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## **A compilation of recent (2014/15) national sector discussions arrived at the following observations:**

### **CIC Regional Summits (Fall 2014)**

- The settlement language voice is important!
- Many key areas of focus continue to require attention such as: access to assessment in rural or remote areas, enhanced delivery mechanisms using technology, dedicated language options for the workplace, language training for specialized populations such as literacy and learners facing trauma, increased access to and availability of child care and transportation, better linkages between all levels of government, etc.;
- Recognition of instructor time over and above classroom delivery is important, particularly in this era of evolving professionalized practice.

### **TESL Canada SLNN Survey (Spring 2015 / Ontario responses)**

- Client Profile: Focus on increasingly higher level (CLB 5 plus) learners
- Concerns: Implementation of PBLA, administrative / instructional fatigue
- Trends: Declining enrollment, need to better address vulnerable / multi-barriered populations
- Successes: PBLA, blended learning and online initiatives, sharing and resourcefulness of teachers

### **TESL Canada Conference Dialogue (Oct 2015)**

- Taking into account how settlement and language overlap and complement each other by developing collaborative strategies that work for newcomers;
- Better understanding of what services are available by province and across Canada to support development and sharing of innovative practices;
- Consideration of how decision-makers can measure success by placing emphasis on less tangible but more telling qualitative outcomes such as learners' lived experience;
- Keeping realities in mind – for example, an instructor working in isolation in a rural area teaching a multilevel class vs large urban classroom environment.

### **TESL Ontario Conference Dialogue (Nov 2015)**

- Many immigrants are not accessing language training in Ontario – how can we attract these potential students to programs that would support their long term goals?
- PBLA concept is solid but the implementation and rollout has had some serious and not always positive impacts;
- Teachers don't always feel they are sufficiently listened to; often they are in the classroom and unable to attend events – how can they be better represented at consultation tables?
- The current attendance tracking and reporting system requires modifications to take blended and online learning environments into account.

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