included. Students consult their story to fill in the missing vowels.
- I may have students highlight all of the past tense verbs in their story. I'll write the present tense verbs on the board, and students consult their stories to tell me how to write the past tense verbs.
- Often, I project a Quizlet on the board and ask learners which words from the story they would like me to add. Together we create the Quizlet, and they help me select appropriate images. Learners then review the words on their own time using Quizlet flashcards, matching, and spell modes to connect meaning (images) with print. I will also flash the words on the screen quickly, asking them what the word is. My goal is to help learners increase their repertoire of sight words (words they can recognize on sight, without having to decode).

Go Back to the Whole

When learners have mastered targeted skills in the Parts, we move back to the Whole, focusing on increasing fluency and making meaning. I give learners lots of opportunity to read and re-read the story.

- Sometimes we do running dictations where learners work in teams. They take turns coming to the front, reading short sentences from the story, and then returning to their team to dictate the sentence. Their team members write down the sentences. They then compare their sentences to the printed story.
- I may give each group a set of sentence strips, and they put the strips in order to reconstruct the story.

- I might orally ask the class comprehension questions and have learners work with a partner to point out the place in the story that has the answer.
- I might create a cloze activity from the text, with the Quizlet words removed.
- I might create a guided writing activity based on the text. For instance, if we have written a story about what we all did during a field trip, I might write portions of an email telling a friend about the field trip, and students fill in the missing pieces.

Vignette 4: Moving Online in EAL Literacy (and MALP)

I teach a workplace-oriented ESL class. Most of my learners are ESL literacy learners with have 5–9 years of formal education. They are learning English while strengthening their literacy skills. They are also learning how to "do school." I read an article by Andrea DeCapua about the Mutually Adaptive Learning Paradigm (or MALP), which made sense to me, and I found this short infosheet on MALP. Here is how I try to apply the MALP recommendations:

- First, I make sure that whatever we do is directly related to my learners' immediate needs, and I help my learners make connections with each other. In 2020, when we had to transition to online learning, my learners' most immediate need was to be able to use the online platform Zoom. They also needed to learn how to connect with each other in a way that was very different from anything they had encountered previously. During the first week of class, I focused on the Zoom features that would help my learners connect with me and with each other. They learned new words and phrases, like "audio," "video," "chat," "participants," "poll," share screen," "reaction," and "breakout room." They muted and unmuted their audio and turned their video on and off. They developed the ability to use the thumbs up, clap, and heart icons to respond to their classmates. I showed them where to find the participant list so they could learn their classmates' names, and I showed them how to use the gallery view to see each other's faces in class. We made regular use of the breakout rooms. They even learned to use the share screen button to share pictures and websites that interested them.
- Second, I help my learners move from working collaboratively to working independently. For instance, in my customer service unit, I assigned one of the following topics to each of 3 groups: greeting/welcoming customers, making suggestions, and customer complaints. Each group worked together on a Google slide presentation, with one slide with a list of tips and a second slide with a list of useful language. Learners talked about how they would present the information. Then we re-grouped so that there was one "expert" on each topic in each new group. That is, groups were now composed of "experts" on different topics. Each expert worked independently to share their screen and present their tips and language to their new group. In this way, learners had both shared responsibility

to generate ideas and put those ideas in writing, and individual accountability to present those ideas using the slides.

- Third, I try to make sure that when students are working with unfamiliar language, they have a chance to use it in familiar contexts; similarly, I make sure that if they are working with unfamiliar concepts, they are using familiar language. For example, when I teach my learners how to use modals for making polite suggestions, they first use these suggestion forms to role-play very familiar interactions with family and friends. When they have some control over those modals, the learners then use this language in less familiar customer service role-plays.

References and PD Resources

for EAL Literacy

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SKILLS AND LANGUAGE FOR WORK

Focused EAL instruction addresses Skills for Success/Essential Skills, pragmatics, and intercultural competence. It is transparently connected to the language and skills needed in the workplace.

Statements of Best Practice

for Skills and Language for Work

Focused **EAL** instruction addresses **Skills for Success/Essential Skills**, **pragmatics**, and **intercultural competence**. It is transparently connected to the language and skills needed in the workplace.

71. Instructional staff have the skills, knowledge, and resources needed to prepare learners for the workplace.

- _ Instructors develop familiarity with the **Skills for Success/Essential Skills** (ES) framework, ES resources, pragmatics, and intercultural communicative competence. Training opportunities orient instructors to some of the following:
  - _ The Skills for Success/Essential Skills framework and skills (communication, reading, writing, digital, numeracy, adaptability, collaboration, creativity and innovation, and problem solving)
  - _ The Canadian Language Benchmarks-Essential Skills comparative framework
  - _ Resources to help learners do the following (see Resources for the Classroom):
    - _ Explore workplace options
    - _ Assess their essential skills and identify skills gaps
    - _ Develop transferable skills
    - _ Identify learning objectives and goals
    - _ Identify authentic language tasks connected to target occupations
    - _ Practice/perform authentic workplace communication tasks
    - _ Develop the pragmatic competence needed for success in the Canadian workplace
    - _ Develop the intercultural communication knowledge, attitudes, and skills needed for success in multicultural workplaces

    - Develop vocabulary and language skills related to target occupations
    - Find employment counselling and assistance beyond the classroom
- Instructors model the Skills for Success/Essential Skills, pragmatics, and intercultural competence needed for success in the Canadian workplace.
- Instructors themselves have, or are developing, the occupation-specific workplace skills and knowledge in which they are training learners.

72. EAL Instructors deliberately target the development of Skills for Success/Essential Skills (ES) in language instruction.

- Instructors introduce learners to the Skills for Success framework.
- Instructors make the Skills for Success explicit by pointing out how in-class tasks use skills that transfer to the workplace.
- Learners are referred to Skills for Success assessment and learning resources (e.g., Essential Skills mobile app; Essential Skills Quebec; Essential Skills Indicator; Essential Skills Can Do checklists).
- Instructors use ES profiles, NOCs, and OLAs to identify authentic language tasks that are connected to learners' occupations; learners use those same resources to explore workplace options.
- Instructors plan lessons that contextualize Communication, Reading, Writing, and Document Use tasks in the workplace.
- Instructors provide support and modelling to help learners develop the Skills for Success needed to perform workplace tasks.
- Instructors point out the transferability of Skills for Success tasks from one workplace to another.
- Language learning activities include opportunities for learners to develop, practice and demonstrate Adaptability, Collaboration, Creativity and Innovation, and Problem Solving.
- Recognizing that learners may have very different skill levels for numeracy and digital literacy, strategies for multilevel instruction are used when embedding these skills into language lessons, for example:
    - Grouping learners according to different levels and assigning different tasks or providing different amounts of **scaffolding** to each group
    - Designing activities where those with higher skill levels can apply and share their expertise

73. Learners develop the pragmatic competence and intercultural communicative competence necessary to develop and maintain effective relationships in the Canadian workplace.

- Learning activities develop learners' ability to make appropriate choices in terms of vocabulary, tone, register, grammar, intonation patterns, etc., given the context, the participants, the intention, and the task.
- Learning activities develop learners' abilities to understand the intention and effect of functional language and politeness strategies, as well as to effectively use these in spoken and written communication (e.g., requests, suggestions, apologies, accepting and declining invitations, compliments, instructions, and explanations, etc.).
- Learning activities provide opportunity for learners to do some of the following:
  - Compare and contrast similarities and differences in values, beliefs, behaviour patterns, expectations, etc., in own culture(s) vs. Canadian workplace culture(s)
  - Reflect on their personal choices regarding the balance to strike between acculturating to a workplace culture and preserving one's own culture
  - Develop attitudes of curiosity, respect for other ways of being, and appreciation for diversity
  - Notice, analyze, explore, reflect on, and engage with instances of intercultural miscommunication and/or discomfort/dissonance in the workplace

(See also Instruction: Best Practice #50 in Instruction, as well as the Instruction Resources for the Classroom on Intercultural Communication, and Instruction References and PD Resources, further reading on Speaking, Writing, and Pragmatics)

74. Language programs designed specifically to train learners for the workplace (e.g., English in the Workplace; English for Specific Purposes; Language for Employment Training, Safety, and PPE; and bridging programs to professional training) reflect labour market needs, provide clear pathways, and are transparently connected to the language and skills needed in the targeted workplace(s).

- Workplace-focused courses reflect and respond to labour market needs as identified by the following:
  - The Government of Canada
  - Alberta Works and other provincial or territorial employment standards
  - City/municipality employment needs updates
  - Professional/trades organizations

    - _ Educational faculties (e.g., for bridging programs)
- _ Learner pathways to achieving learning and employment-related goals are clear and specific.
- _ Curriculum developers make and maintain authentic connections with workplaces to understand the stakes and identify authentic tasks.
- _ Curriculum outcomes and materials/tasks are based on assessment of the language and essential skills needed for success in the target workplace.
- _ Learners have the opportunity to identify essential skills and language gaps, and to develop goals to meet those gaps.
- _ Occupational and language training supports learners in achieving their individual goals towards successful employability.
- _ Task-based activities reflect the language and skills required in the target workplace, for instance, through the following:
    - _ Opportunities to learn *and use* work-related vocabulary
    - _ Customized lesson plans on specific work-based training
    - _ Use of authentic workplace documents (e.g., incident reports, emails, application forms); materials (e.g., WHMIS and SDA toolkits); and equipment (e.g., cash registers, weighing scales, computer, trades tools)
    - _ Occupation-specific role-plays and simulations
- _ Learners have the opportunity to experience authentic workplaces (e.g., through field trips, work placements, volunteer opportunities, and/or virtual tours).
- _ Learners encounter people in their targeted occupations (e.g., through resource sharing, guest speakers, informational interviews, field trips, career mentoring, job shadowing, and volunteer experience).
- _ When possible, learners have the opportunity to gain recognized workplace training and/or credentials (e.g., WHMIS, first aid & CPR, workplace safety, MS Excel, professional certificates, etc.) in a supported language environment.
- _ The program provides the following training supports as needed:
    - _ Appropriate learning spaces for specific training needs (e.g., trades laboratory, kitchen space, etc.)
    - _ Relevant equipment, training materials, and supplies such as:
    - _ Cash register machines
    - _ Portable kitchen cart/storage
    - _ Training supplies storage
    - _ Cubby bin/stackable bins
    - _ Diaper changing tables
    - _ Housekeeping and cleaning tools

Vignettes

for Skills and Language for Work

This section includes descriptions of what the Best Practices might look like when applied in a variety of contexts.

Vignette 1: Language and Skills for Success in an Employment Training

I teach in a Language for Employment training program for CLB 3–4 learners going into a variety of occupations. As students prepare for employment readiness, I help learners develop and improve the essential skills they will need in the workplace. I want my learners to be engaged and to participate in their own learning. Here are some of the different activities we do in class:

- Students use Essential Skills Can Do Checklists to identify goals related to the 9 essential skills (oral communication, numeracy, reading, thinking, document use, working with others, writing, digital technology, and continuous learning).
- I integrate the following government-funded resources into my lessons:
  - ABC UPSkills for Work Resources on Motivation, Teamwork, Attitude, Accountability, Responsibility, and Adaptability
  - Workforce Participation Workbook 1 CLB 3 to 5
  - AWES Video Series (YouTube)
- I plan a variety of vocabulary development activities to help students learn and use vocabulary related to employment in general, as well as vocabulary for the occupations they are interested in (e.g., the trades).
- I make sure that in-class communication tasks simulate authentic interactions in the workplace (e.g., interactions that might happen when using a cash register, leaving a voicemail, interacting in the kitchen, using a computer or tablet; reading and completing forms; reading manuals, and other work-related materials).

- I highlight the transferability of essential and soft skills from one workplace to another. For instance, counting money is relevant in both food service and retail. Similarly, basic customer service skills (greetings, friendliness, politeness strategies, eye contact) are relevant across the trades as well as in food service and retail.
- Students take part in a weekly skills review and reflection so that they can track improvement in their essential skills, as well as identify gaps and weaknesses to continue to work on. Based on this, students outline an action plan to address the areas they need to work on.
- I invite company partners and former students who are now in the workforce as resource speakers in class.
- When possible, I plan field trips to companies/workplaces to provide a real-world context for the essential skills and soft skills that they are working on.

Vignette 2: Developing Transferable Job Skills in LINC

I was aware that many of the learners in my CLB 5 LINC class were hoping to enter a bridging program or get a job as soon as possible. To help my learners develop skills that would transfer to the workplace, I did the following:

- Just prior to teaching the class, I took a look at the new Canadian Language Benchmarks – Essential Skills Comparative Framework document for CLB 5. I made a list of workplace-focused ES sample tasks for Communication, Reading, Writing (and Document Use). I kept these sample tasks in mind when designing language tasks for the settlement themes in my course. When we carried out tasks (e.g., reading a bus/train schedule and maps, menu, or product label; purchasing items and getting/giving change), we talked about which Essential Skill they were using and how that skill could transfer to different workplaces.
- Based on learner interest, we chose "Employment" as one of the LINC themes to address. I chose to use pieces of a couple of the LINC Works CLB 5 modules for that theme. It included lesson plans, Quizlets, handouts, videos, audios, and even ready-made PBLA tasks. My learners filled out job application forms, read and wrote emails, left voicemails, role-played a conversation with an employment counsellor about goals, and did a mock interview. They reflected on how they had done, using self-assessment rubrics.
- I wanted learners to explore different occupations, so I designed some activities around the Easy Reading Job Profiles. Learners each focused on one profile and took on the role of an employer on a job panel. I also introduced learners to the Essential Skills Profiles. They each printed off the profile of a job that they were interested in. They used a green highlighter to check off tasks that they could already do, and a yellow highlighter to identify tasks to work on. Based on this activity, I introduced learners to a few Essential

Skills tools and resources that they could use independently to assess and practice their essential skills: Essential Skills Indicator and the Measure Up website.

- I also wanted my learners to understand the importance of soft skills in the workplace. Groups each chose one soft skill from the UPSkills for Work website. Each group used the Activities resources to plan a presentation on that soft skill. Some of the learners even took the Stress Management online course on their own time.
- To foster intercultural awareness, each week we watched a video of a cross-cultural miscommunication in the workplace (I chose from the OWLs videos and the Critical Incidents for Intercultural Communication in the Workplace videos). For each video, we brainstormed a variety of reasons for the discomfort, including both positive and negative interpretations. We discussed what differences in values/expectations might be causing the issue. And we brainstormed for different ways to respond in that situation.

Vignette 3: Occupation-Specific Tutoring

I sometimes tutor learners at a variety of language levels who need to improve their language skills to work more effectively in specific occupations (e.g., a meteorologist, a warehouse manager, and a health care aide). Here is a description of how I decide what to focus on, and what I do when we are working on a speaking task:

- I begin with an analysis of the specific communication tasks that are required in that occupation. Generally, I use the Essential Skills Profile (ESP) that is closest to my learner's occupation as the basis of an initial needs assessment and goal setting session. ES Profiles categorize workplace tasks into the 9 essential skills categories, and rank the tasks according to complexity level. If there happens to be an Occupational Language Analysis (OLA) for the learner's occupation, I might use that instead. OLAs organize workplace tasks according to the Canadian Language Benchmarks categories and give each task a CLB level. We talk about the tasks that my learner can already do, and we identify tasks that they are struggling with and wish to focus on. If possible, I also visit their workplace, and we identify contexts where communication takes place, as well as authentic materials and items that they may need to read or write. With some learners, I have snapped pictures of items that we can label for vocabulary practice.
- When we have identified a speaking task to focus on, we brainstorm together for some of the functional language that is important in that interaction (e.g., common phrases used in weather forecasts; common ways to ask someone to do something; common phrases to use when convincing a reluctant client to do something). We will generate authentic sentences using those phrases, writing them down and recording them. We will talk about the impact of the different wordings. For instance, what makes a request more pushy or

more polite, and what tone do they personally want to aim for? The learner will practice the functional language, focusing on word stress, intonation, and sentence stress. If the learner has trouble with dropping final sounds, for instance, we might work on linking or *–ed*/*–s* endings. Then we do a lot of role-playing, switching roles around, and evaluating interactions based on rubrics that we generate (What makes a good weather forecast? What makes a good voicemail message?). Often the learner will record me and will shadow my speech on their own time, again focusing on word stress, sentence stress, and intonation.

Vignette 4: Reflecting on an Uncomfortable Conversation

In my LINC CLB 3–4 class, students participated in a "Show and Tell" demonstration on how they keep themselves fit and healthy. After each presentation, they asked each other questions to learn more about the different health practices. During one of these Q&A sessions, one student mentioned that students from specific parts of the world have strong body odour and sweat a lot because of the food they eat. There was a minute of uncomfortable silence. I jumped in and told the class that the statement was offensive because it stereotyped particular groups. Then we went on to talk about the importance of hygiene and eliminating body odour in the workplace. However, I was left feeling uncomfortable about the whole exchange and wondering whether I actually ended up perpetuating a racist system. I also felt that I might have alienated the student who asked the question, rather than engaging her in a discussion. The incident also sparked my curiosity about whether our sensitivity to the scents/smells of other ethnic groups stems from racism, and I found an enlightening article titled Grease and Sweat: Race and Smell in Eighteenth-Century English Culture that caused me to look at the whole issue in a different light. Issues and comments related to scents/smells do pop up regularly, and this is how I plan to manage it next time:

- Sometime near the beginning of every class, we will talk about expectations for respectful communication. I will mention that the following are not allowed: terms and jokes that demean others; stereotypes based on race and ethnicity (as well as language, sexual orientation, gender identity, and age, etc.); bullying, etc. We will talk about examples of stereotypes and bullying, and practice calling them out. My goal is that when students feel stereotyped, they have language to call it out. We will practice this frequently as we identify stereotypes in materials they encounter. I am hoping that they will feel comfortable calling me and each other out when they hear stereotypes or micro-aggressions.
- Scents/smells are indeed an issue that can raise barriers for my learners in the workplace—I've known people who have lost their jobs or experienced difficulty in their

workplace because of this issue. At the same time, attitudes towards scents/smells vary much across cultures and can be racist. I do not want to assume that "our way" (in Canada) is "the only way" when it comes to scents/smells. When we broach the topic of scents/smells, I plan to ask learners questions such as "What are your favorite scents/smells?", "What scents/smells do you miss since you've come to Canada?", "What have you noticed in Canada about attitudes towards particular scents/smells?", and "How similar or different is this from attitudes in other countries that you've lived in?" The goal would be to elicit the idea that many in Canada are very scent/smell/odour-averse (after all, we ban odorous foods and even perfumes and perfumed lotions from many workplaces, and we have a plethora of products designed to hide odours). At the same time, the goal would be to acknowledge that this is only one of many ways of being in the world.

- With regard to helping learners manage body odours when they enter the workplace, I might flip the power structure in the classroom and describe my own (or my teenager's) battle with body odour. I may have learners role-play giving advice (e.g., to an athletic teen or to my younger self) about products and hygiene habits to manage body odour in situations such as during an in-person job interview or starting their first job.

References and PD Resources

for Skills and Language for Work

This section includes resources that informed this document and resources (academic articles, websites, videos, tutorials, courses, etc.) for professional development and further learning on this topic.

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TECHNOLOGY AND ONLINE LEARNING

Technology used for learning is **safe**, accessible, supported, curated, and purposeful. Instructors are supported as they use technology to foster digital citizenship, build transferrable digital skills, and maximize learner choice and autonomy. Technology is used to encourage learners to explore and create language, as well as to use language to explore ideas, solve problems, develop new skills, and negotiate and communicate with an expanded audience. Online courses follow pedagogically sound principles for instructional design, are well structured and appealing, and have a strong instructor presence.

Statements of Best Practice

for Technology and Online Learning

Technology used for learning is **safe**, accessible, supported, curated, and purposeful. Instructors are supported as they use technology to foster digital citizenship, build transferrable digital skills, and maximize learner choice and autonomy. Technology is used to encourage learners to explore and create language, as well as to use language to explore ideas, solve problems, develop new skills, and negotiate and communicate with an expanded audience. Online courses follow pedagogically sound principles for instructional design, are well structured and appealing, and have a strong instructor presence.

75. Programs provide access to the technology required for learning and a safe online learning environment.

- _ Programs provide clear guidelines based on research-based practice to ensure learner privacy, learner safety, and **academic integrity** in online learning environments. This is done, for instance, by addressing some of the following:
  - _ Recording of lectures/discussions
  - _ Use of student webcams
  - _ Reproducing or sharing material or recordings beyond the class
  - _ Expectations for academic integrity (e.g., how to give credit where credit is due)
  - _ Online etiquette (**netiquette**)
- _ Waivers or statements of agreement are used to ensure consent to participate in online activities where learners require a membership and/or have to sign in.
- _ Programs support a password-protected online learning environment (e.g., Moodle, Google Classroom, Blackboard, Canvas, Brightspace).
- _ In the classroom, teachers and learners have access to the equipment needed for instruction: desktop/projector/screen/speakers, Internet access, and potentially

computers/laptops/iPads, interactive whiteboard.
- _ For online classes, teachers and learners have access to the equipment needed for instruction: computer/laptop, reliable Internet access, microphone, headphones.
- _ Teachers and learners have access to the software required for instruction.
- _ The equipment required for success in a course is clearly delineated prior to registration.

76. Instructors receive the support and training they need to use technology and provide effective online instruction.

- _ Instructors have access to orientation, ongoing training, and support related to the following as needed:
  - _ Any technologies that instructors are required or expected to use (e.g., the **LMS**, interactive whiteboard, Google Docs, etc.)
  - _ Other useful technologies and apps that can be used to support language learning, such as:
    - _ Online teaching/learning resources designed for the level they are teaching
    - _ Strategies for online course design (if relevant)
    - _ Strategies to increase interaction in online teaching (if relevant)
    - _ Strategies for providing technical support and for troubleshooting common technical problems
- _ Programs provide ongoing technology support for instructors.
- _ Programs recognize that online instruction requires additional time to prepare and plan, and so allow for additional preparation time and/or development of online resources.
- _ Instructors use technology to access self-directed professional development and build a community of practice through some of the following:
  - _ Webinars (e.g., through Tutela, LearnIT2teach)
  - _ Social media (e.g., Twitter, Twitter hashtags/chats such as #CdnELTchat, Instagram, Facebook, TikTok)
  - _ Podcasts, blogs, and websites hosted by institutions and educational leaders
  - _ Opportunities to organize or participate in collaboration, to share strategies, and to create resources for online engagement and instruction.
- _ Self-directed professional development related to technology and online instruction is recognized and valued by employers and institutions (see PD Resources).

77. Programs provide technical support for learners.

- _ Programs help learners access the equipment/hardware and software needed to access

online learning, for instance by doing the following:

  - Helping learners access technology through external organizations (e.g., the Electronic Recycling Association)
  - Loaning out laptops
  - Supporting access to computers learners can use (e.g., in a computer lab, library, or resource room)
  - Providing access to Office 365 or Google Suite
- Programs provide accessible technology support for learners (ideally accessible outside of regular work hours, and/or with extended hours at the beginning of term).
- Learners with limited digital literacy receive extra technology support as needed, in the form of teaching assistants, peer support, tutorials, etc.
- Learners are oriented to the learning platforms used in the class (e.g., Google Classroom, Moodle, Brightspace, Big Blue Button, Zoom, etc.).

78. Technologies are chosen that are purposeful, pedagogically sound, accessible, and safe.

- Instructors prioritize the use of tools that are available on the program-supported LMS (e.g., tools for sharing content, for quizzes, for interaction).
- Instructors prioritize the use of tools that are readily available to learners on their personal computers and phones such as:

  - Voice/video recorders
  - Snipping tool
  - Editing/formatting tools
  - Text-to-speech and speech-to-text
  - Spelling/grammar checkers
  - Readability statistics
  - QR code reader
- Instructors are mindful of cognitive load and the need to limit the number of tools introduced. They carefully curate learning tools and apps, prioritizing those that meet the following criteria:

  - Are versatile and teach multiple transferrable digital skills
  - Meet multiple learning outcomes
  - Are free and do not require learner sign-in, membership, or downloads
  - Are easy to access, learn, and use
  - Are engaging
  - Meet accessibility standards
  - Are ad-free

- Can be embedded in the LMS

79. Class activities foster digital citizenship, netiquette, and academic integrity in an online environment.

- Expectations for respectful, inclusive, and equitable online interactions with classmates are introduced, modelled, encouraged, and followed by both teachers and learners.
- Class activities increase learners' ability to protect their devices, personal data, reputation, and privacy.
- Class activities increase learners' ability to protect themselves and others from online threats.
- Instructors distinguish between behaviour that would be viewed as appropriate collaboration and research, and behaviour that would constitute academic misconduct.
- Class activities increase learners' ability to apply rules related to copyright and licenses.
- Class activities increase learners' ability to evaluate the reliability of digital data.

80. Class activities build transferrable digital literacy skills.

- Class activities build on learners' current digital literacy skills; that is, learners are given the opportunity to use and share their digital expertise.
- Class activities build the vocabulary and language needed for digital literacy.
- Instructions for how to use technology are given in plain language and in multiple modes (e.g., written instructions, oral instructions, screencasts, demonstrations, visuals, quick reference guides).
- Class activities **scaffold** and develop fluency in digital literacy skills that are transferable to work, learning, and real-life contexts, for example:
  - Keyboarding
  - Word processing and editing
  - Managing files and folders
  - Navigating websites
  - Searching for, filtering, and evaluating digital media
  - Communicating via email
  - Being safe online
  - Using **netiquette**
- It is assumed that there will be a wide variation of digital technology skill levels in any **EAL** classroom, so strategies for multilevel instruction are applied. For instance:
  - Learners are at times grouped with others at the same level of digital literacy, with

more **scaffolding** and simpler digital tasks given to learners with lower digital literacy skills.
    - Learners with high and low digital literacy skills are at times grouped together to complete a task, with those with higher digital literacy contributing technical expertise and those with lower digital literacy contributing in other ways.
- Technology, tools, and apps that are introduced in class are used consistently and often to build fluency.

81. Technology provides opportunities for differentiated instruction, exploration of ideas, problem solving, skill development, and content creation.

- Technology allows instructors to differentiate instruction in multilevel classes (e.g., some learners can work independently to complete online learning tasks, while the instructor provides other learners with specialized instruction, additional scaffolding, etc.).
- Activities prompt learners to use online tools to find resources (websites, videos, articles, etc.) to explore ideas, solve problems, and learn how to do things.
- Learners use digital and online tools to create and present content such as slide show presentations, screencasts, fact sheets, videos, infographics, virtual tours, websites, etc.

82. Technology is used to maximize learner choice and learner autonomy.

- Technology provides learners with an expanding range of options for accessing and participating in learning; learners are supported to make informed choices, for example:
    - To attend classes online in real time, or to watch recorded sessions
    - To present in real time, or to record a presentation
    - To have cameras on or off
    - To respond in different ways during live classes (chat, speaking, typing on the whiteboard, etc.)
    - To learn by reading or by listening
    - To respond in written or audio form (e.g., on discussion forums)
    - To connect with the instructor in different ways (email, private messaging, online chat through the **LMS**, office hours, etc.)
    - To use different tools to present information (e.g., PowerPoint, Google Slides, Prezi, video/screencast, or an infographic)
    - Where available, to use **immersive technologies** to enhance learning
- When possible, activities are designed that provide learners with immediate feedback, e.g.,

through the use of automatically marked quizzes and activities (e.g., H5P, Moodle quizzes, Edpuzzle).
- Learners are introduced to activities, tools, and language learning websites that they can access independently and outside of class time (e.g., Quizlet, learning apps).

83. Technology is used to promote engagement, collaboration, and a sense of community.

- Learners interact with each other **asynchronously** through discussion forums/boards (audio, video, or text), VoiceThread, chat, etc.
- Learners engage in collaborative digital projects and tasks using technologies such as Google Docs; Google Slides; Padlet; Canva (infographics); Winksite (mobile websites); Google tour creator; etc.
- Learners in online classes have the opportunity to interact with each other informally as they would in face-to-face classes (e.g., by opening live classes a few minutes early; by having an open online classroom available for drop-in learner use).
- In live sessions, learners are oriented to and encouraged to use the communication tools on the platform: chat, raised hand, mic, camera, interactive whiteboard tools, etc.
- During live sessions, teachers use strategies to encourage all learners to participate, such as:
    - Giving learners multiple opportunities to ask questions
    - Using polls
    - Asking everyone to respond to a question in the chat bar, but not to post their response until the instructor says to “flood the chat”
    - Both allowing learners to volunteer responses and calling on individuals by name to respond
    - Using talking circles, especially in breakout groups
- During live sessions, learners interact with each other as they role-play, create content, and collaborate (e.g., using breakout rooms in Zoom, Blackboard Collaborate, Big Blue Button, etc.).
- During live sessions, learners engage with content and interact with each other using polls, quizzes, word clouds, and games (e.g., Quizlet Live, Answer Garden, Mentimeter, Kahoot!, Quizziz).

84. Online courses follow established principles for instructional design and course quality; they are well structured, accessible, and appealing.

- _ A Welcome/Getting Started section provides a course overview; the syllabus/course outline; program policies (e.g., related to **academic integrity**, accommodations, grading policies, late submissions); important dates; learner support information; technology support contacts; etc. (See Best Practices for Learner Support)
- _ Contact information is listed for the instructor.
- _ Learning goals and outcomes are easy to locate, easy to read, and relevant to learners.
- _ Course activities and assessments are clearly connected to the learning outcomes and goals.
- _ Instructions for course activities and assessments are given in plain language and, where possible, in multiple modes.
- _ Course assessments are sufficiently scaffolded with practice and models.
- _ Course navigation is clear, consistent, and predictable: frequently used tools/resources are easy to find; irrelevant information/links/resources are removed.
- _ Course content is clearly organized and divided into manageable chunks/modules (e.g., divided by week or theme).
- _ Effort is made to ensure the course is appealing (e.g., supported with graphics; embedded videos, and learning activities rather than a series of links).
- _ Materials are accessible across devices (desktop computers, laptops, tablets, and mobile devices).
- _ Files to be downloaded are small enough to be downloaded easily.
- _ Materials are available in a variety of modes (e.g., links, PDFs, Word documents, Google Docs, articles, videos).
- _ Materials and documents are formatted to be accessible:
    - _ Large clear font (e.g., 12 point, sans serif)
    - _ High contrast between text and background
    - _ Colour used to make materials attractive, but not used to convey information
    - _ Alternative text provided for all images, graphics, charts, and tables that convey content
    - _ Consistent templates, headings, and icons
    - _ Hyperlinks with text that describe the topic of the link (i.e., not just “click here”)
    - _ Transcripts/captions for audio/video
    - _ Use of white space to break up large blocks of text into smaller chunks
- _ Activities and materials that work well on mobile devices are prioritized (e.g., HTML text rather than PDFs).
- _ Learners are able to track where they are and how they are doing in the course (e.g., through use of a gradebook, progress bars, etc.).

_ Copyright and fair use policies are followed; resources and materials are correctly cited.

85. Instructors foster a strong online presence and build a connection with their learners.

_ Instructors of online courses establish their **social, teaching, and cognitive presence** online through, for instance, a teacher description, pictures of themselves, and activities that allow their personality/individuality to show.
_ Instructors are available and approachable, and communicate how learners can contact them (e.g., email, regular office hours, online chat).
_ Instructors use a variety of modes of communication to check in regularly with learners (email, messages, online chat through the LMS, etc.).
_ Instructors participate, along with learners, in discussions related to course content (e.g., on forums, in breakout rooms).
_ Instructors create short audios, videos, and screencasts to provide content, instructions, and feedback.
_ Instructors provide timely individual feedback to learners in a variety of forms (written, audio, screencast).
_ Instructors solicit feedback from learners at various points in the course.

Vignettes

for Technology and Online Learning

This section includes descriptions of what the Best Practices might look like when applied in a variety of contexts.

Vignette 1: Technology for LINC in a Small Non-Profit

I work with a group of about six CLB 2–4 learners in a small non-profit rural organization. We do not have funding for a lot of technology, and we don't have a learning management system. However, my learners all have cellphones. I create a simple website with https://youneedawiki.com or WordPress.com where I can post learning activities for my learners. I create a new page for each new LINC theme that we are working on. I help learners set up their phones so it is easy for them to access my website. Here are some of the things I have posted on my website for my learners:

- I create and embed Quizlets. My Quizlet sets help learners learn vocabulary and functional language related to the LINC theme we are working on. I paid for the upgraded version of Quizlet so that I could add audio and my own pictures to my Quizlet sets.
- I post links to ESL Literacy Readers that are at my learners' reading level and are on the themes we are covering.
- I post links to activities on LINC themes from LINC-CanadaBlogspot.com, Live & Learn: Settlement Activities, and Janis's ESL.
- I post links to pre-made learning activities, such as videos about English grammar (e.g., engvid.com); grammar practice activities; and other beginner and elementary reading, writing, listening, and speaking skills activities on learnenglishteens.britishcouncil.org.
- When we talk about jobs, I post links to the Easy Reading Job Profiles along with instructions to print out a job profile, highlight the verbs, and be ready to talk about things that the person can do.
- I use Loom or Screencast-O-Matic to make screencasts of how to do things on the

computer (e.g., how to use the Snipping Tool, how to do a Spell Check or Grammar check, how to use Quizlet, how to give me permission to see documents in Google Drive).
- I post a link to an online learner's dictionary.

I show learners where the activities are on the wiki and have them go to and potentially do the activities in class. This way I know that they can find them for homework. My goal is that my learners can learn independently and on their own time.

Vignette 2: Teaching Digital Literacy Skills

I teach ESL Literacy learners in LINC. I have access to a computer lab and a laptop cart once or twice a week. At least half of my learners have difficulty using computers. In many cases, my class is the first time they have touched a computer. In order to support my learners, I do the following:

- I teach the computer nouns and verbs they need so that they can understand basic instructions (e.g., *mouse*, *screen*, *keyboard*, *return*, *left-click*, *double click*, *drag and drop*, etc.).
- I make sure that written instructions are clear and are in plain language. I also make screencasts and explain how to sign in and use the different tools, for instance, in Zoom, Teams, Google Classroom, and Google Meets. I send learners these screencasts by email, or I post them in my LMS.
- In class, learners practice the fine motor skills they need as they do Mousercise activities and Typing practice.
- Students use Learning Chocolate and other Games to Learn English to develop their vocabulary and listening skills, as well as to develop fluency with using the mouse.
- I help learners to create their own Gmail account. Once they create it, we develop a computer lab routine where they sign in and check email, send an email, and sign out.
- For writing tasks, I help learners identify the Microsoft Word icon; open a document; use basic formatting functions (copy/paste, formatting, bolding, spellcheck, etc.); save a file; and attach it to an email.
- I send learners Word templates that they can complete for resumes and other employment-related documents.

My goal is to build learners' digital literacy skills and fluency.

Vignette 3: Teaching Online Safety

I've had learners who have fallen for online scams. Now I specifically include activities that build their awareness of how to stay safe online:

- I sometimes use the ABC Life Literacy Canada materials: Staying safe online with secure websites, and Creating strong passwords.
- Students watch videos and do problem-solving activities using scenarios from the Canadian Bankers Association Cyber Security Toolkit.
- I've used the Scams to Avoid lesson plans based on Clicklaw Wikibooks Law-Related Lessons for CLB 4 and 7/8. Higher-level learners research scams in small groups and create a poster or PowerPoint. They then re-group, each giving a mini-presentation to their new group.

I see there are new freely available online courses, which I plan to use in my next class. The Websafe course (CLB 4+) has modules on phishing, common scams, social media, shopping online, finding a job online, and more, along with an instructor guide that has PBLA tasks. The Digital Literacy course (CLB 4) has a wide variety of learning activities related to digital citizenship, **netiquette**, and more.

Vignette 4: Building Community and Engaging Learners Online

I had to move to teaching online, both **synchronously** and **asynchronously**, rather abruptly. Building a community and connecting with my students is very important to me. I also enjoy the challenge of designing interesting, creative, and fun activities that spark curiosity and a desire to learn. As I moved online, my goal was to continue to build a connection with my learners and have them build a supportive community among themselves. As well, I wanted to continue to find joy in teaching. Here are some of the things I do:

- I try to be "present" even in the asynchronous portions of the class. I participate in get-to-know-you forums along with my learners, I make short videos with instructions, and I provide audio and video (screencast/VoiceThread) feedback on their assignments.
- I open my synchronous classroom a few minutes early and touch base with each person as they arrive, just as I used to do face-to-face. As more students arrive, I put them in chat rooms where they can interact with each other without their teacher (me) hovering. I start class with a warm-up activity at the beginning in which everyone participates.

- At first, only a couple of vocal learners would jump in to answer or ask a question. Often if I called on someone, there would be a long silence. I now use "flood the chat," where I ask a question and have everyone type in the chat bar for a set amount of time. When I say "flood the chat," everyone enters their post at the same time. We read what people have written, and I call on individuals to expand on or explain their ideas. I find that there is less delay when people are called on once they have written in the chat.
- When we do role-plays, I put students in breakout rooms. I send slides with instructions for the role-play. After a set amount of time, I send a "Did I...?" rubric for them to discuss. When we come back to the main room, one or two people will demo.
- I try to balance giving students time on their own in breakout rooms (where they can interact without an authority figure hovering) with dropping into breakout rooms to see how students are doing.
- In terms of creativity and fun, I've been able to use Quizlet Live (individual), Polleverywhere, Padlet, and polls to add some engagement to synchronous classes. In asynchronous classes, I've created interactive videos using H5P, and I've even embedded some H5P drag-and-drop and fill-in-the-blank activities; they are *so* easy to make!

While things are not perfect, I've found that teaching online has been very rewarding. I feel that I can give students more individual feedback than I would in a face-to-face class. And my students have indeed made connections that continue, even after the class is over.

Vignette 5: Teaching with Avenue

I am currently teaching a CLB 3 LINC class, with 21 participants. The students in this class expressed a preference for having 90 minutes of synchronous time every day. This is done through Big Blue Button (BBB) on Avenue:

- I like the whiteboard on BBB because I can give the students a "pen" to fill in the worksheets that I download onto BBB.
- I also like to use the breakout rooms on BBB, as it adds a semblance of normality by allowing the students to discuss topics and work in groups.

Our **synchronous** session is followed by 30 minutes for individual questions.

In the afternoon, the students work **asynchronously**, and I am available for questions throughout. My online Avenue classroom has various sections to which students are directed as required:

- There are sections on Pronunciation, Grammar, and Punctuation, among others, which the students can access as required.
- The most important section contains Books. These books contain weekly work that students can access and work through. There are videos, H5Ps, quizzes, and games, which provide opportunities for the recycling of vocabulary, grammar, and skills needed for language acquisition.
- Avenue includes resources for topics such as Health and Safety and Community and the World. These are linked to in the weekly Books so that students can access what is relevant to the theme being addressed. For example, in a weekly Book, I might enter "Types of Housing" and will link directly to the SCORM package of that title in the theme At Home in our Community and the World. Students click on the phrase and directly connect with that topic. This makes for a cleaner, leaner look in the online classroom, which is less confusing for my CLB 3 students.

Their online work is supplemented by worksheet packages sent out every other week. I like this combination as the students can continue to progress with their writing and reading skills.

Listening, reading, and writing assessment tasks are completed online:

- Avenue provides a Rubric Template which can be easily customised.
- Assessment tasks can be tagged and stored in an e-portfolio.
- Speaking tasks can be recorded online, but I prefer to do those using FaceTime.
- An ongoing concern with online assessments is one of validity. It is impossible to monitor every student as they attempt each task. However, on Avenue, I can limit the number of times a student can attempt a task, and I can restrict the amount of time taken to complete the task. The time taken to finish the task is recorded online, and this allows me to determine fairly accurately whether help was asked for and given!

Vignette 6: Cultivating a Robust Teaching, Social, and Cognitive Presence

I've been teaching for about 12 years, and I've always used technology in my teaching. I've taught online and blended courses on and off for several years. My first blended courses weren't very good, and I've certainly learned a lot through experience, professional development opportunities, and connecting with other online instructors, both locally and in the wider community through social media and platforms like Tutela. I think my most important learning has been understanding the importance of having a strong teaching, social, and cognitive presence in online spaces and how robust instructional design can facilitate that essential presence.

- As teachers, our focus has always been on building relationships and meeting the needs of the students in front of us. The difference is that now so much is mediated through technology. I know that the learners I am privileged to teach need to develop digital fluency in order to be successful in their future lives, so I need to integrate technology into my language teaching. I do my best to integrate all the elements of my class (**synchronous**, **asynchronous**, face-to-face, lab times) into one cohesive whole. I use my learning management system (LMS) as the hub for our class.
- I've found that there is less room for error when working online, especially with asynchronous work. Everything needs to be carefully planned and clearly laid out, and this is where I've learned a lot about building in accessibility and UDL (**Universal Design for Learning**) from CAST and some of their projects. Accessibility also means I need to think about issues like access and equity, and I need to be mindful of what students can do with the tools, time, and resources they have.

The pandemic in 2020 pushed a lot of us online and highlighted the need for all of us to thrive in online spaces. As education and technology continue to change, I know that I need to continue learning and improving my digital skills. At the same time, I know that I can't do everything. I will continue to work on content curation, teaching transferable digital skills, work–life balance, and focus on quality in online teaching and learning. My goal is always to use technology to make my teaching better through small sustainable changes.

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Resources for the Classroom

for Technology and Online Learning

This section includes resources (lesson plans, curriculum, online activities, readings, videos, podcasts, etc.) to use in class.

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Tools and Apps

for Technology and Online Learning

New tools, apps and interactive resources are constantly being developed. The following list is just a sampling of the technologies that ESL teachers use.

Screencasting platforms

- _ Loom
- _ Screencastify
- _ Screencast-O-Matic

Audio tools

- _ Audacity
- _ Audio trimmer

Sources for images

- _ Pixabay
- _ Pexels (All photos and videos on Pexels are free to use, modify and edit as you like.)
- _ Canva
- _ Openclipart.org
- _ Creative Commons Search
- _ Stocksnap
- _ Unsplash
- _ Wikimedia Commons
- _ ELTpics
- _ The Noun Project (and the renamed The Verb Project)
- _ Word clouds (wordsift.org, worditout.com, wordArt.com, answergarden.ch/)

Tools for creating online learning activities

Activities created with the following tools can be linked to or embedded in an LMS, or sent to learners via email, for instance. Learners can do these activities in class or on their own time.

- H5P (embed code available. Note: H5P needs to be hosted somewhere, such as in an LMS like Moodle. It cannot be used in Google Classroom.)
- LearningApps (embed code available)
- Padlet (embed code available, virtual bulletin board)
- Quizlet (embed code available)
- Spelling City
- EdPuzzle
- Flipgrid (embed code available)
- iSLCollective Video Lessons (embed code available for video lessons)
- Nearpod: Make every lesson interactive (embed codes available)

Tools for creating interactive polls/quizzes/games

These interactive polls and quizzes are used in real time, both in face-to-face and synchronous online classes.

- Answer Garden
- Mentimeter (Interactive questions for presentations)
- Polleverywhere
- Quizziz
- Kahoot!
- Quizlet Live (an additional feature in Quizlet accounts)
- JeopardyLabs

Websites with interactive language learning activities and games

- Games to Learn English (embed codes available)
- ESLGames.com: Teaching with Technology
- EnglishClub.com: Vocabulary Games
- Learning chocolate

Tools for basic keyboarding and computer skills

- TypingClub
- TypingTest.com
- GFCGlobal Typing Tutorial (See Practice activities)
- GFC Computer tutorials
- Mousing Around
- Learn to drag and drop
- Identifor.com (Simple games that can be used to practice keyboarding and mouse skills)

Online dictionaries and vocabulary development

- Oxford Learner's Dictionaries
- Cambridge Dictionary
- YouGlish (Note: a YouGlish widget can be embedded in your course)
- Google Translate

Other

- For websites related to language skills, vocabulary, grammar, etc., see Classroom Resources for Instruction.
- For websites related to Literacy, see Classroom Resources for EAL Literacy.

SUPPORTING LEARNERS WITH DIVERSE LEARNING NEEDS

Instructors are supported as they design instruction to be accessible to all learners, ensuring multiple means of engagement, representation, and expression. The learning environment is safe and welcoming, and supports positive mental health. Learners with disabilities are welcomed, valued, supported, and accommodated to ensure their full participation.

Statements of Best Practice

for Supporting Learners with Diverse Learning Needs

Instructors are supported as they design instruction to be accessible to all learners, ensuring multiple means of engagement, representation, and expression. The learning environment is safe and welcoming, and supports positive mental health. Learners with disabilities are welcomed, valued, supported, and accommodated to ensure their full participation.

86. The program accommodates learners with disabilities to ensure their full participation in education.

- **Accommodations** are made to ensure the institution's environment and practices do not have a discriminatory effect based on a learner's hearing, mobility, vision, learning, mental health, or developmental (etc.) disability
- The program ensures that policies, rules, and admission standards (etc.) minimize discriminatory effects and hardship for learners with disabilities.
- There is a recognized accommodation policy with procedures for requesting accommodations, determining appropriate accommodations, developing and implementing accommodation plans, and/or refusing accommodations.
- Learners are involved in these procedures as they communicate needs and information, collaborate with the program to identify and evaluate options for

Accommodations

"The [Alberta Human Rights] Act recognizes that all persons are equal in dignity, rights and responsibilities when it comes to provision of services available to the public. The process for ensuring all persons are treated equally is called accommodation. Accommodation of students with disabilities involves activities like making adjustments or alternative arrangements in the educational environment to ensure it does not have a discriminatory effect on a student because of the student's disabilities. ...

The Supreme Court of Canada has ruled that where the educational environment has a discriminatory effect on students with disabilities, the post-secondary institution is required to provide accommodation up to the point of **undue hardship**."

Alberta Human Rights Commission (2010). Duty to accommodate students with disabilities in post-secondary educational institutions

reasonable accommodation, and implement the plans.

- Sample accommodations include the following:
  - Steps to ensure the accessibility of the building, classroom, labs, etc.
  - Accommodations in cases of appointments, attendance, and other related issues
  - Modifications to classroom physical arrangement (use of ergonomic chairs, movable tables/desks, etc.)
  - Provision of assistive technologies, for instance:
    - Magnifiers
    - Large-print keyboards
    - Large-print materials
    - Lighted-tip pens
    - Roger pens (pair with hearing aids)
    - iPads/tablets (and various apps)
    - Mics/pens that pair with hearing aids
    - Stylus pens
    - Pencil grips
  - Online accommodations, such as text-to-speech, immersive readers, built-in accessibility features for changing font size, recordings of the instructor accompanying written instructions, transcripts, audio books, etc. (See Best Practices for Technology and Online Learning)
  - Provision for classroom support (e.g. tutorials, educational aide, first language support worker, interpretation/translation support)
  - Evaluation accommodations, such as extended time and distraction-reduced settings for tests/exams
  - Modified tasks (e.g., reduced numbers of questions, reformatted documents)
- When a program cannot accommodate a learner's needs, the learner receives help and referrals to access resources available in the community (see below).
- Where offering accommodations may be viewed as "**undue hardship**" for a smaller program, that program may make an effort to collaborate with other organizations to organize overarching service (e.g., by supporting a mental health or learning support specialist to provide services for a number of smaller programs or non-profits in a region).

87. The program ensures that learners who require accommodations or supports are connected with support services.

- Instructors identify early signs of learning difficulty, record observable behaviour that is not addressed by teaching interventions, and make necessary referrals of learners to learning support services where available to address learning difficulties.

- Learners are offered help to fill in forms to apply for support services.
- Privacy of information related to a learner's disabilities is considered when providing additional support or intervention.
- There is a clear process for connecting struggling learners with support services, whether within the organization or within the community.
- There are clear processes and/or point people to contact for emergency situations (e.g., if suicide or abuse is mentioned).
- Services for learners with disabilities are presented in the same way that any other service is presented.

88. The program works with disability organizations in the broader community and promotes their services to learners.

- The program searches out funding for assistive technologies, classroom support, and accommodations, such as educational assistants, interpreters (sign languages and first language), scribes, as well as ergonomic chairs, keyboards, etc.
- The program supports learners with disabilities to connect with relevant support and funding: AISH; transportation (Calgary Transit Access, CTA, or Edmonton Disabled Adult Transit Service, DATS); low-income eye and dental assistance programs, etc.
- The program builds connections with experts and relevant organizations in the community, such as Cerebral Palsy Association, Access Mental Health, the Trauma Informed Network, CNIB, Arthritis Society, Southern Alberta Brain Injury Society (SABIS), Developmental Disabilities Resource Centre of Calgary (DDRC), VECOVA, and the Alberta Brain Injury Initiative.
- Instructors are made aware of the services offered by relevant organizations.
- Learners are made aware of the services offered by relevant organizations, through for instance:
    - Guest speakers (See Community Resources)
    - Flyers
    - Emails
    - Classroom announcements
    - Posters
    - Individual referrals from instructors and/or settlement counsellors

89. The program builds the capacity of staff to promote mental wellness and support learners with diverse needs.

- Organizations create positions to provide in-house expertise, consult with area experts, and offer opportunities for instructors to develop knowledge and skills to support learners with diverse needs. This may be done in the following ways:
  - Identifying "point people" who are willing to be consulted in certain areas
  - Mentoring
  - Team teaching
  - Developing an in-house "Speakers' bureau"
  - Encouraging teachers to take turns in rotating support role positions.
- The program supports instructors and staff in taking courses and gaining certification in topics such as psychological first aid, trauma-informed practice, learning disabilities, etc.
- The program supports instructional staff in taking part in professional development opportunities addressing a selection of the following:
  - **Universal Design for Learning (UDL)** principles and practices
  - Learning preferences
  - Learning disabilities
  - Pre-referral strategies to support learners
  - Strategies for teaching reading and writing skills, including the 5 components of reading instruction (i.e., phonemic awareness, word recognition/decoding, vocabulary, fluency, and comprehension)
  - Psychological first aid
  - Trauma-informed practice
  - Zones of regulation (teaching learners to be more aware of managing their emotions and impulses and helping them improve their problem-solving skills)
  - Signs of trauma
  - Stresses and challenges faced by learners who have had to flee their country as a result of war
  - The experience of living in a refugee camp (e.g., first person accounts; virtual reality and 360-degree videos)
  - Symptoms of Post-Traumatic Stress Disorder (PTSD)
  - Mental health first aid
- The program supports instructors who may experience vicarious trauma as they support their learners.

90. Instructors apply the principles and practices of Universal Design for Learning (UDL) to maximize the potential for success of *all* learners.

Provide multiple means of **Engagement**

- _ Learner engagement is maximized through, for example, allowing for collaborative learning, gamification, choosing topics that are intrinsically interesting for that group, peer learning, etc.
- _ Learners have opportunities to make choices in the following:
  - _ What to learn (participating in setting classroom and individual goals)
  - _ How to learn
  - _ How to demonstrate learning (choices in assignments, choices in procedures, role-plays)
- _ The instructor, as an encouraging voice in the classroom, provides guidance as learners set and achieve individual goals.
- _ Classroom routines provide predictability in the classroom.
- _ Class set-up is flexible and allows opportunity for movement and the creation of safe learning spaces.
- _ Throughout the day, activities transition between whole class, group, and individual learning to accommodate different learning preferences.
- _ Instruction is carefully sequenced to promote mastery of skills with varying amounts of support, review, and practice for different learners. For example:
  - _ Tasks may be highly **scaffolded** for some learners, with multiple opportunities for practice.
  - _ Other learners may work through a task independently with less scaffolding.
- _ Instructions for activities and assessments are clear, step-by-step, presented in language the learners can understand (plain English), and accompanied by visuals when possible.

Universal Design for Learning (UDL)

"UDL aims to change the design of the environment rather than to change the learner." (Cast, 2018)

UDL is based on the following 3 principles:

- _ Make use of multiple strategies for engaging, challenging, and motivating learners.
- _ Provide learners with multiple ways to acquire content.
- _ Provide learners with multiple ways to demonstrate what they know.

CAST (2018). *Universal Design for Learning guidelines*, version 2.2. Retrieved from http://udlguidelines.cast.org

Provide multiple means of **Representation**

- _ Information is offered in multiple formats to appeal to different ways of learning (text, audio, video, visuals aids, exploratory learning, field trips).

- _ Options are included that make materials accessible for everyone (e.g., text-to-speech, text enlargement, screen colour/contrast, captions for videos, transcripts for audio).
- _ Support and scaffolding is provided through, for instance, highlighting patterns, using graphic organizers, explaining symbols, etc.
- _ Course, lesson, and activity goals and outcomes are clearly communicated to encourage reflection and self-assessment.

Provide multiple means of **Action and Expression**

- _ Learning is demonstrated in a variety of ways (tests, projects, presentations, individual and group work, creation of a video/podcast).
- _ Learners are provided with alternate ways to present ideas and communicate (e.g., small-group presentations, class presentations, role-plays, forums, blogs, wikis, videos, visuals).
- _ Learners receive regular feedback on, and are encouraged to reflect on, their progress in meeting their individual learning goals.
- _ Self-directed activities encourage independence and autonomy in learning.

91. Instruction aims to reduce stress, anxious feelings, and isolation for learners while creating a safe, welcoming, and supportive community of learning.

- _ Learners have a sense of what will happen next through the development of predictable routines and cues (e.g., a daily schedule written on the board; repeated beginning and ending activities; timers).
- _ In face-to-face contexts, learners have the opportunity to move around and collaborate and interact with others.
- _ In online courses, technology is used to promote engagement, collaboration, and a sense of community; learners have the opportunity to get to know their instructor and classmates. (See Best Practices for Technology and Online Learning)
- _ Teachers build trust as they demonstrate sincere concern for the wellbeing of the learners through consistent, respectful, compassionate, and non-judgmental communication.
- _ Classroom instruction includes ground rules for confidentiality and respect, for example, through setting “no judging” and “be kind to everyone” expectations.
- _ Common stressors faced by learners are addressed in classroom activities, providing opportunities for learners to share their own stories. These stressors/stories may include the following:
  - _ Stories of migration
  - _ Experiences of isolation

    - Feelings of helplessness
    - Barriers to education and training opportunities
    - Resilience in the face of adversity
    - Role reversals (both parents, spouses are working)
    - Culture shock
    - Parenting across cultures
    - Barriers to employment and financial stability
    - Current crises (e.g., Covid-19)
    - Classroom activities that are perceived to be "high stakes," such as timed activities and PBLA assessments
- Self-care practices, with a focus on relieving tension, managing fear, and building concentration, are incorporated into class activities.
- Instructional approaches give learners an opportunity to demonstrate their strengths and highlight accomplishments.
- Learners are encouraged to recognize and label their own emotional reactions as a strategy for regulating emotions.

92. Instructors both provide trauma-informed instruction and promote positive mental health.

- As far as possible, triggers (themes, content, and materials that are likely to remind learners of past traumatic experiences) are avoided.
    - Common triggers include war, family violence, sexual abuse, talking about family, and more.
- Learners are given a choice in whether and how much to share of their past experiences. For example:
    - Learners share pictures of "someone you like" rather than "someone in your family."
- When learners are distressed, instructors follow learner preferences to provide the flexibility, safe spaces, time, and privacy needed for learners to recover composure. This may include, for example:
    - Connecting the learner with someone they have rapport with in the organization

Academic signs of psychological distress:

- Worsening grades
- Chronic lateness
- Absenteeism
- Chronic incomplete/late assignments
- Sleeping in class
- Difficulty focusing
- Withdrawal from class activities
- Increased isolation from classmates

Other signs of psychological distress:

- Worsening hygiene
- Avoidance of eye contact
- Flushed or sweaty skin
- Agitation and restlessness
- Irritability or aggression
- Lack of facial expression
- Inability to control emotions, tears

- Following up with the learner, while not making a big deal out of the incident
- When instructors notice signs of psychological distress, they check in with the learner to find out if any supports are needed or desired. For example:
  - They talk with the learner about what they have observed using non-judgmental language and open-ended questions ("I noticed… How can I support you?")
  - They avoid taking on the role of counsellor.
  - They focus on issues related to academic performance and connecting the learner with ongoing mental health support.
  - If suicide is mentioned, instructors follow the organization's protocol for what to do in this situation.

93. Learners with disabilities (mobility, vision, learning, mental health, developmental, etc.) are equally welcomed, respected, and valued in the classroom, and they *know* that they are equally welcomed, respected, and valued.

- Clear expectations are set out for respectful interactions and inclusion of *all* learners in the class.
- Instructors model respect and support for learners with disabilities or mental health challenges, for instance, in the following ways:
  - Demonstrating patience and encouragement in interactions
  - Validating and encouraging learners' ideas, attempts, communication styles, etc.
  - Ensuring all learners have opportunities to share through strategies such as Think-Pair-Share, offering turns, clarifying
- Comments that stereotype or discriminate against people with disabilities are addressed in a timely manner.
- People with disabilities see themselves reflected in posters, messaging, and advertising, as well as in the content and curriculum of the class.
- The voices, perspectives, stories, and contributions to the community of people with physical disabilities, learning differences, and mental health-related conditions are incorporated into class content, including, for example:
  - Inspiring accounts of people in the above categories (e.g., Terry Fox, Rick Hanson, Joey Moss, Robert Munsch, Leonard Cohen, and many more)
  - The voices of ordinary people with disabilities (e.g., CBC's *You Can't Ask That* series)
  - Accounts of people with disabilities with whom learners can relate on other dimensions (e.g., immigrants and refugees, parents of children with disabilities, students, members of professions, job seekers, teachers, etc.)
- Inclusion of persons with disabilities in Canada is embedded into classroom themes, for

example:

- Rights: reading about the Duty to Accommodate (Alberta Human Rights Commission)
- Employment: reviewing online tools and resources for people with disabilities, such as the Government of Canada Accessibility Resource Centre and the Alis Alberta resource guide for persons with disabilities
- Transportation: listening to a TED talk on why design of transportation should include everyone
- Education: watching a TED-Ed video on educating a neurodiverse world; completing a web search based on the Learning Disabilities Association of Alberta website
- Study skills: listening to a podcast on ADHD; participating in a workshop on test-taking anxiety
- Smalltalk: Reading the CBC article by Taylor Katzel titled *The problem with making small talk about my big disability*

- Stereotypical portrayals of people with disabilities are avoided or are addressed from a critical perspective.

Vignettes

for Supporting Learners with Diverse Learning Needs

This section includes descriptions of what the Best Practices might look like when applied in a variety of contexts.

Vignette 1: Supporting Struggling Learners

I work in an ESL program in a non-profit organization. Some learners in my class struggle with reading but do not have a diagnosed learning disability. I am learning that there are many reasons a learner might struggle with reading. Exploring Universal Design for Learning (UDL) principles on the CAST website has helped me understand how to support learners without a diagnosis. I also do the following:

- Privately talk to the learner about what reading is like for them in their home language and what their school experience was like
- Gain a better understanding of the learner's English decoding skills with tools like the *Beginning Alphabetics Tests and Tools*
- Draw on *Rising to the Reading Challenges of Adult Learners: Practitioner's Toolkit* by CanLearn Society
- Include explicit, intensive instruction on the 5 components of reading instruction: phonemic awareness, word recognition/decoding, vocabulary, fluency, and reading comprehension
- Offer accommodations, like longer time to complete an activity or assessment
- Invite a volunteer reading teacher to work with the learner on specific reading and writing skills

Vignette 2: Finding Supports for Learners in a Small Non-Profit

I work in a small non-profit organization. Our organization does not qualify for the Alberta Education Supports that are available to large organizations like colleges and universities. In my role, I provide support for learners. Here are some of the things I do to support learners:

- I connect learners with disabilities to other community organizations in my region. For instance, I have done the following:
  - I have connected learners who are deaf with Deaf and Hear Alberta. For a small fee, the organization helped us apply for hearing aids and a Roger pen and mic.
  - I helped a learner apply for the local brain injury program. That involved making sure the learner advocated for herself. She needed a referral from her doctor.
- I help learners figure out what kind of health insurance they have. Learners may be eligible for eye exams and glasses.
- I advocated in my non-profit for a small budget line for assistive technology, such as one or two large keyboards, ergonomic chairs, and magnifiers.
- I've helped arrange for and train volunteers to assist learners who require individualized support.

Vignette 3: Responding to Learner Stress and Uncertainty

I work in an employment training program for newcomers to Canada. While learners are eager to move into the Canadian workforce, they are juggling many demands on their time and energy. They also face many uncertainties about the future, and it often takes much longer than they had hoped to reach their goals. To foster a learning space that supports mental health, I do the following:

- I work to develop a class culture where learners are able to talk about their experiences and feelings without judgment.
- I invite former students as guest speakers in class to share about experiencing and overcoming challenges at work and in life in general.
- I ensure that learners are aware of available community resources and supports that to help them take care of their basic needs, referring them to settlement and integration programs, and family and legal counselling services, etc.
- I invite speakers from Alberta Health Services to talk about stress management,

mindfulness, and mental wellbeing.

Vignette 4: Addressing Learning Concerns

I work in a LINC program, and I find that learners sometimes raise issues they are facing in their personal lives. They ask questions about childcare subsidies, domestic violence, housing, and food banks. To address learners' concerns, I do the following:

- I incorporate information about local community resources (library, disability services, food bank) into my reading, writing, listening, and speaking tasks.
- I set up a bulletin board with leaflets from community organizations that learners can take home.
- I invite other service providers (Alberta Health or Primary Care Network; mental health organizations; settlement counsellors) to speak to the class about resources available at their organizations.

Vignette 5: Supporting Learners with Disabilities

I taught a class with learners who had cerebral palsy, Down syndrome, hearing and sight disabilities, and learning disabilities. I used the following tools and apps to help the learners successfully learn:

- I had a student with vision problems. When we printed material for him, we used a large font. However, when he wrote, he used a smaller font and couldn't see what he was writing. We were able to order a lighted-tip pen. This allowed the student to see what he was printing.
- I had a higher-level learner who also had vision problems. We found a pen reader that would speak the written words aloud as it was dragged over the writing.
- We found that the learners with development disabilities responded to brightly coloured materials, so I always printed out their materials in colour and made sure to include pictures and illustrations.
- We found that pencil grips helped our learners who had trouble with hand–eye coordination as they struggled with holding a pencil. We also found that those learners were more successful when they used thick pencils or markers. They found writing on whiteboards with colourful markers to be very engaging.
- We used iPads. I especially like the Sentence Builder app, which has exercises at different

levels. Students look at pictures, listen to sentences, and drag and drop words into blanks. I can create my own activities where learners build sentences that are relevant to their lives.

- When we went to the computer lab, the learners read stories and did activities on the following websites:
  - Storybooks Canada
  - Bow Valley readers
  - Tar Heel Readers
  - Learning Chocolate
- I also created Kahoot! activities related to numbers, feelings, emotions, shopping, house chores, and more. They could see the game on my screen, and they used their computers to answer.

References and PD Resources

for Supporting Learners with Diverse Learning Needs

This section includes resources that informed this document and resources (academic articles, websites, videos, tutorials, courses, etc.) for professional development and further learning on this topic.

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Resources for the Classroom

for Supporting Learners with Diverse Learning Needs

This section includes resources (lesson plans, curriculum, readings, videos, podcasts, etc.) to use in class.

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Community Resources

for Supporting Learners with Diverse Learning Needs

This section includes community sources for learner support, guest speakers, etc.

Centre for Newcomers, Calgary: Mental Health

https://www.centrefornewcomers.ca/mentalhealth

Edmonton Mennonite Centre for Newcomers (EMCN)

https://emcn.ab.ca/corporate/programs/settlement/health_and_wellbeing_services.html

CCIS's Centre for Refugee Resilience

https://www.ccisab.ca/refugees/centre-for-refugee-resilience.html

Vecova

https://vecova.ca/

TIES Healthy Minds

https://www.tieshealthyminds.ca/

Calgary Immigrant Women's Association (CIWA)

https://www.ciwa-online.com/

Mental Health Foundation

https://mentalhealthfoundation.ca/

The Wellness Centre

https://www.wellnesscentreab.ca/

Government of Alberta: Supports for People with Disabilities

https://www.alberta.ca/supports-for-people-with-disabilities.aspx

INDIGENIZATION

EAL providers and instructors own their responsibility to take part in ongoing reconciliation between Indigenous peoples and non-Indigenous people who call Canada home. In their practice, they seek to learn and transform, centre Indigenous voices, dismantle racism, and foster reconciliation.

Statements of Best Practice

for Indigenization

EAL providers and instructors own their responsibility to take part in ongoing reconciliation between Indigenous peoples and non-Indigenous people who call Canada home. In their practice, they seek to learn and transform, centre Indigenous voices, dismantle racism, and foster reconciliation.

94. EAL providers acknowledge that they have a role in ensuring that the Calls to Action issued by The Truth and Reconciliation Commission of Canada (TRC) result in long-term reconciliation across Canada.

- **Land acknowledgement and treaty recognition statements** recognize and honour the historic and ongoing presence of **Indigenous peoples** in the community, and the treaty obligations between Indigenous peoples and non-Indigenous people who call Canada home.
- Recognizing that building **reconciliation** is a shared responsibility between Indigenous and non-Indigenous people, the program facilitates the establishing of relationships between Indigenous people and newcomers to Canada.
- As recommended by the Truth and Reconciliation Commission of Canada **(TRC)**, newcomers to Canada are called to be part of this long-term reconciliation process as part of settlement and language classes. (Best Practices #96-#98 below identify ways that newcomers can be part of the reconciliation process.)
- Programs support instructors to incorporate Indigenous contributions, histories, worldviews, and ways of learning and knowing into language and settlement programs and to recognize Canada's colonial past.
- The program seeks to recruit staff from the Indigenous community in the hiring and promotion process.

95. Instructional staff take part in professional development activities that increase background knowledge, encourage reflection of their own biases and assumptions, incorporate other ways of knowing and learning, and expand their capacity and confidence as they incorporate Indigenous knowledge and teaching methods in their classes.

- _ Professional development and workshops are facilitated by **Elders** or knowledge keepers in the community. (Note: They are fairly compensated and offered tobacco/traditional gifts as appropriate.)
- _ Professional development opportunities address some of the following:
  - _ **Indigenous cultures**, including, for example, **Indigenous ways of knowing** and learning, the medicine wheel, the land, celebrations, stories, natural remedies, foods, etc.
  - _ The need to understand truths in the Calls to Action for **Truth and Reconciliation**, including historical accounts of Treaties, **the Sixties Scoop**, **the Indian Act**, **Residential Schools**, the 1885 Resistance, the Métis land dispossession through scrip, Inuit High Arctic relocation, and the ongoing consequences of these injustices in the form of **intergenerational trauma** and ongoing racism, inequities, and injustices
  - _ Reflection on their responsibility as individuals (settlers or descendants of settlers) and **EAL** instructors in responding to the call for truth and reconciliation
  - _ Decolonizing or anti-colonial teaching approaches and anti-racist or abolitionist teaching approaches
- _ Professional development activities go beyond knowledge transfer and include opportunity for instructors to engage in critical self-reflection, talking circles, experiential learning, visual learning, peer mentoring, collaboration, transformative learning, **land-based learning**, and affective learning, etc.
- _ Instructors are encouraged to seek input, support, and mentoring from willing Indigenous colleagues and Elders when incorporating teaching and learning materials that relate to Indigenous cultures, worldviews, histories, historical or contemporary events, etc.
- _ Program staff and instructors are encouraged to enroll in courses/training about Indigenous cultures and histories, in Indigenous language courses, and/or in courses/training related to transformative teaching approaches to support anti-racism, **Indigenization**, and decolonization. (See PD Resources for examples of courses/training)

96. The program centres Indigenous relationships and voices as essential to newcomer settlement and language training.

- _ Indigenous advisors, mentors, and Elders are welcomed in EAL programs and classes to

share their way of life, experiences, histories, education, governance, knowledge of the land, values, etc. (Note: They are fairly compensated and offered tobacco/traditional gifts as appropriate.)

- Indigenous peoples speak for and represent their experiences, worldviews, histories, cultures, traditions, and so on, through the following:
  - Indigenous guest speakers
  - Recordings/videos featuring Indigenous perspectives and voices
  - Literature by Indigenous authors
  - Learning materials designed by Indigenous educators and authors
  - Empathy-building activities such as blanket ceremonies, storytelling, presentations, etc., facilitated by Indigenous people
- Learners begin building relationships with Indigenous people from all walks of life.
- Learners engage with narratives of Indigenous people with whom they can relate on other dimensions (e.g., as parents, as students, as teachers, as members of other professions, etc.).

97. Indigenous content is woven into language and settlement classes in a way that honours Indigenous peoples' longstanding histories and heritages in the lands now called Canada, dismantles racism and misrepresentation of Indigenous peoples, and fosters relationships and reconciliation.

- Class content incorporates the teachings, images, legends, art, and cultures of the Métis, First Nations, and Inuit peoples of Canada, from their own perspective or in their own voices through the following:
  - Public celebrations (e.g., **pow-wow**, National Indigenous Day)
  - Beliefs and values (e.g., Seven Sacred Truths, the medicine wheel, Métis kinship connections, significance of the land)
  - Natural remedies, food, music, dance, etc.
- Class content encourages learners to connect to Indigenous cultures through shared experiences and values, and through a shared understanding of the importance of maintaining one's identity and culture.
- Class content honours and recognizes Indigenous peoples' resilience, contributions, and continued presence in the Canadian cultural landscape by highlighting the following:
  - Indigenous people's contributions to works of literature, media, arts, etc.
  - Indigenous people's contributions to the community
  - Stories of struggle and resilience
  - Materials that centre Indigenous people's perspectives
  - National Indigenous History Month (June); National Indigenous Peoples Day (June 21);

and National Day for Truth and Reconciliation (September 30)

- _ Class content focuses on the significance of the land where the program is located, through the following:
  - _ **Land and treaty acknowledgements** to connect learners to the land they are in and honour the Indigenous peoples of that place
  - _ **Land-based learning**
  - _ Stories of encounters between Indigenous and non-Indigenous peoples on that land, highlighting the need for reconciliation
- _ Class content recognizes **intergenerational trauma** and the need for reconciliation as a result of treaties and Residential Schools, along with some of the following:
  - _ Other historical injustices including the pass system, **the 60s scoop**, **the Indian Act**, dispossession of lands from Métis, etc.
  - _ Present inequities and injustices (e.g., access to healthcare, ongoing apprehension of children, homelessness, and poverty) as rooted in colonial injustices and not individual deficits
  - _ The moral obligations of people living and working in Canada to be involved in political and social efforts, including the Truth and Reconciliation Calls to Action; Prime Minister Harper's apology on behalf of Canadians for the Indian Residential School system; the REDress project, the Daniels decision, etc.
- _ Current events related to Indigenous issues (e.g., the lobster fishery dispute, decades-long land claims, and Métis rights recognition) are explored in class in light of the significance of the land, historical injustices, settler responsibilities, and the need for reconciliation.
- _ Cultural appropriation and misrepresentation is avoided by ensuring the following:
  - _ Indigenous voices are heard when their cultures, experiences, worldviews, perspectives, ways of knowing, and sites of knowledge are discussed (whether in person, or through video/audio/written accounts).
  - _ Objects associated with Indigenous cultures or beliefs are not used or presented in a way that disrespects their role or value.
- _ Curriculum content and textbooks are free from biases and stereotypes, or, where they exist, those biases and stereotypes are identified and challenged. For example:
  - _ Proper terms are used when discussing Canadian Indigenous peoples: First Nations, Inuit, Métis. Terms such as "native," "Eskimo," "Indian," "half-breed," and "red man" are not used.
  - _ Movies, TV shows, print media, songs, textbooks, and videos that are used in class do not portray or depict fictional or stereotyped stories of Indigenous peoples.
  - _ Characters representing Indigenous peoples are accurately portrayed.
- _ Learners recognize the role of stereotypes and racist ideas as colonial strategies to diminish and oppress Indigenous peoples.

_ Teaching and learning resources provide Indigenous perspectives from vetted sources.

98. Instructors incorporate pedagogies that value Indigenous ways of knowing and learning, highlighting connection to place, collective orientation, and shared learning.

_ EAL instructors recognize that, like the Indigenous peoples of Canada, many of their students come from learning traditions that prioritize spiritual teaching, and that emphasize connection to place, communal harmony, and shared learning over individuality, competition, and linear thinking. As such, instructors seek to balance Eurocentric pedagogical approaches by incorporating pedagogies that privilege communal learning and the sharing of learners' experiences and voices through, for example:
    _ Talking circles
    _ Storytelling
    _ Experiential learning
    _ Visual learning
    _ Collaboration
    _ Peer mentoring
    _ Reflection
_ Instruction related to Indigenous content goes beyond the confines of the classroom in the form of **land-based learning**, museum exploration, celebrations, advocacy, volunteering, etc.
_ Learning activities on Indigenous topics prioritize problem-solving, reflection, affective inquiry, and anti-racist/decolonizing approaches.
_ Instructors recognize that, like Indigenous peoples, many of their learners have experiences, stories, and histories of colonization and cultural oppression. As such, instructors do the following:
    _ Provide warnings and permission to leave when content has the potential to trigger memories of past traumatic experiences
    _ Give learners a choice in whether and how much to share of their past experiences
    _ Provide a **safe** space and opportunity for learners to reflect on and share their own experiences, stories, and histories related to colonialization and cultural oppression
    _ Foster a critical, anti-colonial approach where learners recognize systemic inequalities, and analyze and deconstruct systems of power and oppression

Vignettes

for Indigenization

This section includes descriptions of what the Best Practices might look like when applied in a variety of contexts.

Vignette 1: Including Indigenous Content and Voices in a Small Non-Profit

I work in a small non-profit rural organization. We do not have funding for special Indigenous events such as Elder visits or workshops. I must be creative to find ways to incorporate Indigenous content and voices into my classroom. I introduce my students to the land acknowledgement for our area and teach them the names of the Indigenous communities that we live with. I keep an eye out for local Indigenous celebrations and ceremonies (e.g., National Indigenous People's Day, pow-wow, etc.), and share information about these events with my learners. I use resources available freely on the internet such as:

- The Word "Indigenous" Explained (a 2-minute CBC video)
- Namwayut: We are All One. Truth and Reconciliation in Canada (a 4-minute video)
- The National Film Board featuring Indigenous film makers and content
- Indigenous Voices in the Classroom curriculum
- Rural Routes: Elders Speak curriculum
- Canadian Indigenous Culture for CLB 2
- Artwork by Indigenous people
- Virtual tours available from the Glenbow Museum, the Royal Alberta Museum, and the Canadian Museum for Human Rights (especially the Spirit Panel Project)

*See **Resources for the Classroom** for links to some of the above resources.*

Vignette 2: Bringing Indigenous Voices into the Class

I work in an ESL program that does not specifically ask me to teach about Indigenous issues. I consciously make an effort to fill this gap by first asking myself "Can I, even in some small way, make Indigenous voices a part of this classroom experience?" Through this I have discovered that I can do the following:

- Share a personalized local land acknowledgement to my students at the beginning of every class
- Incorporate Indigenous terms/vocabulary into my grammar worksheets
- Teach novels by Indigenous authors
- Showcase Indigenous artwork in my classroom

My goal is to generate conversations with my students which will introduce them to the contemporary and historical truths of Canadian Indigenous peoples.

Vignette 3: Addressing CLB Competencies while Listening to Indigenous Voices

I work in a LINC program, and Indigenous content does not seem to align with the Real World Tasks required by PBLA. I have discovered ways to address CLB competencies while at the same time having learners listen to Indigenous voices and learn about Indigenous experiences, worldviews, and histories related to colonization and oppression. (Note: The CLB content described below is only a small portion of what was done in class related to Indigenization.)

- **CLB 1: Writing/Speaking:** Students copy a short recipe for bannock for personal use. They then give the instructor directions as s/he makes bannock. This leads into other activities related to their own traditional foods.
- **CLB 2: Reading:** Students engage in short conversations about their own homes using "there is" and "there are". Students then read a short text about traditional First Nation houses. They learn new vocabulary through matching activities. They rely on graphics and visual clues when interpreting meaning. They identify basic details in the short text.
- **CLB 3: Speaking**: Students take a picture of an Indigenous cultural artifact on a museum field trip (or a museum virtual tour, for instance, a 3D Indigenous object on the Royal Alberta Museum website, or a Spirit Panel in the Canadian Museum for Human Rights). In class, students take turns giving a short description of the object and why they identified it

as significant.

- **CLB 4: Listening**: Students listen to a video of an Elder describing a medicine wheel. They learn that the medicine wheel is a teaching and healing tool for many Indigenous peoples. As they listen, they draw and label the medicine wheel being described.
- **CLB 4: Speaking:** Students learn how the talking circle is used as a way to reach consensus in a way that respects everyone's voice. They then take part in a talking circle to come to an agreement on guidelines for the classroom.
- **CLB 5: Reading**: The class reads a beginning-reader novel about an Indigenous person's experience of Residential Schools. They learn the long-term effects and consequences of Residential Schools on Indigenous peoples. Along with other more critical and problem-solving activities, students are given an excerpt of a narrative text, with the paragraphs scrambled. They number or sort the paragraphs into the correct order.
- **CLB 5: Reading:** Students read a plain language text about the Indian Act and answer comprehension questions where they identify purpose, main ideas, and important details. They scan to locate relevant terms. Students follow up with a web search about the Indian Act.
- **CLB 6: Listening**: Students listen to a video of an Elder describing First Nations principles of learning. They relate those ideas to their own experiences of learning, both here and in other countries. They answer comprehension questions identifying gist, factual details, and some implied meanings, opinions, and key words and phrases.
- **CLB 7: Writing:** Students read a news article about an instance where an Indigenous person has been racially profiled in their locale. They write a letter to their local MP expressing their concern and making specific recommendations for change.
- **CLB 8: Writing**: After reading or hearing a personalized Residential School narrative and doing a web search to learn more about the history of Residential Schools, students write 3–4 connected paragraphs to compare or contrast their own experience with colonialism or boarding schools and the experience of Indigenous people in Canada.

Vignette 4: Avoiding Mistakes When Attempting to Indigenize our Stage II Classrooms

As settler-descendants who teach newcomers, we understand that we have a responsibility to Indigenize our classes in an effort to honour the calls to action by The TRC. Additionally, we understand that while we are afraid of making mistakes, we cannot shy away from 'going there' with our classes but must do so respectfully and mindfully. We should be patient and gentle with ourselves and understand that we will make mistakes, but we also have to start somewhere. Keeping a growth mindset as we approach these hard conversations will help us to expand our abilities and improve our practices.

To honour and recognize my role in Truth and Reconciliation as a settler-descendant and teacher of newcomers, I create a space in my classroom for Indigenous people to share their voices, experiences, the truth about what happened in Canada and that inequities, discrimination and racism still exist here.

To do this in my CLB 5 and CLB 6 classes, I have incorporated activities such as the following:

- Teach feelings vocabulary to check-in on students to see how they are feeling. These are hard topics and having common words to describe how we are feeling can be very helpful.
- Similarly, teach idioms for sadness and related vocabulary.
- Work together as a class to create a land acknowledgement while maintaining the critical awareness that a land acknowledgement is not a box to be checked, but a conscious effort to be mindful of and grateful for the land that we are standing, working, playing and living on.
- Look for opportunities to Indigenize other events and classroom activities (e.g., using the class land acknowledgment in other contexts).
- Share how the impacts of government policies and historical events persist and are still felt today in the form of intergenerational trauma.
- Focus on language and teach caution when using words such as "all" and "every" and the value of more open words such as "some" and "a few," etc.
- Have discussions about how things used to be by sharing first-hand information, voices, videos and stories from Indigenous peoples about the Indian Act and Residential schools (among others). Similarly, acknowledge how racism and inequities (access to clean water, racism in sports) still exist by sharing recently published stories and examples.
- Have discussions about sympathy and empathy.
- Discuss elements of how to tell great stories using transitions and feelings.
- Use Indigenous stories to discuss legends and to explain the past. Afterwards, have students demonstrate connections by sharing their own stories of their countries and

cultures in class projects/presentations.

- Foster and encourage connections and similarities between cultures and their traditions, music, art, stories, food, dance, etc.
- Do not end on a traumatic note. Discuss responses to government policies and events through Indigenous stories (*When We Were Alone, Fatty Legs*) and have students demonstrate their learning and connections through journals, presentations, videos, etc.
- Focus on the strength, knowledge and beauty of people and cultures that couldn't be destroyed by trauma and loss.
- Invite guest speakers to share voices and experiences while being mindful of protocol when asking.
- Discuss the importance of knowing the truth and telling others, including children, about the truth of what happened in Canada, and that while we are taking small steps forward, we aren't where we need to be yet.

Vignette 5: Teaching a New Level and Indigenizing a Lower Level Classroom

I typically teach Stage II, but next semester, I will teach a CLB 3 class for the first time in several years. I want to Indigenize my class in a level-appropriate way and recognize my role in the TRC as a settler-descendant and teacher of newcomers. I want to create a space in my classroom for Indigenous people to share their voices, culture, art, music, food, clothing and stories.

To do this, I plan to incorporate activities such as:

- Teach feelings vocabulary to check-in on students to see how they are feeling. Some hard conversations will likely take place and having common words to describe how we are feeling can help.
- Similarly, teach content related vocabulary.
- Invite guest speakers to share voices, ideas and experiences while being mindful of protocol when asking.
- Read a simple land acknowledgement, show pictures of the local landscape and ask: Whose land is this? What are you thankful for? Who should we thank? (Focus on the area you are located in and share that each region and group is unique and has their own language, traditions, culture, ideas.)
- Explain that we have a tradition in many organizations in Canada — we often say a land acknowledgement at the beginning of a special event. Why do we do this? Why is this important?
- Look for opportunities to Indigenize other events and classroom activities (e.g., using the

class land acknowledgment in other contexts).

- Focus on lessons that bring an awareness of Indigenous people and their contributions to the fabric of Canada — who they are, the many languages they speak, art forms, celebrations, songs, ceremonies and stories they've contributed while giving recognition and respect.
- Have students draw connections to their own cultures and encourage these discussions.
- Use images of Indigenous Canadians along with other minority groups as examples for grammar items, discussion starters, pre-listening or reading activities, in order to include Indigenous people as a valued and valuable segment of the Canadian landscape/ population.
- Discuss the wealth of traditional knowledge of the Indigenous people of Canada in the weather, clothing, transportation and housing themes with examples of the adaptiveness of materials used from local areas to thrive in Canada's harsh winters and the continued (or modernized) use of some of these traditions (dog teams, canoes, longboats etc.).
- Have conversations to discuss that residential school problems are still present-day problems as Indigenous peoples are still dealing with its impacts. These discussions are imbedded in the LINC themes throughout the term, for example:
    - For health: Discuss and read a simple statistics table or graph about indigenous health or suicide rates compared to other Canadian populations. Similar activities for the employment and housing themes could also be developed. Additionally, for health, include traditional Indigenous ways of healing and natural remedies (healing circles and the peace pipe).
    - For education: Read about an Indigenous adult returning to finish high school or learning to read and discuss why this might happen.

These activities demonstrate that discrimination and inequity persist for Indigenous peoples in Canada, and while small steps are being made, we must continue to do better

- Discuss myths, stereotypes, misconceptions and facts. How can we challenge stereotypes? How can you be an ally? Teach the strength and issues while focusing on language. Teach caution when using words such as "all" and "every" and the value of more open words such as "some" and "a few", etc.
- Understand trauma's effects on students' past and current experiences. Online learning may not be the best platform for some content as teachers are unable to gauge reactions and students may be isolated from social supports common to face-to-face learning.

Some resources I plan to use include the Indigenous Education CLB 3 modules on Tutela, ESL Library, and Canada's Indigenous People in Best of the Westcoast Reader.

References and PD Resources

for Indigenization ⊕

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Resources for the Classroom

for Indigenization

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Community Resources

for Indigenization

This section includes community sources for learner support, guest speakers, etc.

Aboriginal Friendship Centre of Calgary

https://www.afccalgary.org/

Alberta Indigenous organizations and service directory

https://www.alberta.ca/Indigenous-organizations-and-service-directory.aspx

Alberta Native Friendship Centres Association

https://anfca.com

Indigenous Education for Newcomers

https://www.centrefornewcomers.ca/indigenous

Métis Nation of Alberta

http://albertametis.com/contact/

University of Alberta, Aboriginal/Indigenous Resources

https://www.ualberta.ca/indigenous/index.html

Fieldtrip suggestions

- Indigenous Tourism Alberta https://indigenoustourismalberta.ca/
- Glenbow Museum, Calgary (virtual tours available) https://www.glenbow.org/
- Royal Alberta Museum, Edmonton (virtual tours available) https://royalalbertamuseum.ca/
- Head-Smashed-In Buffalo Jump Interpretive Centre (UNESCO-designated World Heritage Site) https://headsmashedin.ca/
- Fort Calgary https://www.fortcalgary.com/
- Writing-on-Stone Provincial Park https://www.albertaparks.ca/parks/south/writing-on-stone-pp/activities-events/public-tours-programs/
- Tsuu T'ina Nation Culture Museum https://tsuutinamuseum.com/
- Indigenous Events, Alberta.ca https://www.alberta.ca/indigenous-events.aspx

2SLGBTQ+ INCLUSION

2SLGBTQ+ learners and staff are safe, welcomed, included, protected, and supported.

Statements of Best Practice

for 2SLGBTQ+ Inclusion

2SLGBTQ+ learners and staff are safe, welcomed, included, protected, and supported.

99. Program policies and practices ensure the safety of 2SLGBTQ+ learners and staff, and protect their rights and freedoms.

- _ Program policies and practices acknowledge that both learners and staff have the following rights and freedoms:
  - _ To be addressed by the names/pronouns of their choice
  - _ To privacy of information related to **sexual orientation**, **gender identity**, and **gender expression**
  - _ To talk about and express their sexual orientation and gender identity (e.g., through choices in clothing, hair styles)
  - _ To be free from discrimination, bullying, and harassment based on sexual orientation, gender identity, and gender expression
  - _ To establish and join voluntary student organizations such as **Gay-Straight Alliances** (or Gender-Sexuality Alliances) and participate in events that foster **2SLGBTQ+** awareness
  - _ To see themselves reflected in course content, posters, messaging, advertisements, etc.
- _ Program policies outline clear anti-bullying expectations and **zero tolerance** for violence and discrimination towards **sexual and gender minorities**.
- _ Instances of discrimination, bullying, and violence targeting 2SLGBTQ+ learners or staff are taken seriously, investigated, and dealt with according to clear processes.
- _ The program ensures the staff's protection from discrimination based on sexual orientation, gender identity, and gender expression.
- _ The program considers individuals from the 2SLGBTQ+ community in the hiring and promotion processes equally without bias.

- The program makes it safe for sexual and gender minority teachers to be as authentic/out/open as they wish to be.

100. The program develops and promotes a culture of respect and acceptance for learners and staff, with explicit reference to sexual and gender minorities.

- Program policies, course outlines, student guidebooks, and diversity statements include an explicit statement of welcome to all learners, including sexual- and gender-diverse learners.
- Program policies, course outlines, student guidebooks, and diversity statements demonstrate clear anti-bullying expectations and **zero tolerance** for violence and discrimination towards sexual and gender minorities.
- Forms, waivers, and other communications directed to learners are **gender-neutral** and avoid **heteronormative** or binary/**cisnormative** assumptions.
- There is a visible message of support leading to inclusion posted on websites and in hallways, information boards, designated walls, classrooms, etc.
- 2SLGBTQ+ learners have access to school facilities such as washrooms, locker rooms, and change rooms that align with their gender identity.

101. The program supports staff in their ongoing professional development related to 2SLGBTQ+ inclusion.

- Onboarding training includes an orientation to program expectations regarding inclusive culture and practices, with explicit reference to the rights, support, safety, and inclusion of 2SLGBTQ+ individuals.
- Workshops and training, offered by 2SLGBTQ+ individuals/support groups/educators, are provided that address some of the following:
    - The history of the 2SLGBTQ+ community in Canada
    - The equal rights and freedoms of 2SLGBTQ+ individuals in Canadian law
    - Appropriate language to use
    - Stories of 2SLGBTQ+ immigrant and refugee learners
    - Promotion of self-awareness of one's own assumptions and biases
    - Promotion of empathy, perspective taking and nonjudgmental approaches to difference, especially with regard to the 2SLGBTQ+ community
    - Increasing the capacity of educators to model and encourage the use of inclusive language, perspective taking, and nonjudgmental approaches to difference, etc.

    - Identifying and presenting appropriate learning resources with 2SLGBTQ+ content
    - Increasing the capacity of instructors to design learning materials and activities that address 2SLGBTQ+ content
    - Providing support for 2SLGBTQ+ instructors to navigate their own approach to 2SLGBTQ+ inclusion
- Instructors are encouraged to collaborate with colleagues to explore ways to promote 2SLGBTQ+ **allyship** and to seek input and mentoring from willing 2SLGBTQ+ individuals.
- The program does not presume that their 2SLGBTQ+ staff represent the voice of all sexual and gender minorities; neither does it put undue burdens on their 2SLGBTQ+ staff to educate others.

102. Supports are provided for 2SLGBTQ+ learners.

- The program provides support to 2SLGBTQ+ learners or connects them with agencies that can provide that support (e.g., support groups, employment counselling, and immigration services).
- Services for 2SLGBTQ+ individuals are offered with full acceptance of sexual and gender diversity (i.e., without bias or judgment).
- Schools have a crisis response policy or clear processes to follow to address 2SLGBTQ+ learners' concerns.
- The program supports 2SLGBTQ+ learners in efforts to initiate discussions of 2SLGBTQ+ topics and student-led initiatives, such as **Gay–Straight Alliances** (or Gender–Sexuality Alliances).
- The school community provides diverse and meaningful ways for 2SLGBTQ+ learners to participate in community-building activities, such as volunteering, advocacy opportunities, peer networks, and mentoring/being mentored.

103. Steps are taken to foster safety and ensure learners are welcomed and respected in the classroom, regardless of sexual orientation, gender identity, and gender expression.

- Instructors teach with the assumption that there are 2SLGBTQ+ learners in their classes who are not visible or out; that is, they recognize that some learners may never choose to be visible or out.
- Clear expectations are set out for respectful interactions and inclusion of all learners in the class, with explicit mention of sexual orientation, gender identity, and gender expression.
- **Homophobic** and **transphobic** comments are confronted and addressed according to clear policies and guidelines.

- Instructors use and model appropriate and respectful language when referring to members of the 2SLGBTQ+ community.
- Instructors use language that includes everyone in the class, and they avoid language that assumes everyone in the class is straight or cisgender, for example:
  - By using inclusive terms like “parents,” “grandparents,” “folks,” “couple,” “partner,” “students.”
  - By stating and asking for preferred pronouns.
  - By using the 3rd person singular “they” to avoid assumptions about gender.
  - By replacing binary forms of address such as “Hello, ladies/gentlemen” with greetings such as “Hello, everyone.”
- Instructors avoid dividing learners into groups based on gender identity.
- Classroom activities that involve families and holidays (Family Day, Mother’s Day, Father’s Day) are undertaken in a way that welcomes and includes 2SLGBTQ+ learners and their families (i.e., **heteronormative** or binary expectations are avoided).
- Messages of support for 2SLGBTQ+ individuals are visible and explained in the classroom (e.g., rainbow sticker, trans flag or other symbols recognizing minority sexual and gender identities).
- 2SLGBTQ+ learners see themselves mirrored in the content and curriculum of the class; that is, 2SLGBTQ+ lives are apparent in visuals, examples, illustrations of families, activities, role-play options, etc.

104. 2SLGBTQ+ content is embedded in class content and curriculum.

- 2SLGBTQ+ equal rights are included in discussions about human rights and laws in Canada.
- Variations in **gender identity**, **gender expression**, and family are normalized and come up naturally in all areas of learning, for example:
  - Relevant curriculum themes (health, employment rights, government, Canada’s history, family, education)
  - Examples and illustrations of families, partners, marriages
  - Activities (e.g., role-play options, reading/listening comprehension activities)
  - Language skills and instruction (e.g., reading critically to identify stereotypes; editing a passage to make it more inclusive; a grammar lesson on inclusive pronouns)
- Materials that include 2SLGBTQ+ perspectives, histories, stories, and contributions to the community are incorporated into class content.
- Instructors take care to include stories of 2SLGBTQ+ success, so 2SLGBTQ+ students see aspirational representation, and other students do not associate 2SLGBTQ+ with only struggle and adversity.

_ A wide spectrum of 2SLGBTQ+ identities are included to portray the vast diversity within the community.

105. Instruction includes learning activities which promote empathy and the ability to interact with 2SLGBTQ+ content and individuals in a respectful manner.

_ Learners are exposed to and learn appropriate language to use when referring to members of the 2SLGBTQ+ community.
_ 2SLGBTQ+ resource speakers/staff/students are invited to share their stories, challenges, and successes in life.
_ An **intersectional approach** is taken, with a focus on the intersection of minority sexual orientations and gender identities with other marginalized identities (e.g., immigration, language status, ethnicity, race).
_ Learners encounter 2SLGBTQ+ individuals, or stories of 2SLGBTQ+ individuals, with whom they can relate on other dimensions (e.g., 2SLGBTQ+ immigrants and refugees, students, parents, job seekers, members of a profession they wish to join, etc.).
_ A **safe** and brave space is fostered and modelled where learners can share their stories, speak their truths, explore their own and other's attitudes, and ask questions in an appropriate and respectful manner.

Vignettes

for 2SLGBTQ+ Inclusion

This section includes descriptions of what the Best Practices might look like when applied in a variety of contexts.

Vignette 1: Preparing Learners for an Inclusive Workplace

I prepare ESL learners for the workplace. Many of my students are struggling to adjust and adapt to Canadian workplace culture and expectations, and many come from conservative backgrounds with varying cultural differences and religious beliefs. As they prepare for employment readiness, I have noticed their discomfort when building communication and working relationships with co-workers and bosses/managers from the LGBTQ2S+ community. To help my students overcome their discomfort, I do the following:

- I engage students in discussions about diversity and inclusion at work, and create activities that get students thinking about *why* they are uncomfortable around certain populations. Are these biases fair or accurate?
- I introduce information such as the provisions in the Citizenship and Multiculturalism Act and the Alberta Human Rights Act which "prohibits discrimination in employment based on the protected grounds of race, colour, ancestry, place of origin, religious beliefs, gender, **gender identity**, **gender expression**, age, physical disability, mental disability, marital status, family status, source of income, and sexual orientation."
- I have students role-play workplace scenarios where they apply their communication skills and use inclusive language and expressions. For example, I encourage them to address people as "Hi, everyone" or "Hello, everybody," instead of the traditional "Ladies and gentlemen" or other expressions that assume binary male/female gender. We also role-play avoiding assumptions and using gender-neutral pronouns/nouns for inquiries or statements about family members, such as "they" instead of "he" or "she" and "spouse" or "partner" instead of "husband" or "wife."

- I provide and have learners read free booklets and online materials from ALIS Alberta on what to do if you experience discrimination because of gender, sexual orientation, ethnicity, etc.
- I engage students in problem-solving scenarios like confronting bullying and discrimination in the workplace, providing them with helpful tips and phrases to use in addressing these issues, and making them aware of their individual rights as workers and people in Canada.

Vignette 2: The "Family" Theme in LINC

I teach CLB 3–4 learners in LINC, and we often do activities on the theme of family. Before starting learning activities, we chat a bit about family to elicit students' prior knowledge and their own definition of family. Sometimes students mention that their understanding of family structure has evolved compared to what they had thought back home. To open the discussion to diverse perspectives on family, I do the following:

- I ask students to give examples of how their ideas of family have changed. I invite students to ask questions and engage with the information shared.
- We brainstorm for the different types of families that students know about, making sure that same-sex parents are among the many structures included. I use this activity to normalize the many variations of family structures that exist in societies.
- I give an overview of how family structure has evolved by introducing students to family vocabulary like "nuclear," "extended," "common-law," "single-parent," "blended," and "same-sex" families.
- I show pictures and video clips of a variety of families, including same-sex couples and parents, and individuals whose gender expressions are outside the binaries of male and female to further normalize a variety of genders and family structures. Students then create narratives about the families' lives based on the scene in the photo or video (e.g., One parent is cooking dinner, while a child is playing with their sibling; One mother is washing dishes, and the other mother is playing with the children).
- I create an activity for students to share about their own family structures in small groups. I make it clear that students can choose to share as much or as little information about their families as feels comfortable for them.

Vignette 3: Addressing Confusion and Building Empathy

I address the confusion that learners at all levels sometimes express related to LGBTQ2S+ inclusion in Canada. For instance, one of my students told the class that she was uncertain about using a washroom because it was "gender-neutral" and didn't have a female sign. In order to promote understanding, I do the following:

- I ask questions and probe to prompt inquiry and reflection: Who is allowed to use this washroom? Who do you think might be afraid to go into a gendered washroom? What are the advantages of a gender-neutral washroom?
- I use this confusion as an opportunity to introduce relevant vocabulary and language, for instance, around non-binary identities (identifying neither as fully male nor fully female) and transgender identities (identifying as a gender that is different from your biological sex assigned at birth).
- I encourage perspective taking and the development of empathy, for instance, by brainstorming for challenges non-binary or transgender individuals may face when using the washroom that feels right to them.

Vignette 4: Fielding Questions

I teach intermediate LINC classes, and I find myself fielding all sorts of questions from curious learners. For instance, a young man in my class mentioned that he had seen a Pride parade, and asked about the significance of the rainbow flag and the letters. When these questions arise, I often assign some independent exploration on these topics.

- I brainstorm with the class about good Google search terms they could use to learn more (e.g., Pride parade; rainbow flag; LGBTQ2S+ meaning). Students take out their phones, do some exploring, and share their findings. I record the information they gathered on the board and welcome additional questions.
- I remind all learners about our classroom expectations of respect, kindness, and inclusion—everyone belongs. I encourage them to assume that there are people in the room who are LGBTQ2S+ or whose loved ones are LGBTQ2S+ (myself included) and to make sure that what they say conveys respect. If students use inappropriate language, I non-judgmentally help them find the correct terms. I always confront **homophobic** and **transphobic** statements with a reminder that those comments are not permitted in our classroom, and that LGBTQ2S+ equal rights are the law in Canada.

Vignette 5: Teaching Healthcare Professionals

I teach English for healthcare professionals. I want to make sure that any LGBTQ2S+ learners in my class know that they are welcome and safe, and I want any of my learners' future LGBTQ2S+ patients/clients to receive compassionate and inclusive care. To encourage this, I model inclusive practice through the following actions:

- My name tag and my email sign-off also includes my pronouns. When I introduce myself to the class, I point that out and ask if they know why this has become a common practice.
- Students read an article about LGBTQ2S+ seniors going into long-term care. They complete typical vocabulary and comprehension activities, learn appropriate vocabulary to use, and reflect on implications for their future practice. A few mentioned really relating to the article in their concern for their own LGBTQ2S+ loved ones.
- When I design role-plays, I include scenarios with same-sex spouses, and patients/clients/co-workers with gender-neutral names and they/them/their pronouns.
- When I teach a grammar lesson on subject-verb agreement, I bring up the use of the singular they/them pronoun to be inclusive and not assume someone's gender. I have students rewrite paragraphs written in the 3rd person singular (he/him or she/her) to make them both less awkward and more inclusive (using plural nouns and they/them/their).

References and PD Resources

for 2SLGBTQ+ Inclusion

This section includes resources that informed this document and resources (academic articles, websites, videos, tutorials, courses, etc.) for professional development and further learning on this topic.

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Resources for the Classroom

for 2SLGBTQ+ Inclusion

This section includes resources (lesson plans, curriculum, readings, videos, podcasts, etc.) to use in class.

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Community Resources

for 2SLGBTQ+ Inclusion

This section includes community sources for learner support, guest speakers, etc.

Alberta Education Gay–Straight Alliances

https://www.alberta.ca/gay-straight-alliances.aspx

"Gay-Straight alliances (GSAs) and Queer-straight alliances (QSAs) promote welcoming, caring, respectful, and safe schools for LGBTQ2S+ students and their allies."

Alberta Health Services – Sexual and Gender Diversity

https://www.albertahealthservices.ca/info/Page15590.aspx

"Alberta Health Services is an inclusive organization that recognizes that everyone is different and valued. AHS attends events throughout the province to reach out to marginalized groups and celebrate the diversity of our work force." The website provides resources, awareness, connections, and transgender health information.

Centre for Newcomers, Calgary: LGBTQ+ Newcomer Services

https://www.centrefornewcomers.ca/lgbtq

"The Centre for Newcomers offers services to the full range of lesbian, gay, bisexual, transgender, queer, intersex, and other sexually diverse newcomers to Canada. Whether you have permanent residency, filing for asylum as a refugee, or are here under any other status, then you can access the LGBTQ+ newcomer services."

Edmonton 2 Spirit Society

https://e2s.ca/

This organization focuses on enhancing the traditional roles of Two Spirit people, and creating supportive environments for Two Spirit people.

EMCN: Edmonton Mennonite Centre for Newcomers: Rainbow Refuge: LGBTQ Refugee Support & Welcome Network

Call 587-938-6869 for more information

Edmonton Queer History Project

https://edmontonqueerhistoryproject.wordpress.com/

The Edmonton Queer History Project (EQHP) "is a multimedia, public art exhibition and community archive comprised of art, artifacts, and videotaped life history oral interviews. This collection showcases the people, places, and events that built understandings of Edmonton's queer community over the past 40 years."

End of the Rainbow

https://endoftherainbow.ca/lgbtq-newcomers-group/

End of the Rainbow is a newcomers' group in Calgary with a mission "to improve socio-economic conditions for people of diverse sexual orientations and gender identities or expressions (SOGIE) by providing innovative education, support programs, and research."

GLSEN

https://www.glsen.org/

Founded in 1990 by a group of teachers, "GLSEN works to ensure that LGBTQ students are able to learn and grow in a school environment free from bullying and harassment." GLESN looks for evidence-based solutions for K–12 through original research.

ilga

https://ilga.org/

The International Lesbian, Gay, Bisexual, Trans and Intersex Association (ilga) focuses on advocacy and research, and includes information on travel and human rights.

Pflag Canada

https://pflagcanada.ca/

Also see the local PFLAG chapters in Calgary, Edmonton, Lacombe, Red Deer, and St Albert: https://pflagcanada.ca/pflag-chapters/alberta/

The Pride Centre of Edmonton

https://pridecentreofedmonton.ca/

The Centre provides support responsive to the "needs of people with diverse sexual orientations, gender identities, gender expressions, and of the people in their lives."

Rainbow SIG

http://www.rainbowsig.org/

The mission of Rainbow SIG is to bring together NAFSA members who share the following goals:

- To counsel international students and study abroad students who are lesbian, gay, bisexual, transgender, and queer (LGBTQ+)
- To support LGBTQ+ professionals in international education
- To combat homophobia, heterosexism, and transphobia within NAFSA

Shades of Colour

https://www.shadesofcolouryeg.com/

This grassroots community is founded by and provides community support for People of Colour, and Queer/Trans People of Colour, living in Edmonton. It facilitates community meet-ups, workshops, mutual aid, and community outreach.

The Wellness Centre

https://www.wellnesscentreab.ca/

This centre focuses on crisis support and health and wellness support to transgender, non-binary, and gender diverse persons in northern Alberta.

ANTI-RACISM

Black, Indigenous, and Racialized learners and staff are safe, welcomed, included, protected, and supported. The program and instruction actively value and promote equity, diversity, and justice. Instruction welcomes multiple perspectives, challenges dominant assumptions, and aims to dismantle systemic racism.

Statements of (Emerging) Best Practice

for Anti-racism

Black, Indigenous, and Racialized learners and staff are safe, welcomed, included, protected, and supported. The program and instruction actively value and promote equity, diversity, and justice. Instruction welcomes multiple perspectives, challenges dominant assumptions, and aims to dismantle systemic racism.

106. Program policies and practices prioritize and protect the rights, freedoms, and safety of Black, Indigenous, and Racialized students and staff.

- _ The program and its leadership recognize the following:
  - _ Racism exists, is rooted in **privilege** and power, and is systemic.
  - _ Racism is often unrecognized and unreported.
  - _ Staff and learners who experience racism feel alienated, unsupported, unsafe, and (in the case of learners) suffer academically.
  - _ Learners who do not see themselves represented in the teaching staff or the curriculum are at a disadvantage.
  - _ Action is needed to address **race**-based systemic **discrimination** that disadvantages Black, Indigenous, and **Racialized** people.
  - _ Anti-racism discussions can be triggering for Racialized people.
- _ The program collects race-based data (e.g., hiring rates, enrolment rates, retention rates, attrition rates, length of time to complete program, grades) to identify systems that may disadvantage Black, Indigenous, and Racialized learners and staff.
- _ The program counters systems that may disadvantage Black and Racialized learners.

For example:

- _ Policies and practices regarding cheating, attendance, etc., are examined to ensure that they do not disadvantage Black and Racialized people.
- _ Policies and practices regarding hair styles, clothing, etc., are examined to ensure that they are not targeting Black and Racialized people.
- _ Black and Racialized learners (and/or graduates) take part in designing program policies to ensure that their concerns and experiences are represented and addressed.

_ The program ensures protection from discrimination based on race. For example:

- _ Incidents of racism, discrimination, and poor treatment of Racialized staff and students are addressed and not overlooked or minimized.
- _ Compliance measures (e.g., investigation, disciplinary or remedial actions, a plan to address the problem) are in place to ensure that anti-racism policies are followed.

_ Program policies and practices ensure that Racialized students and staff are **safe** and feel safe in the facilities and on the premises of the program.

- _ Policies and practices to ensure the security of the building and property of the program are closely examined to ensure that they do not inadvertently target Racialized people.
- _ There are explicit anti-racism policies, and staff, including campus security, are trained in them.
- _ Black, Indigenous, and Racialized learners and staff are consulted to ensure that the facilities are a safe place for them to be, learn, and teach; options are provided for giving anonymous feedback to ensure honesty and safety.
- _ Recognizing that interactions with police can have serious repercussions for Racialized people, the program does not tolerate false accusations and weaponized authority; it provides de-escalation training for staff, and it identifies point people who can be called on when conflict arises.

_ The program reframes how it goes about attracting, hiring, retaining, and promoting Racialized staff, going beyond token hires, with the goal that Racialized learners see themselves reflected in the staff.

_ The program does not presume that their Racialized staff represent the voice of all Racialized cultures; neither does it put undue burdens on their Racialized staff to do the work of anti-racism.

_ Resources are dedicated to enhancing the ability of Racialized learners to access and successfully complete educational programs (including seeking out grants, loans, and scholarships for Racialized learners).

107. Ongoing professional development for staff promotes justice and equity by addressing and dismantling racism, discrimination, and misrepresentation.

- Onboarding training includes an orientation to program expectations regarding inclusive culture and anti-racism practices.
- Ongoing professional development is provided by Racialized anti-racist facilitators and/or those with an established background in **equity**, **diversity**, justice, and inclusion (EDJI), who are allocated time and/or compensation. It meets the following criteria:
  - It includes an opportunity for self-reflection; experiential, transformative, and affective learning; and creative and critical conversations.
  - It promotes reflection on how one's own identity is constructed and awareness of one's own assumptions, biases, privilege, and racism.
  - It promotes empathy and perspective taking.
  - It raises awareness of microaggressions (intentional or unintentional slurs or insults that target Racialized people and the intersectionalities that they belong to, but are so normalized that they go unrecognized as hostile or rude).
  - It connects instructional practices to the sociopolitical context.
  - It increases the instructor's capacity to respond to racism and bullying (e.g., through approaches such as zero indifference or bystander anti-racism).
  - It recognizes how individuals may be perpetrators, bystanders, or upstanders.
  - It increases instructors' capacity to plan anti-racist learning opportunities that address the sociopolitical context, raise questions of power and control, and work against marginalization and oppression and towards equity and justice.
  - It increases instructors' capacity to critically evaluate textbooks and classroom resources.
  - It identifies the dangers/flaws/complexities of the following practices:
    - Focusing exclusively on commonalities
    - Minimizing disenfranchisement
    - Putting Racialized people in the vulnerable position of having to share
    - Designing cultural awareness activities that essentialize or "**other**" Racialized experiences and cultures
    - Emphasizing only the "firsts" in history
  - It addresses some of the following:
    - The histories of Indigenous, Black, and Racialized communities in Alberta and Canada
    - The equal **rights** and freedoms of Racialized individuals in Canadian law
    - Appropriate language for talking about race, racism, equity, and social justice in a

way that amplifies and centres Racialized people's experiences and does not minimize the effects of racism

- _ Recognizing that anti-racism discussions can be triggering for Indigenous, Black, and Racialized people, staff who identify as such are forewarned of, and given the choice of how/whether to participate in, the above mentioned professional development opportunities.
- _ Instructors are encouraged to collaborate with colleagues to explore anti-racism practices, and to seek input and mentoring from willing Racialized individuals (and/or those with a background in social justice and EDJI) who are allocated time and/or compensation.

108. Black and Racialized learners are safe, welcomed, seen, respected and included in all aspects of the classroom.

- _ Instructors recognize that they are privileged within the Canadian system.
  - _ If they are White, they recognize they are part of the history of **dominance**, colonization, and oppression.
  - _ They reflect on and work to disrupt this power dynamic in their own teaching practices.
- _ Instructors use and model appropriate language when referring to Racialized people.
  - _ Colour/race is not mentioned when it is irrelevant (i.e., "white" is not the default when colour is not mentioned).
  - _ Mention of colour/race is not deemed irrelevant when injustices are addressed.
- _ Discriminatory, xenophobic, biased, and disrespectful comments are called out and addressed, including the following:
  - _ Derogatory or demeaning words, labels, names, jokes
  - _ Cultural profiling and stereotypes (negative or positive) based on race
- _ Shared experiences of racism are respected and never minimized, ignored, silenced, or deflected.
  - _ Emotional responses and reactions are legitimate.
  - _ Learners are given a choice in whether and how much to share.
  - _ Learners have an opportunity to speak, represent, and take ownership of their own stories.
- _ Clear expectations are set out for respectful interaction with and inclusion of all learners in the class.
- _ When learners have an emotional response or reaction, instructors follow learner preferences to provide the flexibility, safe spaces, time, and privacy needed for learners to recover composure.

- _ Racialized learners see themselves, their cultures, and their worldviews mirrored in the content and curriculum of the class (e.g., in guest speakers, illustrations, stories, examples, visuals, etc.).
- _ Materials include the perspectives, histories, stories, and contributions of Racialized people (including the histories of Racialized people in Alberta and Canada).
- _ Materials go beyond tokenized representations (e.g., only highlighting the "firsts": the first Black __).
- _ Curriculum content and textbooks are free from biases and stereotypes based on race, or, where they exist, those biases and stereotypes are identified and challenged.
- _ An intersectional approach is taken, with a focus on the intersection of marginalized identities related to race and ethnicity (immigration status, language status, ethnicity, colour) with other marginalized identities (e.g., minority sexual orientations and gender identities).
- _ Learners encounter Racialized people, or stories of Racialized people, with whom they can relate on a variety of dimensions (e.g., Racialized LGBTQ2S+, parents, job seekers, members of a profession they wish to join, etc.).
- _ Instructors are **allies** and advocate for equity and justice for Racialized learners as they navigate the educational system.

109. Classroom activities challenge dominant worldviews, assumptions, cultures, histories, and practices; they aim to dismantle systemic racism through collaboration, mindful reflection, critical conversations, and informed practice.

- _ A class culture is fostered that welcomes multiple perspectives and voices, for instance, through the following:
  - _ Inquiry/problem-based learning
  - _ Opportunities to reflect (journalling, small-group discussions, forum discussions, etc.)
  - _ Opportunities to advocate (emails, debates, presentations, etc.)
- _ Instructors recognize that discussions about racism can be triggering for some Racialized learners. As such, instructors do the following:
  - _ Provide warnings and permission to leave when content has potential to trigger memories of past traumatic experiences
  - _ Give learners a choice in whether and how much to share of their past experiences
  - _ Provide a **safe** space and opportunity for learners to reflect on and share their own experiences, stories, and histories related to racism.
- _ Instructors promote and allow for deep exploration of complex issues related to injustice, racism, inequity, and **discrimination**.

- Instructors call out and challenge learning materials that assume a Eurocentric superiority; embed White supremacy; and/or omit, silence, or ignore Black, Indigenous, and Racialized voices in stories/histories/events that affect and involve them. Learners are empowered to do the same.
- Instruction recognizes the historical injustices and violence perpetrated against Racialized people (with a focus on Canada and Alberta).
- Class content and activities acknowledge the continued potential for and existence of violence and structural racism perpetrated against Black, Indigenous, and Racialized people.
- Class activities foster a critical, anti-colonial approach where learners call out, analyze, and deconstruct systems of power and oppression.
- Issues of racism in current events are actively explored as learners engage in inquiry and critical conversations to address the sociopolitical context and explore questions of power and control.
- Class activities and tasks provide opportunity for learners to work collaboratively against marginalization and oppression, and towards equity and justice.
- Class activities provide opportunity for learners to identify, explore, and practice actions they can take when they are bystanders or victims of racism.
- Class content includes vocabulary for talking about identity, **diversity**, **equity**, and injustice.
- Learners learn about and connect with community organizations that advocate for inclusion and representation of Black, Indigenous, and Racialized people.

Vignettes

for Anti-racism

This section includes descriptions of what the Best Practices might look like when applied in a variety of contexts.

Vignette 1: Engaging Learner Interest in Social Justice

I teach CLB 5–6 learners in an employment training program. As part of our discussion on workplace diversity and inclusion, students are generally extremely interested in learning more about the ongoing discrimination and lack of equal opportunity given to Black, Indigenous, and Racialized people. Some of my students share their individual experiences of racism and discrimination, both in Canada and in countries they have previously lived in. They express frustration at not getting jobs, not because they lack the skills, but because of their race or ethnicity. Many students express their concerns for the Indigenous Peoples in Canada. I find that this is an excellent opportunity to further engage their interest in social justice, equality, and empathy, towards Black, Indigenous, and Racialized people. I do the following:

- I set a class tone that allows for open discussion where students can share their frustrations and disappointments. I acknowledge that racism exists, in other parts of the world, and right here where they are.
- We pay attention to instances and discussions of racism that come up in the news and in community discussions. Class activities prompt learners to inquire about the systems of power and oppression that have led to those instances.
- We talk about different ways of responding to racial discrimination, both from the perspective of being the victim, as well as being a bystander. I found that the Bystander Anti-racism Campaign videos from Western Sydney University prompt useful discussion and language.
- I invite Black, Indigenous, and Racialized guest speakers to the class to share their experiences, challenges, and successes in the workplaces that my learners hope to enter. I

give them a heads-up that students might ask about whether they have experienced racism.
- Learners research and present on community organizations that advocate for inclusion of Black, Indigenous, and Racialized people (e.g., AfricaCentre, Ribbon Rouge Foundation, The Colour Factor, Black Women United)

Vignette 2: Reflecting on "Cheating"

I was teaching a CLB 6 class when an incident occurred that caused me to reflect on how colour blindness can lead to racist outcomes. My students were taking a summative quiz, and I had emphasized that testing conditions were in place (no talking or collaborating, etc.). Some students had already left and turned in their papers. A few were left, including a young man from Somalia. When I said that time was up and they should stop writing, the young man stopped writing. He gathered up what he needed for his break and started to walk towards me with his quiz. A classmate (a middle-aged White woman who had not stopped writing) grabbed his arm and started to ask him for help with her quiz. The student looked a bit uncomfortable but was answering her. I moved quickly to the back of the room to stop the "cheating," and as I moved (or perhaps "stomped") towards them, the young man backed up and threw his hands up in front of him as if I was threatening him. That reaction shook me and stayed with me for a long time. And it caused me to reflect.

- I reflected on how the young man's life experiences with other White authorities had given him a different lens from mine in how he perceived people in authority. Whether I liked it or not, and whether I felt comfortable with it or not, he perceived me as an authority figure, and he had had experiences with threatening White authority figures, and/or threatening angry teachers. I needed to keep that in mind when I interacted with him. Being colour blind and presuming that his experience was like mine was not a useful attitude here.
- As I had observed the whole interaction, I knew that he wasn't the person who had initiated the "cheating." In fact, I was heading over to extricate him from the situation and stop the cheating. But still, he clearly felt threatened. I forced myself to think through what my assumptions might have been if I had *not* observed the original interaction. It was uncomfortable to realize that I might have assumed that he was to blame. And more importantly, *he* might very well have been expecting me to presume that he was trying to cheat.
- With regard to the "cheating," I know that there are differences in culture when it comes to collaborating and obligation that muddy the waters. We often tell students that they are just as guilty of cheating when they help someone cheat as when they are the ones

cheating. But I know that this does not always translate across cultures. That is, I realized that I also have a responsibility to try to make sure that they are not placed in a position of having to refuse to "help" a classmate.

- I talked to the young man privately to reassure him that I knew he hadn't been cheating. I mentioned that I regretted startling him. I asked him to tell me what was happening and how I could best him help in that situation.

Vignette 3: Creating Space to Talk about Racism

I was teaching a higher-level LINC class, and the theme we were covering was related to health and wellness. I came across a TED talk playlist titled The Link Between Health and Racism and decided to use this to spark some critical inquiry into this topic. I did the following:

- I told students the title of the playlist, and together they brainstormed for questions that they hoped to find answers to on this topic.
- As a reading assignment, they read the descriptions on the playlist page and answered some comprehension questions. I put some of the more challenging anti-racist vocabulary from the page into a Quizlet. In a poll, they voted on the 4 most interesting videos.
- Based on the poll, we narrowed down the list to 5 videos. We did a listening for gist activity, where students listened just to the first 2 minutes of each video to a) identify the purpose of the presentation; b) make a prediction of what the speaker would talk about; and c) decide whether the speaker would be easy for them to understand or not.
- Based on another poll, we narrowed down the list to 3 videos. The class was divided into 3 groups and assigned a video. Learners each watched the video on their own time and then worked in their group to come up with the most important learnings (related to the questions they had generated earlier). They then presented their learnings to the whole class.
- At that time, there was a race-related health issue in the news in Canada: Covid-19 was having a more severe impact on Black and Racialized people. Students read articles, watched videos, and learned about the topic. They brainstormed for what they wanted the authorities to do related to this issue. They wrote letters to a government department (Alberta Health Services, Alberta Health) with calls to action. They analyzed a call to action co-written by a number of community organizations. They reflected, and I reflected.
- A number of learners mentioned that they were glad that they could *finally* talk about their experiences of racism in class; and I wondered how many times in the past I had shut down such discussions before they had even happened. I had gone into this with a very clear intention to prioritize my learners' voices and experiences—and I was surprised at how quickly I had the urge to defend Canada, deflect uncomfortable comments, and

minimize fears. This time, I made space for discomfort. My learners' lived experiences were validated. They heard and used language for talking about racism, and with that came power to advocate.

Vignette 4: Reflecting on an Uncomfortable Conversation

In my LINC CLB 3–4 class, students participated in a "Show and Tell" demonstration on how they keep themselves fit and healthy. After each presentation, they asked each other questions to learn more about the different health practices. During one of these Q&A sessions, one student mentioned that students from specific parts of the world have strong body odour and sweat a lot because of the food they eat. There was a minute of uncomfortable silence. I jumped in and told the class that the statement was offensive because it stereotyped particular groups. Then we went on to talk about the importance of hygiene and eliminating body odour in the workplace. However, I was left feeling uncomfortable about the whole exchange and wondering whether I actually ended up perpetuating a racist system. I also felt that I might have alienated the student who asked the question, rather than engaging her in a discussion. The incident also sparked my curiosity about whether our sensitivity to the scents/smells of other ethnic groups stems from racism, and I found an enlightening article titled Grease and Sweat: Race and smell in Eighteenth-Century English Culture that caused me to look at the whole issue in a different light. Issues and comments related to scents/smells do pop up regularly, and this is how I plan to manage it next time:

- Sometime near the beginning of every class, we will talk about expectations for respectful communication. I will mention that the following are not allowed: terms and jokes that demean others; stereotypes based on race and ethnicity (as well as language, sexual orientation, gender identity, and age, etc.); bullying, etc. We will talk about examples of stereotypes and bullying, and practice calling them out. My goal is that when students feel stereotyped, they have language to call it out. We will practice this frequently as we identify stereotypes in materials they encounter. I am hoping that they will feel comfortable calling me and each other out when they hear stereotypes or microaggressions.
- Scents/smells are indeed an issue that can raise barriers for my learners in the workplace—I've known people who have lost their jobs or experienced difficulty in their workplace because of this issue. At the same time, attitudes towards scents/smells vary much across cultures and can be racist. I do not want to assume that "our way" (in Canada) is "the only way" when it comes to scents/smells. When we broach the topic of scents/smells, I plan to ask learners questions such as "What are your favorite scents/smells?", "What scents/smells do you miss since you've come to Canada?", "What have you noticed

in Canada about attitudes towards particular scents/smells?", and "How similar or different is this from attitudes in other countries that you've lived in?" The goal would be to elicit the idea that many in Canada are very scent/smell/odour-averse (after all, we ban odorous foods and even perfumes and perfumed lotions from many workplaces, and we have a plethora of products designed to hide odours). At the same time, the goal would be to acknowledge that this is only one of many ways of being in the world.

- With regard to helping learners manage body odours when they enter the workplace, I might flip the power structure in the classroom and describe my own (or my teenager's) battle with body odour. I may have learners role-play giving advice (e.g., to an athletic teen or to my younger self) about products and hygiene habits to manage body odour in situations such as during an in-person job interview or starting their first job.

References and PD Resources

for Anti-racism

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Resources for the Classroom

for Anti-racism

This section includes resources (lesson plans, curriculum, readings, videos, podcasts, etc.) to use in class.

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Community Resources

for Anti-racism

This section includes examples of community sources for resource persons and learner support. Each ESL provider will need to develop their network of community resources in their community.

Alberta Civil Liberties Research Centre

Located at the University of Calgary, this centre provides support through education podcasts, resources for educators, and webinars on anti-racism

http://www.aclrc.com/antiracism

Anti-Racism Advisory Council

This website connects newcomers to anti-racism services and initiatives.

https://www.alberta.ca/anti-racism-advisory-council.aspx

Building a Foundation for Change: Canada's Anti-Racism Strategy 2019–2022

The page provides information on anti-racism strategy in Canada.

https://www.canada.ca/en/canadian-heritage/campaigns/anti-racism-engagement/anti-racism-strategy.html#a1

Calgary's Commitment to Anti-Racism

This website shares the recent work related to the City of Calgary's commitment to Anti-racism.

https://www.calgary.ca/csps/cns/calgarys-commitment-to-anti-racism.html

Centre for Race and Culture

Located in Edmonton, this organization supports systemic change to address racism and encourage intercultural understanding. The website provides links to resources and current research on initiatives addressing systemic racism.

https://cfrac.com/

AfricaCentre.ca

The largest pan-African organization in western Canada and a community hub of services and programming.

https://www.africacentre.ca/

Ribbon Rouge Foundation

A grassroots organization serving African, Caribbean, and Black people in Alberta, which promotes health equity and social justice through the Arts.

https://www.ribbonrouge.com/

Black Women United YEG

A collective that advocates for the protection and advancement of Black women and girls.

https://www.bwunited.ca/

The Colour Factor

Located in Alberta, this non-profit organization creates brave spaces of healing by using conversation, collaboration, and creativity to decolonize wellness for Black, Indigenous, and Racialized people.

https://thecolourfactor.com/

Shades of Colour

A grassroots organization that is founded by, and provides community for, queer and trans BIPOC living in Edmonton. The organization facilitates community meet-ups, workshops, mutual aid, and community outreach.

https://www.shadesofcolouryeg.com/

University of Alberta Anti-Racism Resources

Links to resources to support research on topics related to racism.

https://www.ualberta.ca/law/anti-racism-resources.html

Glossary

2SLGBTQ+

An inclusive acronym that refers to people who are Two Spirit, Lesbian, Gay, Bisexual, Transgender/Trans, Queer/Questioning. The plus sign signifies other sexual identities that are not captured by the acronym.

The LGBTQ acronym, and the language related to sexual and gender identity, are evolving. We chose this version of the LGBTQ acronym to acknowledge that Two Spirit identities existed here before European conceptions of gender and sexuality. (The University of Winnipeg, n.d.)

See the following glossaries for more detail on the sexual and gender identities described in the acronym:

PFLAG National Glossary of Terms: https://pflag.org/glossary
Egale LGBTQI2S Glossary of Terms: https://egale.ca/awareness/glossary-of-terms/

academic integrity

Academic behaviour that is honest, moral, and respectful. It includes avoiding academic misconduct such as cheating and plagiarizing.

accommodations

The Alberta Human Rights Act "recognizes that all persons are equal in dignity, rights and responsibilities when it comes to provision of services available to the public. The process for ensuring all persons are treated equally is called accommodation. Accommodation of students with disabilities involves activities like making adjustments or alternative arrangements in the educational environment to ensure it does not have a discriminatory effect on a student because of the student's disabilities. ...The Supreme Court of Canada has ruled that where the educational environment has a discriminatory effect on students with disabilities, the post-secondary institution is required to provide accommodation up to the point of **undue hardship**."

Alberta Human Rights Commission. (2021). *Duty to accommodate students with disabilities in post-secondary educational institutions*. Human Rights Guide. https://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/bulletins/Pages/duty_to_accommodate.aspx

ally

An ally is a person who works to end the oppression of people who are marginalized or treated unfairly. In the *Treaty 7 Indigenous Ally Toolkit*, an ally is described as someone who does the following:

"Transfers their privilege to those who have less.
Speaks up. When scared or uncomfortable.
Allows space to express thoughts and feelings.
Walks alongside one another.
Listens deeply from the heart.
Plants seeds of truth in conversations with others.
Believes and validates the stories they hear.

Takes on the battles and burdens of those who are weary." (2019, p. 3)

Calgary Foundation. (2019). *Treaty 7 Indigenous ally toolkit.* https://calgaryfoundation.org/wp-content/uploads/Ally-Toolkit-web.pdf

allyship

The attitudes and actions involved in being an ally. An ally is a person who "works to end oppression by supporting and advocating for people who are stigmatized, discriminated against, or treated unfairly" (GLSEN, 2016, p. 5).

In this context, an ally is one who speaks up and advocates for the rights of the 2SLGBTQ+ community and individuals; an ally is one who will "take a stand in places where it might not be safe for LGBT people to be out or visible" (GLSEN, 2016, p. 5).

GLSEN (2016). *The safe space kit: Guide to being an ally to LGBT students*. https://www.glsen.org/sites/default/files/GLSEN%20Safe%20Space%20Kit.pdf

asynchronous learning

An approach whereby learners learn and work independently and on their own time (though time-frames and due dates may be given).

authentic

Authentic material is assumed to include material that has been modified by simplification, elaboration, or reformulation while retaining the natural properties of authentic material.

backward design

An approach to curriculum development in which outcomes and objectives are first delineated; then assessments are determined (i.e., how will you know an outcome has been met); and finally, activities are planned to enable learners to meet the outcomes and successfully complete the assessments.

Canadian Language Benchmarks (CLB)

A descriptive scale of language ability in ESL used in Canada. It describes a continuum of language ability across 12 benchmarks and 4 skills. It serves as a national standard for curriculum planning as well as a reference for teaching/learning, programming, and assessment.

cisnormative

"Cisgender" refers to individuals who identify with the gender that was assigned to them at birth. Cisnormative is "the assumption that everyone is cisgender and that being cisgender is superior to all other genders. This includes the often implicitly held idea that being cisgender is the norm and that other genders are "different" or "abnormal" (PFLAG, 2021).

PFLAG. (2021). *PFLAG national glossary of terms*. https://pflag.org/glossary

cloze

An activity where words are removed from the text and learners use their knowledge of grammar and context clues to replace those words.

collocations

Words that are commonly used together (e.g., "do homework," "pay attention," "risk taking," "heavy rain").

comprehensibility

The perception of how easy/difficult it is to understand a person's speech.

corpora search

Corpora are collections of texts that are used as samples of language. Corpora may focus on different genres (e.g., written or spoken texts). A corpora search helps learners understand how words are used. For instance, the flax website allows learners to search a word in a variety of corpora – Wikipedia, academic English in a variety of fields, and Standard English. The search results in a summary of the different collocations of the word, along with the actual sentences that the word is used in.

decoding

Using knowledge of sound–letter connections, and how sounds blend together, to read words.

discrimination

"The denial of equal treatment and opportunity to individuals or groups because of personal characteristics and membership in specific groups, with respect to education, accommodation, health care, employment, access to services, goods, and facilities. This behaviour results from distinguishing people on that basis without regard to individual merit, resulting in unequal outcomes for persons who are perceived as different. Differential treatment that may occur on the basis of any of the protected grounds enumerated in human rights law."

Canadian Race Relations Foundation. (n.d.). *CRRF glossary of terms*. https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1

diversity

"A term used to encompass the acceptance and respect of various dimensions including race, gender, sexual orientation, ethnicity, socio-economic status, religious beliefs, age, physical abilities, political beliefs, or other ideologies."

Canadian Race Relations Foundation. (n.d.). *CRRF glossary of terms*. https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1

dominant

Refers to the group in a society that controls the norms and values of that society (usually, but not always, the majority).

Canadian Race Relations Foundation. (n.d.). *CRRF glossary of terms*. https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1

EAL

English as an Additional Language. Recognizing that learners may speak many more than just two languages, we have chosen to use the acronym EAL rather than ESL (English as a Second Language) in this document.

Elders

Indigenous people who are "recognized by their community as having attained a high degree of understanding of First Nations, Métis or Inuit history, spirituality, traditional language, cultural teachings, ceremonies or healing practices. Elders have worked and studied over a period of time with other Elders to earn the right to pass on this specialized knowledge and give advice on personal and community issues. Elders are highly revered and respected role models and mentors for all people. They embody First Nations, Métis and Inuit culture through their words, actions and being" (Alberta Teachers Association, n.d., p. 1).

Alberta Teachers Association. (n.d.). Elder protocol. *Stepping Stones: Walking Together Project.* https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16g%20-%20Elder%20Protocol.pdf

encoding

Using knowledge of sound–letter connections to use letters to form words and sentences.

equity

"A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences."

Canadian Race Relations Foundation. (n.d.). *CRRF glossary of terms*. https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1

focus on form

Focusing on language (e.g., grammar, vocabulary, or pronunciation).

formative

The goal of formative assessment is to enhance learning. It helps learners identify strengths and weaknesses and focus their learning. It helps instructors identify where learners are struggling and focus their instruction. Formative assessments are lower stakes and often include peer and self-assessment.

formative and summative assessment

The goal of summative assessment is to evaluate student learning after a unit of study. Summative assessments are higher stakes than formative assessments and are graded.

formulaic sequences

Commonly used chunks of language; fixed combinations of words that are retrieved and used as if they are single words.

functional language

Language that is used to perform different functions such as apologizing, greeting, giving advice, refusing requests, etc. Functional language often consists of formulaic sequences (fixed combinations of words that are retrieved and used as if they are single words).

Gay–Straight Alliances

"A general acronym used for any student-run and teacher-supported school-based club that works to create welcoming, caring, respectful and safe spaces for students of diverse genders and sexual orientations (LGBTQ2S+) and their allies in schools. GSAs are designed to provide a safe space that respects diversity and fosters a sense of belonging."

Alberta GSA Network. (n.d.) *What is a GSA/QSA?* https://albertagsanetwork.ca/

gender expression

"External appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine."

The Human Rights Campaign. (n.d.). *Glossary of terms.* https://www.hrc.org/resources/glossary-of-terms

gender identity

"One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth."

The Human Rights Campaign. (n.d.). *Glossary of terms.* https://www.hrc.org/resources/glossary-of-terms

gender-neutral

Refers to nondiscriminatory use of language including pronouns, salutations or titles. It can also refer to neutrality of washrooms, colours, and occupations.

PFLAG. (2021). *PFLAG national glossary of terms*. https://pflag.org/glossary

genre

A type/style of written or spoken text that has recognizable characteristics (e.g., an essay, a magazine article, a blog, an email, a Facebook post, a report, a how-to video, an academic presentation, a sermon, etc.).

heteronormative

"The assumption that everyone is heterosexual and that heterosexuality is superior to all other sexualities. This includes the often implicitly held idea that heterosexuality is the norm and that other sexualities are 'different' or 'abnormal'"

PFLAG. (2021). *PFLAG national glossary of terms*. https://pflag.org/glossary

high-frequency words

Words that are more common than other words (e.g., K1–K2 refers to the 1000–2000 most frequently used words).

homophobic

"Homophobia: Animosity, hatred, or dislike of LGBTQ+ people that often manifests itself in the form of prejudice and bias."

PFLAG. (2021). *PFLAG national glossary of terms*. https://pflag.org/glossary

hybrid

Hybrid courses integrate in-person learning with asynchronous online learning. The proportion of online vs. in-person learning can vary depending on the specific approach.

HyFlex

A model of course delivery that maximizes flexibility for learners. HyFlex instruction allows students to choose to attend class in a variety of ways: face-to-face, online synchronous, and online asynchronous.

immersive technologies

These include technologies such as virtual reality headsets, 3D displays, speech/gesture recognition, augmented reality (adding digital information, such as images, text, or sound, to real-world experiences), and mixed reality (merging real and virtual worlds).

inclusive language

Language that includes everyone in the class, and that avoids words and expressions that exclude (i.e., avoids the use of words and phrases that assume people are straight, cisgender, male, white, able-bodied, etc.).

Indigenization

"A process of naturalizing Indigenous knowledge systems and making them evident to transform spaces, places, and hearts. … The goal is not to replace Western knowledge with Indigenous knowledge, and the goal is not to merge the two into one. Rather, Indigenization can be understood as weaving or braiding together two distinct knowledge systems so that learners can come to understand and appreciate both."

BCCampus. (2018). Understanding Indigenization. In *Pulling together: A guide for curriculum developers*. https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/indigenization-decolonization-and-reconciliation/

Indigenous cultures

It is important to recognize that there are vast differences in culture, language and beliefs across Indigenous communities in Canada and around the world (with 630+ First Nation communities in Canada, representing more than 50 Nations and 50 Indigenous languages).

Government of Canada. (2021). *Indigenous peoples and communities*. https://www.rcaanc-cirnac.gc.ca/eng/1100100013785/1529102490303

Indigenous peoples

The original inhabitants of a territory or place. In Canada, the Indigenous peoples comprise the First Nations, Inuit, and Métis.

Indigenous Ways of Knowing

A broad term that recognizes that value and diversity of Indigenous ways of learning and teaching, anchored in the central truth that "everything in the universe is part of a single whole; everything is connected in some way."

Alberta Regional Professional Development Consortium (ARPDC). (n.d.) *Weaving ways: Indigenous ways of knowing in classrooms and schools.* http://empoweringthespirit.ca/wp-content/uploads/2018/09/Weaving-Ways-Introductory-Document-10-09.pdf

intellectual property

Refers to legal rights over ideas, inventions, artistic works, processes, symbols, images, etc.

intelligibility

The extent to which something can be understood by a listener.

Intercultural competence

Intercultural competence refers to the attitudes, knowledge, and skills that are needed to communicate with people who view the world from a different cultural lens than one's own.

intergenerational trauma

When the impacts of traumatic events are passed down from generation to generation, and continue to be evident after the original trauma took place.

"For Indigenous peoples in Canada, intergenerational trauma is rooted in imposed social and legal injustices in the form of racist, colonial and genocidal policies such as the Indian Reservation System and the Indian Residential School System. These injustices are documented extensively in the report of the Royal Commission on Aboriginal Peoples/ RCAP (1996) and the report of the Truth and Reconciliation Commission of Canada/TRC (2015), among others. These reports also document the consequences of these injustices, including geographic isolation, lack of opportunities, poverty, brokenness, and poor health outcomes."

Adams, E., & Clarmont, W. (2016). *Intergenerational trauma and indigenous healing*. https://www.heretohelp.bc.ca/visions/indigenous-people-vol11/intergenerational-trauma-and-indigenous-healing

intersectional approach

An approach that recognizes the "simultaneous and overlapping identities and experiences of privilege and oppression an individual may hold" (Canadian Commission for UNESCO, 2019, p. 10). For instance, connected and overlapping identities (related to race, religion, ethnicity, income, disability, etc.) can put 2SLGBTQ+ individuals at greater risk of oppression.

Canadian Commission for UNESCO. (2019). *LGBTQ2+ inclusiveness: Toolkit for inclusive municipalities in Canada and beyond.* https://en.ccunesco.ca/-/media/Files/Unesco/Resources/2019/06/CIMToolkitLGBTQ2PlusInclusiveness.pdf

irregular words

Words that are not decodable.

land and treaty acknowledgments

Acknowledging the land is a traditional way that Indigenous peoples welcomed others onto their land. Land acknowledgement and treaty recognition statements are a way in which non-Indigenous peoples can honour and respect the Indigenous peoples of a particular place. Land acknowledgements can be visual (posters, signs, written statements); audio/visual presentations (videos); and short statements of welcome or greeting.

For further information, see the following:

Calgary Foundation. (2021). *Land acknowledgment*. https://calgaryfoundation.org/about-us/reconciliation/land-acknowledgement/

land-based learning

Learning that takes place outside, recognizes the importance of the land to the Indigenous peoples, explores Indigenous teachings related to the land, and promotes living in connection and harmony with the land.

See the following link for Alberta resources related to learning from the land:

CASS Alberta (2021). Learning from the land. In *Guide to Relationships and Learning with the Indigenous Peoples of Alberta*. https://cassalberta.ca/indigenous-education/learning-from-the-land/

language experience stories

Learner-generated stories that are spoken by learners, transcribed, and then used for reading and writing practice. These may be generated by individual learners or groups; they may be based on personal or shared experiences (e.g., a field trip).

lexical fillers

Words and sounds that are used to hold a turn, indicate comprehension, and fill in silence (e.g., “um,” “uh,” “mmhmm,” “well,” “you know,” “yeah and,” “no but,” “like,” “sort of,” “you know,” etc.)

listening discrimination activities

Activities where learners listen to distinguish between sounds and/or words (e.g., “forty” vs. “fourteen”; “rice” vs. “rise”; “beet” vs. “bit”).

LMS

Learning Management System (e.g., Moodle, Google Classroom, Blackboard)

manipulatives

Concrete, hands-on objects that are used to enhance learning (e.g., picture cards, boxes/ cans of food, articles of clothing, etc.)

marginalized

Groups that experience inequity and exclusion.

modality

Modality refers to the ways that learning is offered, for instance, face-to-face, blended learning, flipped classroom, HyFlex, synchronous online, asynchronous online, etc.

netiquette

Rules for polite online behaviour.

other

To treat a person or group of people as intrinsically different from yourself or your group.

Portfolio Based Language Assessment (PBLA)

“Portfolio-Based Language Assessment (PBLA) is a teaching and assessment model designed to enhance nationwide consistency and standards of quality in English as a Second Language (ESL) training for adult newcomers to Canada” (CCLB, 2021). This model is aligned to the Canadian Language Benchmarks. Instead of standardized tests at the end of term, instructors carry out ongoing classroom assessments and learners keep a portfolio of their assessments as evidence of their progress over time.

Centre for Canadian Language Benchmarks. (2021). ON PBLA. https://www.language.ca/resourcesexpertise/on-pbla/

pow wow

An Indigenous cultural celebration where people gather to celebrate family and community through song, dance, food, crafts, traditional clothing, and ceremonies. They take place in the summer on First Nations lands and in cities across Canada.

See the following link for a list of Powwow gatherings in Alberta: https://www.alberta.ca/powwow-gatherings.aspx

pragmatics

The ability to adjust word choice, grammar, tone, and register based on factors in the context, such as the relative stakes of the communication, the setting, the age of participants, and the relationships between participants.

principles for teaching EAL literacy learners

Best practices 68-70 and their indicators address principles for teaching EAL literacy learners. Principles for teaching ESL literacy learners can also be found in the following resources:

Bow Valley College. (2011). Guiding principles for teaching ESL literacy learners. In *Learning for LIFE: An ESL literacy handbook* [Support document]. https://globalaccess.bowvalleycollege.ca/our-resources/publications-resources/guiding-principles-teaching-esl-literacy-learners

Bow Valley College. (2018*). A practical guide to teaching ESL literacy*. https://globalaccess.bowvalleycollege.ca/sites/default/files/ESL-Literacy-Book-August-24-2018-Digital_0.pdf

Centre for Canadian Language Benchmarks (CCLB). (2016). *ESL for adult literacy learners (ALL)*. https://www.language.ca/product/clb-esl-for-adult-literacy-learners-all-pdf-e/

privilege

"The experience of unearned freedoms, rights, benefits, advantages, access and/or opportunities afforded some people because of their group membership or social context."

Canadian Race Relations Foundation. (n.d.). *CRRF glossary of terms*. https://www.crrf-fcrr.ca/en/resources/glossary-a-terms-en-gb-1

race

A social construct that is undefined, and yet has real and unequal consequences "in ways that matter to economic, political, and social life."

Ontario Human Rights Commission. (n.d.). *Racial discrimination, race, and racism (fact sheet)*. http://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet

Racialized

The term we have chosen to use when describing people who are affected by the very real and unequal effects of the social construct of "race." We chose to use this term based on the advice of our reviewers, following the model of the Ontario Human Rights Commission. We do, however, recognize that language is fluid and understand that individuals may identify more fully with alternate language (e.g., BIPOC, referring to "Black, Indigenous, and People of Colour").

Ontario Human Rights Commission. (n.d.). *Racial discrimination, race, and racism (fact sheet)*. http://www.ohrc.on.ca/en/racial-discrimination-race-and-racism-fact-sheet

realia

Real-life objects (e.g., food items, clothing items) that help learners connect learning to their own lives.

reconciliation

"Reconciliation is about establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal peoples in this country. In order for that to happen, there has to be awareness of the past, acknowledgement of the harm that has been inflicted, atonement for the causes, and action to change behavior. We are not there yet. The relationship between Aboriginal and non-Aboriginal peoples is not a mutually respectful one. But, we believe we can get there, and we believe we can maintain it" (Truth and Reconciliation Commission of Canada, 2015, p. 6–7).

Reconciliation between Indigenous and non-Indigenous peoples is an ongoing process that will take time and work. Individuals contribute to reconciliation in their own ways.

For more information, see the following resources:

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to Action*. http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Fraser, C., & Komarnisky, S. (2019). 150 acts of reconciliation for the last 150 days of Canada's 150. In A. Eidinger & Krista McCracken (Eds.), *Beyond the Lecture: Innovations in Teaching Canadian History* (p. 24). https://ecampusontario.pressbooks.pub/beyondlecture/chapter/150-acts-of-reconciliation-for-the-last-150-days-of-canadas-150/

Larochelle, C. (2019). Reconciliation in the classroom: The #150 acts as a pedagogical tool. In A. Eidinger & K. McCracken (Eds.), *Beyond the Lecture: Innovations in Teaching Canadian History* (p. 25). https://ecampusontario.pressbooks.pub/beyondlecture/chapter/150-acts-of-reconciliation-for-the-last-150-days-of-canadas-150/

CASS Alberta. (2021). Reconciliation. In *Guide to Relationships and Learning with the Indigenous Peoples of Alberta*. https://cassalberta.ca/indigenous-education/reconciliation/

Residential Schools

A system of boarding schools set up by the Government of Canada and administered by churches which mandated attendance by Indigenous children. The Truth and Reconciliation Commission of Canada concluded that Residential Schools were "a systematic, government-sponsored attempt to destroy Aboriginal cultures and languages and to assimilate Aboriginal peoples so that they no longer existed as distinct peoples" and a "cultural genocide." (National Center for Truth and Reconciliation, 2021, p. 153)

For further information, see the following link:

First Nations and Indigenous Studies UBC. (2009). The Residential School System. In *Indigenous Foundations.* https://indigenousfoundations.arts.ubc.ca/residential-school-system-2020/

retrieve

To pull something out of one's memory; to remember something that was previously learned.

rights

"The Alberta Human Rights Act (AHR Act) prohibits discrimination in employment based on the protected grounds of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, age, physical disability, mental disability, marital status, family status, source of income, and sexual orientation."

Alberta Human Rights Commission. (2017). *Your rights and responsibilities as an employee*. https://www.albertahumanrights.ab.ca/employment/employee_info/Pages/employee_rights_and_responsibilities.aspx

rubric

An assessment tool that lists expectations and criteria for an assignment and defines how those criteria will be rated.

safe

Protected from or free from harm/danger/loss, both in physical and virtual environments. This includes actual physical safety, as well as the sense/feeling of being safe.

scaffolding

Providing support and guidance to enable learners to learn new skills and accomplish tasks. Scaffolding may include things like modelling, vocabulary development, outlines, word lists, templates, planning time, targeted instruction to mitigate anticipated challenges, checklists, etc.

sexual and gender minorities

A term used to refer to 2SLGBTQ+ populations (i.e., groups whose gender identities and/or sexual orientations and practice vary from those of the majority population).

sexual orientation

"Emotional, romantic, or sexual feelings towards other people or no people."

PFLAG. (2021). *PFLAG national glossary of terms*. https://pflag.org/glossary

signposts

Transitions that link ideas.

signs of psychological distress

Academic signs of psychological distress:

Worsening grades
Chronic lateness
Absenteeism
Chronic incomplete/late assignments
Sleeping in class
Difficulty focusing
Withdrawal from class activities
Increased isolation from classmates

Other signs of psychological distress:

Worsening hygiene
Avoidance of eye contact
Flushed or sweaty skin
Agitation and restlessness
Irritability or aggression
Lack of facial expression
Inability to control emotions, tears

situated content

Content that is embedded in learners' real lives, daily experiences, and contexts.

Skills for Success/Essential Skills

A framework of skills identified by the Government of Canada as needed to thrive and participate in learning, work, and life. Previously called Essential Skills, these are now called Skills for Success and include the following: adaptability, collaboration, communication, creativity and innovation, digital, numeracy, problem solving, reading, and writing.

See the Skills for Success website: https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html

social, teaching, and cognitive presence

Presence is "being there."

Social presence refers to sharing personal characteristics and stories so that you become a "real person" to the learners in the course.

Teaching presence refers to how you teach, including the course materials, the flow of the class, the learning activities you design, the questions you ask, the feedback you provide, and your availability.
Cognitive presence overlaps with teaching presence and refers to the community of learning and inquiry you establish in the course. It includes how you engage with your learners' thoughts and ideas, the questions you ask to probe and challenge, and the guidance you provide related to learning.

Boettcher, J. V. (n.d.). *Rider University online e-coaching tips*. https://www.rider.edu/sites/default/files/files/tlc-RiderTip2ThreePresencesFS.pdf

standardized test

A test that is administered under the same conditions and scored in the same way for all test takers. Standardized tests are often high stakes and administered to a large number of learners.

summative assessment

The goal of summative assessment is to evaluate student learning after a unit of study. Summative assessments are higher stakes than formative assessments and are graded.

synchronous learning

Learners and instructors are online at the same time; learning takes place in real time (live classes; webinars).

The Indian Act

Federal law that relates to Indian status, bands, and Indian reserves. This law allowed the Canadian government to "regulate and administer in the affairs and day-to-day lives of registered Indians and reserve communities," from broad political control over Indigenous communities and band councils, to severe restrictions related to the ability to practice their cultures (e.g., participate in celebrations, wear traditional clothes, raise their children). The goal of the Indian Act was assimilation.

First Nations and Indigenous Studies UBC. (2009). The Indian Act. In *Indigenous Foundations.* https://indigenousfoundations.arts.ubc.ca/the_indian_act/

The Sixties Scoop

"The mass removal of Aboriginal children from their families into the child welfare system, in most cases without the consent of their families or bands."

First Nations and Indigenous Studies UBC. (2009). The Sixties Scoop. In *Indigenous Foundations.* https://indigenousfoundations.arts.ubc.ca/sixties_scoop/

Social Policy in Ontario. (2018). How Canada created a crisis in Indigenous child welfare. https://spon.ca/how-canada-created-a-crisis-in-indigenous-child-welfare/2018/05/10/

Traditional Knowledge Keepers

Caretakers of Indigenous knowledge that has been passed from generation to generation: "A Traditional Knowledge Keeper's duty is to preserve this knowledge for their communities and their nation" (Wîcihitowin Conference Committee, 2017, p. 8).

Wîcihitowin Conference Committee. (2017). *Authentic engagement of First Nations and Métis traditional knowledge keepers*. https://uakn.org/wpcontent/uploads/2018/12/Wicihitowin_AuthenticEngagementBooklet_V8.pdf

transphobic

"Transphobia: Animosity, hatred, or dislike of trans and gender-expansive people that often manifests itself in the form of prejudice and bias."

PFLAG. (2021). *PFLAG national glossary of terms*. https://pflag.org/

trauma-informed practice

Instruction that recognizes and responds to the effects of trauma on student behaviour.

Truth and Reconciliation Commission of Canada (TRC)

A part of the Indian Residential Schools Settlement Agreement between First Nations, Inuit, and Métis Residential School Survivors, and the federal government and church bodies responsible for the schools. The TRC's mandate was to document the truth about what happened in Residential Schools and to inform all Canadians about what happened.

National Center for Truth and Reconciliation. (2021). Truth and Reconciliation Commission of Canada. https://nctr.ca/about/history-of-the-trc/truth-and-reconciliation-commission-of-canada/
The Truth and Reconciliation Commission of Canada (2015). Honouring the truth, reconciling for the future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada. https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

undue hardship

"A service provider must show that it would experience a substantial hardship if it were to accommodate the student" (Alberta Human Rights Commission, 2021, p. 8). Some examples of undue hardship would include:

Financial costs that hurts the viability of the service, program, or institution…
Students cannot meet the requirements for entering or completing a program…
Significant interference with the rights of other students…
Health and safety concerns for the student being accommodated or for other students or service providers…" (p.10–11)

For further explanation about undue hardship, see the following document:

Alberta Human Rights Commission. (2021). *Duty to accommodate students with disabilities in post-secondary educational institutions*. Human Rights Guide. https://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/bulletins/Pages/duty_to_accommodate.aspx

Universal Design for Learning (UDL)

"UDL aims to change the design of the environment rather than to change the learner" (CAST, 2018).

UDL is based on the following 3 principles:

Make use of multiple strategies for engaging, challenging, and motivating learners.
Provide learners with multiple ways to acquire content.
Provide learners with multiple ways to demonstrate what they know.

CAST (2018). *Universal Design for Learning guidelines version 2.2*. http://udlguidelines.cast.org

zero tolerance

"An approach to equality that advocates no acceptance of racism, disablism, homophobia, transphobia etc. including childhood name-calling."

Rights Against INtolerance: Building an Open-minded World (RAINBOW). (n.d.). Study guide: RAINBOW educational toolkit. http://www.rainbowproject.eu/material/en/glossary.htm

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