FINAL CONFERENCE REPORT

“Moving Forward Together”

A Conference on Higher-Level Language Training

March 25 – 28, 2008

Niagara Falls, Ontario
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CONFERENCE BACKGROUND

- Excellent opportunity to learn, a valuable experience
- Good to have CIC listen to issues raised
- Great MCI and CIC involved together
- Excellent opportunity for overview of ELT, great networking, useful PD on critical topics
- Good variety of ELT information, inspiring and motivating
- Material very relevant, great to have so many choices
- I’m taking a gold mine of ideas back to move forward with

These are some of the comments from delegates who attended the recent conference in Niagara Falls, Ontario, March 25-28, 2008 – “Moving Forward Together: A Conference on Higher Level Language Training”.

The conference was funded by Citizenship and Immigration Canada, Settlement and Intergovernmental Affairs Ontario Region. They brought together agencies and organizations involved in the development and delivery of higher level language training programs to newcomers, specifically the federally funded Enhanced Language Training Initiative (ELT), the Ontario funded Specialized Language Training Program (SLT) and the Bridge-to-Work Programs (Federal and Ontario Co-Funded Program).

The three day conference was held at the Sheraton on the Falls Hotel from the evening of Tuesday March 25 to Noon on Friday March 28. It was attended by 404 delegates, (Instructors, Coordinators, Managers, Course Planners, LINC level 6 & 7 Instructors, language Assessors and Job Search Workshop Staff), comprising staff and management from Citizenship and Immigration Canada, the Ontario Ministry of Citizenship and Immigration, Service Provider Organizations (SPOs), Academic Organizations as well as invited guests. The vast majority of delegates came from across Ontario with the remainder coming from Atlantic Canada and the Prairies. CIC contracted Jangles Productions as the conference convener. The purpose of the conference was to provide an opportunity for those responsible for the administration, development and delivery of the higher level language training programs to network, learn about various programs, share experiences, upgrade skills, provide feedback on issues and develop recommendations to improve higher level language training programs in order to better serve clients.

An Advisory Committee was assembled made up of representatives from CIC Ontario Region, the Ontario Ministry of Citizenship and Immigration and Jangles Productions (see page 90). The committee developed the theme and agenda for the conference – “Moving Forward Together”. This theme signaled the importance of both federal and provincial programs to “work together” in order to provide the highest standards of language training program delivery to newcomers.
CONFERENCE BACKGROUND (cont’d)

Once the core subject headings were established work began on securing presenters and panel members. A call went out to submit presentation proposals. Numerous proposals were submitted from very experienced and knowledgeable people in the field of higher level language training. From this the committee selected the final presenters.

A registration website was developed in English and French allowing delegates to register online for the conference and to choose breakouts (www.hlhtconference.ca). Conference signage was created and kit bags were produced with the conference title and government logos printed. Within each kit bag delegates were given a conference package outlining each session. The package identified the presenters, gave their bios, provided an abstract of the session and indicated where and when they took place. Also included in the kit was a delegate contact list and a conference evaluation form. These materials were offered in both English and French.

On-site conference registration took place from Noon Tuesday March 25 to 10:00 pm. There was a guest speaker at the opening night dinner. Wednesday March 26 was the first day of the conference and began at 8:30 am with an hour long plenary session followed by 9 concurrent breakout sessions for the remainder of the day which concluded at 5:00 pm. (Each breakout was repeated once to provide delegates a greater opportunity to attend more sessions.) Thursday March 27 began also at 8:30 am with a full morning plenary of presentations and an employer panel. Again in the afternoon there were 9 concurrent breakouts with repeats of each. Friday March 28 comprised a full morning of plenary sessions with the conference concluding at Noon. (see page 86 for schedule). All plenary sessions and breakouts took place in numerous rooms within the Sheraton on the Falls hotel. Simultaneous French interpretation was provided.

There were 48 presenters in total, comprising both federal and provincial ministers of Citizenship and Immigration, CIC management, instructors, assessors, curriculum developers, program administrators, consultants and private sector representatives.

Twenty eight breakout sessions were held (55 including repeats). Three plenary sessions took place comprising 7 presentations and 1 employer panel presentation.

There were note-takers at each session. A summary of these notes is included within the description of each breakout and plenary in this final report. With permission from the conference presenters their power points have been posted on www.settlement.org. The reader is encouraged to visit the site for a comprehensive review of the conference subject matter.
Conference Executive Summary

The theme of the Conference, “Moving Forward Together”, was developed as a focal point from which general areas of topics were developed. This theme was based on the principle that all those delivering Higher-Level Language Training must work together toward improving services by continuously re-examining programs provided to clients. The better the higher level language training and employment bridging, the greater prospects for a successful social and economic settlement transition for clients.

The conference focus was on three Higher-Level Language Training Programs:
- The Enhanced Language Training Initiative (Federal Funded Program)
- The Bridge-to-Work Program (Federal and Ontario Co-Funded Program)
- The Specialized Language Training Program (Ontario Funded Program)

These programs are an integral part of the language support provided to newcomers in meeting their settlement goals of successfully acquiring employment in their chosen field. Conference delegates were Language Instructors, Program Coordinators, Program Managers, Executive Directors, School Principals, Course Planners, ELT/LINC Assessors, Higher-Level LINC Instructors and Coordinators, and Language Assessors for Occupation Bridge Training or Bridge to Work.

Those working in the field of Higher-Level Language Training specifically with a focus on employment based language skill development were invited to give presentations on the following topic headings:

- **Curriculum Standards**: Developing a curriculum geared to student and employer needs
- **Case Studies**: Challenges faced and challenges overcome in providing higher-level language training
- **Innovative Teaching Practices**: Examining Tools, Techniques, Methods (e.g. – Distance Learning)
- **Assessment Tool Standards**: Customized or Standard based?
- **Emerging Occupations**: Being proactive in providing services
- **“Workplace Small Talk”**: Where does it fit in teaching higher-level language
- **Teaching and Counselling Students**: Where one begins and one ends (maintaining a balance)
- **Workplace Barriers**: Identifying and meeting challenges through training enhancements
- **Supporting Programs**: Where to refer students
- **Agency-Employer Relationships**: How to establish and build local employer relationships
- **Program Provider Profile: Specialized Language Training**
- **Program Provider Profile: Bridge-to-Work**
- **Program Provider Profile: Enhanced Language Training**
- **Community Outreach**: Maintaining Student Enrolment

Under the sub-heading **Curriculum Standards** there were three presentations. The first was given by two experienced curriculum developers on **Developing Curriculum Geared to Student and Employer Needs**. They addressed the main challenges in creating curricula that is responsive to participants’ needs (specifically Internationally Educated Nurses) as well as the communication requirements of employers.

The second curriculum based session was presented by a curriculum developer for the agency Skills for Change. Her workshop focused on **Balancing Curriculum for Motivated Participants**. She shared experiences of instructors and facilitators in working with internationally trained professionals. Discussions revolved around what motivates participants and how it helps, or hinders, their learning.

Two representatives from La Cité Collégiale in Ottawa gave the third curriculum based session in French on the development of curriculum for French based ELT programs. They discussed how to standardize courses in accordance with the Canadian levels of language competency, how to select courses and adjust them to the learner’s needs, and how to assess language competency in a work environment.
Conference Executive Summary (cont’d)

The sub-heading **Case Studies: Challenges faced and overcome**, was addressed by a noted consultant in career training. The session, **Facilitating Higher-Level Language Training: Challenges and Rewards**, provided delegates an overview of the multifaceted roles of a facilitator of higher-level language learners. Case studies, successful practices, and sample curriculum exercises were provided and discussed.

The sub-heading **Innovative Teaching Practices** provided delegates the opportunity to discover the latest teaching tools and techniques. **Online/Distance Learning** was reviewed in two sessions; one by a professor from Brock University who explained how to structure high-involvement online seminar discussions and the design of online activities, and the other a profile of an online course called the **LINC Home Study Program** from the manager of the program.

There were a number of workshops under the heading - **Assessment Tool Standards**. The Enhanced Language Training Placement Assessment Tool (ELTPA) and The Canadian Language Benchmarks Assessment International (CLBA-I) were examined. Presenters from the Centre for Education and Training highlighted the efficiency and reliability of both assessment tools.

There was a profile of the development and launch of an assessment tool for optometrists. It was developed by the Assistant Director of Credit ESL at the English Language Institute, University of Waterloo.

A representative from the Centre for Canadian Language Benchmarks in Ottawa demonstrated the **Workplace Language Assessment (WLA) Pre-Screening Tool**, describing its history, discussing its uses and outlining the pathways clients may follow to achieve their employment goals.

Two assessment tool developers explored **Issues in Standardized and Custom-Designed Assessment** that arise in determining the suitability of existing ESL assessments and in designing and developing instruments for specific purposes. They discussed the Canadian Language Benchmarks as a framework for designing large-scale and profession-specific assessment tools, addressing methodological challenges, strengths and limitations.

In the final assessment topic, delegates were provided an overview of a new data collection system soon to be launched called **HARTs (History of Assessment, Referral and Training System)**. Participants explored and developed skills in creating queries using the History of Assessment, Referral and Training System (HARTs).

**“Workplace Small Talk” or “Business Soft Skills”** was a subject area brought forward many times during the conference in a number of sessions. The founder of the Peel Region Employment Preparation (PREP) training program presented a workshop that shared the content and methods used successfully by PREP in teaching soft skills that have resulted in successful job placement for over 50% of PREP program candidates.

Two representatives from the Centre for Skills Development & Training gave a presentation that looked at the importance of acquainting clients with **Canadian Corporate Culture** or the culture of their target workplace setting. They provided examples of exercises and successful best practices for communicating corporate culture within the classroom.

A trainer in the field of employment bridging programs facilitated a session that examined the explicit link between language, behaviour and attitude (culture) and the impact they will have on a newcomer’s ability to communicate effectively in the workplace through the profile of a course called **The Fast Track to Technology Occupations Program**, a partnership of Centennial and Sheridan Colleges.
Conference Executive Summary (cont’d)

The Manager of Employment Services at a Hamilton settlement agency provided an interactive presentation on *Overcoming Workplace Barriers*. The session focused on the identification, development and implementation of training components for Bridge to Work Programs, as well as implementation of tools to assist employers with the recruitment, hiring and integration of global talent.

A representative from a Mississauga based agency called Inter-Cultural Neighbourhood Social Services provided a session on the Ontario legislation *Bill 124 - the Fair Access to Regulated Professions Act*. The Bill was examined and discussions took place around how it has provoked new strategies for outreaching and recruiting employers and mentors for ELT programs.

Under the sub-heading *Supporting Programs*, a representative from *Skills International*, (a web-based service assisting internationally trained individuals to secure employment in their field), provided participants an overview of this online service. Through a real-time online demonstration it was illustrated how newcomer candidates can create a profile on the system and be connected with employers that are seeking specific skills. This provides employers access to a pool of prescreened and “job ready” candidates that are ready for employment.

The coordinator of the New Canadian Program in Waterloo addressed the subject heading of *Agency-Employer Relationships (“It’s All About Schmooze”)*. In this workshop she explained how to develop long lasting relationships with community employers pointing out how recruiters need and want to connect with agencies.

There were a number of presentations that fell under the sub-heading of *Program Profiles*, specifically those pilot projects funded by the Ontario Ministry of Citizenship and Immigration under the *Specialized Language Training (SLT) Pilot Projects Program*, as well as CIC and MCI co-funded *Bridge-to Work Projects*. In one presentation given by the LINC and ESL Coordinator for the Wellington Centre for Continuing Education, an overview was provided of two courses – Business Communication and Canadian Workplace Culture - aimed at assisting newcomers employed in professional and managerial positions in the research, technology and financial sectors of Guelph.

In another SLT sponsored initiative two more courses were profiled by representatives from the Toronto Catholic District School Board – Childcare and Home Health Care. Presenters shared their findings in the areas of assessment, data collection, and program evaluation.

Representatives from the Toronto District School Board discussed a pilot pre-bridging language program for Internationally-Trained Nurses. The workshop provided lessons learned on hiring qualified instructors, candidate screening and curriculum design.

Another presentation on an SLT pilot program was given called the Professional Transport Language Training Program. Two representatives from the St. Louis Adult Learning Center in Kitchener/Waterloo gave an overview of the ups and downs of the project, the curriculum developed and teaching methods created for this program geared to the Transport Industry.

Also under the *Program Profiles* sub-heading for *Enhanced Language Training (ELT) Programs* delegates were given the opportunity to attend workshops on three sessions. In one session representatives from Halton Multicultural Council gave a presentation on their Office Management program explaining how it was designed to help participants with international office experience, upgrade language skills and enhance business communication.

In another ELT program profile two presenters from Sheridan College traced the beginnings, the development and the on-going success of the Canadian Journalism for Internationally Trained Writers program launched in January 2007. They provided details on how the program grew from an initiative of PEN Canada (an organization that assists writers around the world who are persecuted for the peaceful expression of their ideas).
Conference Executive Summary (cont’d)

Representatives from La Cité Collégiale in Ottawa provided a French facilitated session, profiling their ELT program, referred to in French as CLNA. They outlined the project, detailed the challenges encountered and discussed the delivery, recruitment, assessment tools, partnerships and the latest results of the program.

There were six Emerging Issues Sessions (5 in English 1 in French) Facilitated by Peter Larson (the conference Facilitator). These lively and fruitful open forums provided a valuable opportunity for delegates to bring forward issues, concerns, suggestions and recommendations regarding the development and delivery of higher-level language acquisition programs. A detailed account of the sessions can be found in the appendices on pages 71-74.

PLENARY SESSION SUMMARIES

Plenary – March 26
An overview of federally funded Higher Level Language Training Programs was provided by Darlyn Mentor, the Director of Settlement Programs for Citizenship and Immigration Canada, Ontario Region. As well, an overview of Settlement and Language Programs funded by the Ontario Ministry of Citizenship and Immigration was provided by Riet Verheggen, the Director of the Immigration Branch, Ontario Ministry of Citizenship and Immigration.

Plenary – March 27
Diane Finley, Minister of Citizenship and Immigration Canada, delivered the keynote address, and announced increased funding $150 million for language training for newcomers.

The Honourable Michael Chan, Ontario Minister of Citizenship and Immigration also spoke at the morning plenary. He emphasized the increasing importance of immigrants to Ontario’s economic growth and the government’s commitment to supporting programs and services to help immigrants obtain the necessary language proficiency for economic success.

The Director of Settlement and Client Centred Programs, Integration Branch, Citizenship and Immigration Canada, Jean Séguin, gave a presentation that provided a national perspective on the Enhanced Language Training (ELT) Initiative. Examples of innovative ELT programs were highlighted as well as findings from the recent ELT evaluation.

The Thursday morning plenary continued with a stimulating employer-panel session comprising four representatives from the private and public sectors. Employers provided delegates a greater understanding of their needs with regards to the language skills of potential newcomer employee candidates.

Plenary – March 28
Friday morning plenary began with a much appreciated session on Intercultural Communication and Cross-Cultural Paralinguistics, presented by Kathryn Brillinger (Professor Conestoga College). She examined 5 principles of intercultural communication that can help those involved in higher-level language training programs.

The conference concluded with a final plenary session on Compassion Fatigue. Jane Bradley, a well-known consultant in this field, provided a worthwhile overview of compassion fatigue, showing how to recognize the symptoms and suggesting coping mechanisms to help alleviate what can be a very debilitating condition.
**Wednesday, March 26**

*Plenary – Overview of:*
  - **The Federally Funded Higher Level Language Training Programs**
  - **The Provincially Funded Higher Level Language Training Programs**

*Presenters – Darlyn Mentor and Riet Verheggan*

Darlyn Mentor - Director Settlement Programs  
Citizenship and Immigration Canada-Ontario Region

**Overview of Federally Funded Higher Level Language Training Programs**
Citizenship and Immigration Canada (CIC) provides funding through a number of programs to support the language and employment needs of immigrants in Ontario. An overview and update of CIC, Ontario Region initiatives related to higher level language skill acquisition was provided, including information on the Enhanced Language Training (ELT) initiative, the expansion and provision of higher levels of language training in the Language Instruction for Newcomers to Canada (LINC) program, and Occupation Specific Language Training.

**Session Notes:**
- 420 delegates across Ontario and other provinces
- Vision of the plan for collaboration and true partnership b/w new Canadians and employers
- Ontario region has increased and expanded funding in LINC to include LINC 6 and 7 language training
- New curriculum guidelines have been developed for higher-level LINC training
- Guidelines help to support consistency across Canada training
- Adequate language training is the key stepping stone
- LINC focuses on all aspects of integration: i.e. multiculturalism, occupation specific language training with Colleges Ontario
- OSLT - Occupation Specific Language Training
- Ontario-identified list of colleges to do pilot plans, development of curriculum and guidelines for occupational training
- Enhanced Language Training-ELT designed for labour market; Bridge to work, internships, and examinations
- New initiatives include: ELT Guelph for veterinarians and environmental engineers in Toronto
- Ontario ELT funding co-funded 19 projects involving complex partnerships-multiple locations

**What are the future directions for Higher Language Training?**
From CIC region perspective:
- CIC recognizes the need to increase opportunities for newcomers to access higher levels of language training
- Continue to focus on language training with employer-specific sectors being asked for input
- Require greater support and more complex partnerships so that key stakeholders work together
- Work towards reaching capacity in the language-training sector
- CIC will continue to work with province of Ontario under the immigration agreement MCI
Plenary (Wednesday, March 26 - cont'd)

Riet Verheggen - Director, Immigration Branch
Ontario Ministry of Citizenship and Immigration

Overview of Language Programs Funded by Ontario Ministry of Citizenship and Immigration

- Immigrants more likely to be unemployed, takes longer to catch up to Canadian born income levels
- Cost to the economy: $5 billion annually
- Source countries: China going down – India going
- Levels of education newcomers: High school or less decreasing dramatically
- Bachelors and masters increasing but economic outcomes are declining

Language is not the only barrier

- Lack of Canadian job experience and/or employment references
- Credential recognition
- Misinformation about certification/registration requirements

Five Priorities:

- Attraction Initiatives and Pre-arrival Services (e.g. Pilot Provincial Nominee Program)
- Coordinated Settlement Services (e.g. Newcomers Settlement Program)
- A Comprehensive Language Training System (e.g. Specialized Language Training Projects, bridging projects that offer occupation-specific language training)
- Labour Market Integration (e.g. bridging projects)
- Community and Employer Engagement (e.g. Regional Newcomer Employer Networks)

Signed Canada-Ontario Immigration Agreement in 2005 provides framework for two levels of government to work together

- Feds spend 1.5 billion dollars on settlement and language training from 2005-2010
- In addition, since 2003, Ontario has invested more than $600 million to help newcomers
- Ontario and federal government have signed a Labour Market Agreement to help unemployed and underemployed individuals not currently eligible for Employment Insurance (EI), including immigrants.

Ontario starts with ESL and FSL from K-12 in school; over 300 million spent in these programs

- Adult credit programs in the college program
- Specialized Language Training Pilot Projects program and bridging projects with occupation specific language training
- 40 school boards in Ontario currently delivering the adult non-credit language training program.

Occupation specific language training (OSLT) helps to pass exams, get jobs, and access the labour market

- Two components:
  - Language training for the workplace
  - Language training in the workplace
Plenary (Wednesday, March 26 - cont’d)

Bridging programs have many components

- Academic and/or skills assessments
- Clinical or workplace experience
- Skills training or targeted academic training programs
- Preparation for a license or certification examination
- Higher-level language training
- Personal learning plans to identify training needs
- Supporting inclusive workplaces
- Higher-level language training components can include:
  - Sector/occupation-specific language training
  - Technical language training
  - Workplace communication skills
  - Cultural diversity training
  - Business writing and presentation skills
- Bridging projects cover a wide range of professions, including health care, financial, engineering and childcare
- Three categories of bridging: get license, get job, and change system
- Bridging projects are pilot projects and identify barriers faced by newcomers, develop solutions and test them
- Over 90 projects working with 53 million dollars invested
- 75% of immigrants are 18-64 (working age)
- We only reach 12 thousand; there is a lot of slippage and opportunity to address these needs.
- CARE for nurses program 77% of participants found jobs
- University of Toronto Pharmacy project pass rate moved from 20-90%
- These successes need to be expanded to other sectors.
- Need to collaborate and partner up with agencies, school boards, governments, ministries, colleges, and community agencies

What does success depend on?

- Knowing and meeting needs of newcomers and employers
- Working collaboratively
- Who are we helping today? Not just process for process sake.
- Make sure everything that comes forward meets newcomer’s needs
- Changes will occur within program as changes happen to age of immigrants, source countries, where people settle.
- Make info available and accessible; timely and accessible information of all available programs
- Celebrate success
**Breakout #1 (Repeated in Breakout #10)**

**Employers: It’s All About Schmooze**

**Presenter: Marlene Meechen - Coordinator - New Canadian Program in Waterloo**

This session provided an opportunity to learn how to continue and develop relationships with employers so employers are contacting you.

**Session Notes:**

**Part I: Employees & Employers – Networking and Marketing**

Human resources departments spend time with newcomers/immigrants building language skills, dealing with settlement issues, and teaching job searching, yet human resources departments have to put an equal emphasis on building relationships with employers that would/could hire newcomers/immigrants.

**Two mantras:**

1. **Employers are always looking for good people**
2. **Target the companies that fit your employees’ skills because they are looking for employees equally as hard as employees are looking for them.**

**How do business behaviours work? How do they operate and are able to function?**

In any sales relationship there are two things: the buyer and the seller.

- What influences what we decide to buy? What influences an individuals’ decision to sell their product?
- Advertising plays a role whether through newspaper, word of mouth, internet, etc., therefore when we advertise we need to think about the demographic we are selling to and what their needs, qualities, and motivations are, as well as what our competition is thus influencing how we market our product.

*How this translates to the job market is: employers are also looking at workers much like buyers are looking at products. People compete for jobs and jobs are a part of a market that Human Resources individuals need to adjust to for better results for their newcomer/immigrant employee candidates.*

Employers who seek internationally trained employees are concerned about a newcomer/immigrant’s ability to transition to the job at hand as well as the language, culture, structure, and lifestyle of the Canadian job itself.

As someone who is working with newcomer/immigrant’s in the hopes of getting them connected to the job market and employers, you need to research your market, job employers, your competition, and how the employers mind works.

**Part II: A Human Resources advocate can do the following for their employee:**

*Step 1:* Research the job market and get together a target company list.

*Step 2:* Get the names of the people who will be doing the hiring within a specific company or organization.

*Step 3:* Create a presentation package (i.e. resume, cover, portfolio, 20 second summary.)

*Step 4:* Encourage them to deliver – if possible – their resume in person (20 second summary is important to execute) and if not, by mail or email.
**Breakout #1 (cont’d)**

*Step 5:* You, as an advocate of your employee, will follow-up with employer about your employee’s resume.

*Step 6:* Get an interview scheduled with employee and employer.

*Step 7:* Help with details of a job contract and thus the execution of a job for an employee.

We are not marketing a “them,” a “newcomer/immigrant,” we are marketing a person with skills and qualifications that are valuable to employers. We need to be honest with an employer about the challenges that an individual employee faces so that we can maintain our integrity as advocates for both employees and employers.

**Part III: Shift in Focus for Individuals in Human Resources about Employers:**

*Recruitment – Acculturation – Retention*

Facilitator states:

“Providing a service for employers is extremely important. Companies knew we were able to provide a service and it’s not that they relied on us for employees but they did send us postings and looked forward to the resumes of our candidates.”

“One relationship at a time is really important as well. There has been a huge improvement from 1998 to 2008 between newcomer/immigrant employees and Canadian employers.”

“We need to start thinking about how we can shift our perspective of employers and/or how we envision their needs and desires.”

“It’s not about getting a job for employees at all costs, but creating the attitude that we need to sell a candidate to employers.”

“Do we want to focus on the employers who are not open to hiring newcomers/immigrants? Or do we want to focus on the employers who are open to and hiring internationally experienced individuals? Should we be focusing on both?”

“Employers are people, they have jobs, lives, etc., and we need to treat them as people who we can build relationships with an organization and/or a person one at a time.”

“We need to start thinking about ourselves as employment agencies that provide networking tools and strategies such as email lists, creating profiles of employees, and mailing out information about employees to companies.”

“Every community is different. Keep that in mind when you are thinking about the needs of your demographic and employees/employers.”

“What employers are worried about is language, culture, how the employee will fit within their environment, and up-ramping (transitioning their skills and language capacity to a Canadian job).”
Breakout #2 (Repeated in Breakout #11)
Standardized Assessment Tools for Higher-Level Training (ELTPA and CLBA-I)
Presenters:
Carolyn Cohen - Director of Language Services with the Centre for Education and Training
Gail Stewart - Assessment Consultant and Advisor

This presentation highlighted features of two assessment tools:
1) The Enhanced Language Training Placement Assessment (ELTPA - Benchmark 9-10)
2) The Canadian Language Benchmarks Assessment International (CLBA-I - a derivative of the original Canadian Language Benchmarks Assessment (CLBA))

Session Notes:
Carolyn Cohen - ELTPA – Enhanced Language Training Placement Assessment
- CLBA - placement tool
- CLBLA – literacy assessment tool
- CLB-OSA Online – self-assessment tool in English and French for pre-arrival, gives information about regulatory bodies, academic requirements for language programs, etc.

Developed two Tools (Gail Stewart - developer)
- ELTPA – Enhanced Language Training Placement Assessment
- Canadian Language Benchmarks Assessment

Strategies
- Consistency in application of development methodology
- Consideration of stakeholder issues
- Ongoing consultation with experts in the field
- Rigorous validation process

Development Team
- Test development – Gail Stewart and Judith Bond (Workplace training)
- CLB validity experts (4)
- Pilot of 350 candidates from various countries of origin

ELTPA
- Proficiency across Benchmark 6- 10+
- For assessment of clients with prior CLB scores at Benchmark 6 or higher
- Workforce oriented tasks - Speaking, Listening, Reading, and Writing tests
- Administered and scored by CLB experienced and trained assessors
- Designed for placement in ELT programs
- Funded by CIC, ELT Initiative
- Helps plan programming, lessons and activities for clients
- 35 LINC assessors across Ontario trained in ELTPA

Questions:
Q: What is timeline for training rollout?
A: No timeline as yet
Q: Are tests occupation-specific?
A: No
Q: Is there a reason why you decided to separate the tasks rather than use integrated tasks?
A: Based on CLB 2000 and people wanted separate tasks for each skill, based on existing standardized tools to increase validity.
Q: What is low stakes vs. high stakes?
A: High stakes – employment, immigration selection process, access to higher academic institution
Low stakes – training, employment preparation programs
Breakout #2 (cont’d)

Gail Stewart - Overview of CLBA International

- Used for higher stakes assessment
- Used for Independent class immigration
- Person can take test in county of origin as part of points system before emigrating to Canada
- Single-stage test; everybody takes the same test, compatible with CLB 2000
- Task based, and meaningful
- The test is a derivative of the CLBA
- CLBA – domestic, ESL
- CLBA-I – offshore, EFL
- Instructions are spoken in video by the host and shown by example
- The items are spoken as well as printed on the screen
- Pilot testing
  - 1,500 subjects
  - Korea, India were offshore participant locations
- High results with reading, but difficulty with listening
  - Variables were identified as to why there was more difficulty with listening
- The test is a curriculum document used for language assessment
- Scoring for writing is done using bands
- Assessor Training
  - Can train on speaking and/or writing; does not have to do both
- Security measures are in place for handling and storage of forms as well as other security around identification, etc
- All scoring checked by a second marker
- Professional sound and production of DVD
- No longer do speaking assessments from recorded audio because it is believed that the live assessor provides a better assessment, however audio recordings are done and kept on file
- CIC endorsement in January 2005, however test has not been rolled out yet
- University of Calgary is doing pilot program with CLBA-I

Questions

- What is CLBA-I vs ELTPA?
  - ELTPA is for ELT. CLBA is for high stakes tests.
- Is CLBA-I an online tool?
  - No
- Is CLBA-I administered by assessors overseas?
  - University of Calgary is using it overseas.
- Does manual cover qualifications of assessors?
  - Yes.
- Regarding piloting in Korea and India, which of the four skills would best predict overall score?
  - The data was collected but the analysis is not available.
- Regarding pilot work with people overseas vs people already in Canada, did you notice any differences or similarities?
  - They didn’t find any cultural bias in test but sub samples would write differently which may have been culturally influenced.
- Will this online tool be free to users?
  - Yes. Gives the user and indication within 3 benchmarks of where they are.
- When will the online tool be available?
  - The project was completed July/07 and a proposal was put forward to launch it online.
  - Awaiting approval
- Do you see this becoming equivalent to other high stakes tests for immigration such as TOEFL?
  - Not planned as of yet, but a possibility if pushed forward.
- Do you know when the ELTPA will be implemented?
  - A contribution agreement is in place and awaiting approval to go forward.
Breakout #3 (Repeated in Breakout #12) – Bill 124
Presenter: Patrick Hynes - Intercultural Neighbourhood Social Services

This presentation examined how Bill 124, the Fair Access to Regulated Professions Act, has provoked new strategies for outreaching and recruiting employers and mentors for ELT programs.

Session Notes:

Patrick Hynes provided an overview of Bill 124, which was passed into law in 2007. Before the Bill was passed there were no clear guidelines, tools and assessment processes for clients seeking accreditation. There was also a strong feeling of disenfranchisement among many Internationally Trained Professionals (ITPs). The Bill was expected to ensure fair practices in the accreditation process, as well as the establishment of a Fairness Commissioner, Access Centres for ITPs, MCI's Global Experience Ontario, and enhancement of the current Enhanced Language Training programs. Since Bill 124 was enacted attitudes have slowly changed, and there is greater awareness among employers and the regulated professions in hiring ITPs. As a service provider, the Intercultural Neighbourhood Social Services seeks to provide soft skills for their clients to aid in their bridge-to-work process. This has also involved greater transparency of the accreditation process, mentorship components to help build clients self-esteem, in addition to Enhanced Language Training. In conclusion, Pat Hynes suggests that Bill 124 has had an overall positive impact for ITPs, by creating an environment that will help to attract and retain ‘the best and brightest’. This will have long lasting effects.

During the discussion, participants emphasized the need to gain a clearer understanding of what is happening with the regulatory bodies and whether they are doing enough to attract ITPs. Participants wanted to know whether the Fairness Commissioner has done enough to advocate on behalf of ITPs. The presenter suggests that we need to “wait and see” what impact the Commission has had, since it is still early in the process and a report is due out in April 2008.

The ICNSS has found that the most effective way to gain referrals is by directly going out into the community and recruiting potential clients by talking to people. ICNSS also coordinates with other organizations who offer these types of programs in order to make sure they are being referred to the program that best fits the student’s needs.

Participants agree that the Bill is shifting the mindset of employers, but is this merely anecdotal or has this been measured? The presenter suggests that evidence is more anecdotal, and admits that labour force dynamics seem to be the primary driver of new attitudes among employers. One participant suggests that the regulated professions are merely one piece of the puzzle and asks how do we deal with the bigger picture, i.e. discrimination. However, the speaker considers the mindset related to workplace discrimination is beginning to change; although, again this is seen primarily as a result of the labour market trends which are forcing employers to ‘embrace diversity’.

Participants are concerned with the lack of representatives from the regulated professions at the conference and would like to know how service providers can make bridging programs more attractive to employers.

A major concern is the lack of funding for actual accreditation fees. While service providers are able to help clients throughout the accreditation process, a major barrier is the financial burden of the accreditation itself.

One participant also suggested that they would like to see Global Experience Ontario become more “regional” by providing workshops and information outside the GTA region. Since there tends to be a lack of information in smaller communities, compounding some of the problems clients face in gaining accreditation.

There was a strong push by participants for the Fairness Commissioner to organize and host a Public Forum in order to address current issues, figure out best practices, and how to move forward with policy and programming for ITPs. The group requested that a letter be sent on behalf of the conference participants to the Commission to begin this process.
**Breakout #3 (cont’d)**

**PRESENTATION SLIDES**

Pre-Bill 124 Environment
- No clear guidelines, tools, assessment processes
- Feeling of disenfranchisement among many Internationally Trained Professionals
- Need for fair access to regulated professions (Passed into law 2007)

Expectations of the Bill
- Ensure fair practice in the accreditation process
- Establishment of Fairness Commissioner
- Establishment of Access Centre for ITPs to navigate process
- Enhancement current Enhanced Language Training

Post Bill 124 Environment
- Attitudes slowly changing around ITPs
- Increased awareness of the benefits of hiring internationally trained professionals
- Creation of MCI - Global Experience Ontario
- Designed to provide information, counseling and guidance through the accreditation process
- Only deals with non-Health related regulated professions
- GEO: has served over 1800 clients

Managing ELT Clients/Expectations/Innovations
- Providing more soft skills for clients
- Creating transparency in the ELT process
- Provides mentorship component - helps to build self-esteem
- Determine the clients strengths and weaknesses through 'case conferencing' process with bridge to work team
- Increased employer knowledge about newcomers & transferable skills
- Better employer reception towards volunteer placement
- Mentored clients better engaged and using technology

Conclusion
- Placement and mentoring a greater part of corporate culture
- Bill 124 incorporated as an important part of the ELT experience
- Increased client understanding of the accreditation process
- Bill 124 has had a positive impact
- Will have long term lasting effects
- Creation of an environment to attract and retain the best and the brightest in Ontario

**NOTES: DISCUSSION**

Q - Wanted a clearer understanding of what is happening with the regulatory bodies - Law was expected to 'have teeth' when it comes to having regulated professions providing services directly to Newcomers - Suggests that the regulated professions have not done enough to attract ITPs - What is the Fairness Commissioner doing to advocate for more?
A - Office is still fairly new, presenter suggests that we need to "wait and see" what impact the Commission has had - Too early to tell, report is due out in April.

Q - How do you get referrals?
A - Have one staff member dedicated to going out into the community to 'shake the bushes' and recruit students - flyers distributed throughout the community, however, its mainly from going out and talking to potential students that get the most referrals.

Q - Bill is shifting mindset of employers, how do you get that feeling, is it anectodal? - is there evidence from non-regulated professions that they are also adopting new attitude - how can we truly measure the impact of the Bill.
A - Evidence is more anectodal - labour force dynamics are really driving the new attitudes among employers.

Q - How does your organization incorporate partnerships with other ELT programs so that the programs best fit the students.
A - Referral process, know of other appropriate venues and refer that way as appropriate.
Breakout #4 (Repeated in Breakout #13)

Facilitating Higher-Level Language Training: Challenges and Rewards
Presenter: Victoria Poe – Educator, Project Manager, Instructor, Career Training

This session explored the multifaceted roles of a facilitator of higher-level language learners. Case studies, successful practices, and sample curriculum exercises were provided and discussed. Through extensive experience developing and facilitating Enhanced Language Training programs in the health, engineering, and education sectors, the presenter shared how she became an active learner, researcher, and guide.

Session Notes:

There are many ESL/ELT teacher/professionals/instructors roles/challenges - but the common denominator is the need for continuous learning.

Roles: (many hats to wear –who are you?)
- Counsellor either guidance, academic, career
- Psychologist/therapist
- Scapegoat
- Language clarifier
- Placement advisors
- Friend/mom/ Support person
- Teacher/ Mentor/ Advocate
- Life/career coach – motivators/ HR manager
- Learner and constant learning process
- Researcher and Information resource
- Life skills coach
- Privileged one
- Outreach/ Marketer to find the participants

Teaching Challenges:
- Convey to people what one needs and ask for guidance how to get it
- Networking place and skills/ Writing abilities importance
- Motivation
- Cultural difference teaching, so called Canadian experience, with authentic Canadian resources/teaching materials
- Next level achievement/ Catering to multi levels/ Diversity
- Higher expectations need to manage the expectation that there will be a job at the end perhaps not immediately, assist in the job placement process
- Social skills in business
- Correct bad advice previously given/ Sense of discouragement
- Access to different organizations, ongoing training, professional development
- Keep abreast of economic/labour market
- Testing outcome materials
- Have people articulate what they need and develop a roadmap of how to get it
- Lack of cohesion and collaboration – mentors, co-op partners etc.
- Resource persons some of whom are protective of products/materials/processes and no wish to share from other teachers
- Chart trends in essential skills and employer’s expectations
- Marketing skill to find participants/students for the ELT program
- Problem with class timing as students have survival jobs and families, time consuming/ Low attendance
- Engaging persons with different professions and businesses
Breakout #4 (cont’d)

Case studies:

Zoran - Engineer, attended for leadership needs and advancement, certification, promotion, acted as encourager
Zahid - Engineer attended for emotional/social needs, due to personal problems
Lora - previously foreign trained teacher but now need to know how to apply for OISE to become a teacher and the job potential

Successful practices in working with a diverse group;
1) email group bonding
2) collaborative processes (expert review teams, how to get certified)
3) expert/mentor networks
4) participants as facilitators show external sources (funding) and internal sources (co-facilitators)
5) rituals – quotes/interview question, waiting to start meeting, share items and take journal responses, team building activities (food/painting/variety), proverbs on change
6) evaluations and why are they there, what do stakeholders want, role as observer
7) location coordinator
8) behaviour recognition and role as advocate
9) ability to be team builder during course

Strategies check list to use.
1) essential skills / authentic TASKS e.g. English skills to get motivated for attendance, fill out a form, performance form and evaluation,
2) cultural expectations i.e. register of languages, conflict resolution, finding out why
3) building networks, get jobs, change, promotions
4) practical pronunciation correction and practice
5) evaluation of goals, objectives, participants and funder

Essential skills
- Oral communication
- Writing
- Thinking in decision making
- Thinking in problem solving
- Working with others, documentations, computer skills, continuous learning, complexity levels
- Information exercise about careers do they want to go through the process? Informational task to go out and present to the group and share it with the group.
- Building networks evaluation and cultural expectations.

Strategy
- Authentic task
- Cultural expectations
- Building networks
- Pronunciation
- Evaluation

Curriculum
1) quotes
2) cross cultural communication,
3) Evaluation CLB chart,
4) Case Study letter,
5) Career options for educators
Breakout #5 (Repeated in Breakout #14)

Innovative Higher-Level Language Teaching Practices: Online/Distance Learning
Presenter: John Sivell - Professor in the Department of Applied Linguistics and Director of the Centre for Intercultural Studies at Brock University

This presentation focused on opportunities for structuring high-involvement online seminar discussions and the design of two kinds of online activities: Online Seminars, and Reflective Posts. These demonstrated structural guidelines and prompts (integrated with grading criteria) that have proven to make such online interactions extremely fruitful.

Session Notes:

Improved academic language skills – How do we get there?
- Take account of first languages, cultural expectations of learning process, year levels (maturity), learning styles, subject-area diversity – i.e. nursing students, math students, psych students, etc.
- Animated exchanges are the life of blood of learning (Carey, 1999)
- Autonomy, individualization, self-pacing are three core elements of improving academic language skills

The point is: where do we begin?
- You are confident in the group when you are comfortable in the group
- Communication theorist Stuart Hall: communication is culture, and vice versa
- Moving into the online environment can help them communicate easier and transition easier into the new culture as well (Not cultural replacement, but cultural challenge)
- Think of culture that ties these kids: university culture
- Make them feel like they belong, they can approach it how they want, and take it at their own pace (autonomy, individualization, self-pacing)

‘Heterophilous communication’ (Rogers) – communicating with someone who isn’t like you; not very smooth but fruitful because of new information.

“IRF Pattern”: Initiation, Response, Follow-up – teacher has high power in this structure, owns the initiation and follow-up phase, and pupil only has response power

He will show how students can have equal access to any part of this IRF Process (See slides for chart) – need to adjust this structure, attack it

Maintain teacher management, not control (emphasis on facilitation); reduce rigidity of IRF structure but must still have teacher to facilitate and manage structure

WebCT: Theory and Claims – what is special about online work?
- Communicate in own time; can edit or remove own posts which is important in the case of a mistake where otherwise you may have been penalized; can reference other online resources

Claims for WebCT Discussions:
- Individualization, autonomy, self-pacing
- Evidence shows students are more comfortable participating when they have their own time to do it
- “Asynchronous communication” – permits communication requirements to be met in slow motion
- You can get more honest, accountable and objective grading by looking back at students’ participation and pointing out exactly where they could do better or participate more
- Grading scheme closely follows the instructions which is fair
- However for essays, make sure you change assignments – topics, readings, etc so people do not copy and paste from previous sessions/years

Washback:
- Benefit to preparing properly – must show them that this is worth it
- People don’t want to play the game if they don’t know the rules
- If you know you’re going to communicate a lot with a person, you will make more of an effort to communicate effectively (as opposed to a one-time thing, then not as important to some)
**Breakout #5 (cont’d)**

**For Online Presentations:**
- Need to show presenters how they can begin
- Formal structure so you can properly evaluate
- Students can think in the way of – if I organize it this way, it will elicit the conclusion well

**Evaluation of Reflective Posts:**
- It works because of linear structure but also because of reflective, organic structure

**Integrated Overall Framework:**
- Advantage *and* disadvantage is the long amount of time
- Ice-breaking in first four weeks, can judge how well they are interacting online without grading so they know expectations and get past all the initial stuff like tech problems, passwords, ‘culture shock’ of new technical environment, and “netiquette” (internet etiquette)
- Teacher and TA should participate only moderately to enrich conversation or to guide

**Online Planner: (see handout for full chart, first page)**
- For every reading, there is a suggested theme or focus to get the students’ on the right track
- Can leave it open for lots of feedback – can run things by professor or TA
- *Autonomy* but with some guidelines
- Minimum three times a week participation over OP and RP together
- Stagger your participation (as opposed to all at once, at the end)
- Initiation can be participant or presenter
- Response by participant or presenter

**When things go wrong and get out of hand....**
- Can intervene publicly or privately by email
- For example – In the case of a lack of participation: I want to hear from new people! Or, I know there’s an essay due this week, but please find time to contribute.

**One-Week Planners:**
- Predictive, clear structure
- Thesis or theme clearly announced in advance: no surprise ending!
- Give them a ‘cold shower’ in the beginning
- Substance: give specific evidence
- What is a conclusion: not a summary! It is the implications and why it matters
- To get going: give examples on how to do this, general suggestions

**Post-Organizer:**
**General Tips**
- Extend, focus, promote through interactivity
- CALP is very hard
- Takes a long time to prepare, takes a lot of work to keep it up-to-date but important to keep it current always
- Teaching assistants can help with huge classes that are broken down into smaller online seminars/groups
- John puts a ‘warning’ on his course description about the online aspect and how intense it can be for 6 weeks of the 12 week course
- Easy to focus on the message when there is no accent or pronunciation issues
- Can be difficult to convince university to see importance at first of online learning and hence get money for costs, but currently schools are coming around
**Breakout #6 (Repeated in Breakout #15)**

*Skills International: Referral of Supporting Programs (www.skillsinternational.ca)*

*Presenter: Sohail Khan - Skills International, Project Manager*

Skills International is a collaborative community-base project funded by The Ontario Trillium Foundation and the Ontario Ministry of Citizenship and Immigration. The mission of Skills International is to assist internationally trained individuals to secure employment in their field of expertise at a level commensurate with their education, skills, experience and career objectives. All candidates on Skills International are referred to the program once they have completed a job preparation program at a partnering community based agency. Once referred to Skills International, the candidate creates a profile on the Skills International system and is connected with employers that are seeking specific skills. Employers gain access to a pool of prescreened and “job ready” candidates that are ready for employment. Skills International is currently developing a specialized tab that will be placed in the candidate’s profile section labeled “Enhanced Language Training” under the current “References” tab. The tab will be viewable by the candidate, the counsellor, and prospective employers. The goal is to provide information to prospective employers on the Enhanced Language Training that the candidate has received. Using some of the latest technology Skills International can also provide the ability to create a video/audio file that will demonstrate the candidate’s language ability to prospective employers.

**Session Notes:**

Centralized data base -400 registered employers
- 3900 reg. candidates
- 1500 active candidates
- 600 approx. archived
- Web site receives about 400,000 hits per month

All candidates have to complete a Job Prep Program and must come through a partnering community based agency - program - listed on the Web site. Skills International is not open to the public. It is really a partnership between the agency, Skills International and the potential employer. The registered employer receives prescreened information about a potential candidate. Counselors have access giving snapshots of candidates as well as employers. Agency builds trust with employer through Skills International showing quality of prescreened candidates. The profile of a candidate becomes a live document showing added achievements which have been audited

- Pilot project with CIIP (candidates still overseas)
- Build profiles continually including language training and videos demonstrating language skills
- Counselor can advise with feedback to candidate to build their profiles in advance of arrival

It’s important to build the confidence of employers to mitigate the risk of hiring non qualified individuals. There is a continual profile audit on a daily basis including accreditation - certification.

Detailed information is provided of candidates and their certification in each area - what programs they have covered to achieve specific proficiencies, competencies, etc. It is important to the employer to understand what the actual certification means. Each client’s skill set is matched to job opportunities across Canada. Candidates must relay to employers their good language & communication skills along with detailed information about their past work history.
**Breakout #7 (Repeated in Breakout #16)**

**Business Soft Skills: The Missing Ingredient in Getting and Keeping a Job**

**Presenter: George V. Kairys** - President of the Employer's Benefit Group and Jobs Centre Canada and Founder of the Peel Region Employment Preparation (PREP) Training Program for Newcomers

Foreign trained professionals face an additional hurdle in securing career focused job placement. They don't have the vocabulary of business in terms of communicating with team members, customers, suppliers and management and are not able to express their experience and qualifications in a manner consistent with Canadian employer expectations. As a result, many highly qualified candidates don't obtain the important first steps in building a career consistent with their qualifications and experience. This presentation shared the content and teaching method used successfully by the Peel Region Employment Preparation (PREP) in teaching soft skills that have resulted in successful job placement for over 50% of PREP program candidates.

**Session Notes:**

Peel Region Employment Preparation (PREP) pilot study focused on delivering Soft Skills improvement to new Canadians, in the areas of IT, engineering, supply chain and logistics

The program is only one-year old therefore the data is fresh at this point:
- To enter program individual must have some post secondary education; college or university and generally additional technical certifications.
- Must have business experience: most have 5-10 years.
- Age range 25-35
- 70% male

The interview process for the program is unstructured and conversational; the interest is in seeing how people describe themselves conceptually. Often individuals do not know how to put their experience and qualifications in context for Canadian employers. They remove information from their resume that Canadian employers would recognize and value i.e. handling underperformers in a team setting, scope of responsibility. This program requires people to be able to express themselves at a fairly sophisticated level. They must be at ESL level 7.

Canadians know to research the companies they apply to, know the key terminology, phrases for that company, industry. Newcomers are not doing the background research or trying out new phrases. They are well versed in highly technical language but lacking in Soft Skills. Newcomers need to get beyond the technical area and basic standards of ESL to the language within the context of the enterprise.

A company looking to fill a lower middle or middle level position doesn't want to experience a sense of ‘foreignness’ from a candidate. Foreignness is not related to what the person looks like, where they are from, or if they have an accent. Foreignness is an employer getting a sense of; do they know what I’m talking about? Often time’s candidates will second guess themselves, not be conversant, and miss non-verbal cues. The goal of newcomers is to demonstrate that they are not that foreign. The only way to demonstrate that is by showing you have some soft skills.

‘No Canadian Experience’ is a euphemism for; “I'm not sure if they will fit in for my team” “I’m not sure they are going to fit in here.” “How are they going to be productive for me?” It takes an employer 2.5 years for a new hire to make money for the company. The company may perceive a new Canadian without Soft Skills as requiring more time to be productive.
Breakout #7 (cont’d)

The new Canadian needs to show that their experience is going to come in good use for the company.

There is a need to understand market forces; certain industry positions are over populated. Therefore we see a lateral change to growth industries such as supply chain and logistics employers. Potential employees need to make that conceptual shift.

Criticism heard over the years is that the supply is disconnected from labour market demands.

Canadian job hunting involves a lot of networking that newcomers need to tap into. New Canadians need to learn and practice networking and self-promotion.

The Chinese wall:
Newcomers often favour 6 degrees of separation from the hiring committee.
- Put their resume on Internet and complain about not getting a call.
- Not wanting to meet people eye to eye.

Elevator test: How do you describe yourself in your industry in the four minutes you may have with someone in an elevator? This requires discipline and practice.

North American style is basically ‘walk the talk’.
- The most important thing on resume is work experience; education is expected.
- You need to have the attitude in the interview of understanding what is important for the industry.
- Many new Canadians won’t validate their qualifications such as writing ESL settled on their resume, making sure all their qualifications are on their resume.

Profile of Candidate:
- An ongoing commitment to learning.
- Typically male, higher proportion of female dropouts because of family responsibilities and culture, which is unfortunate because it’s holding some great people back.
- How are we going to get the ones, who have dropped out, back into the programs?
- The most successful candidates have only been here 6 months or less.
- Almost 100% of people who go through the program get jobs.

There is a negative correlation between length of time in Canada and ability to get a job.

2 problems that market forces are going to help ring out:
1. A Western Eurocentric hiring model-only starting to broaden out a sense of diversity.
2. Private sector recruiters-driven by a need to place the perfect candidate with their perfect client.
   Expectations are very high, but they have not invested the time in understanding the experience and qualifications of certain newcomers.
   Recruiters may under employ people to get people in, or they will not be able to help them because they feel they don’t have ‘Canadian experience’.

Moving forward in terms of developing soft skills, what needs to be done:
- Strong need for more widespread and advanced soft skill training for newcomers
- The verbal and non-verbal ability to demonstrate the understanding of what needs to be applied for the industry
- Industry organizations need to be open to this
- Face to face initiatives where newcomers can talk to employers for jobs, not just simulation exercises
FRENCH SESSION

Breakout #8 (no repeat)
A Stride Towards Employment in a French Minority Environment

Presenters:
Nicole Olivier - Program Coordinator at La Cité Collégiale in Ottawa
Huguette Jean-François - CLNA/ELT Coordinator at La Cité Collégiale

Since November 2005 La Cité Collégiale, located in Ottawa, has delivered an Enhanced language training (ELT) program, commonly referred to in French as CLNA. The presenters developed this program through funding provided by Citizenship and Immigration Canada (CIC) and set the appropriate standards in conformity with the Center for Canadian language Benchmarks. This presentation examined this ELT program currently being delivered, outlining the project, detailing the challenges encountered and discussing the delivery, recruitment, assessment tools, partnerships and the latest results of the program.

Un pas vers l’emploi dans un contexte francophone minoritaire

Questions et Réponses :
Q : Les membres des programmes de la CLNA doivent-ils trouver seuls leur stage ou bien ils peuvent bénéficier d’accompagnement ?
R : notre rôle est d’amener le participant vers un stage. Nous développons un partenariat avec d’autres départements du collège pour avoir l’information nécessaire pour faire un stage.
Ex : Association avec l’ACFO à qui nous avons envoyé des stagiaires : réussite du projet
Q : ces formations sont-elles payantes ?
R : Nous donnons un laissez passer et fournissons des services gratuits

- Malgré les lacunes encore existantes, ce programme a réussi : nous sommes habilités à fournir des services personnalisés aux participants sur plusieurs niveaux : informatique, langue

Q : Concernant l’assiduité et la ponctualité : est-ce un défi pour vous ?
R : oui car les participants font de petits jobs en cachette. Nous enregistrions 25% de présence. Quant à la ponctualité : oui et non : il a fallu rétrécir le programme de 8 à 4 semaines à cause du manque d’assiduité
- Equipe de 7 personnes payées pour faire la formation et l’accompagnement
- La formation est mixte pas uniquement à distance
Breakouts #9, 17, 26, 34, 43, (English) #51 (French)  
Emerging Issues (Six Sessions)  
Facilitator: Peter Larson

Summary from “Emerging Issues” workshops

Background

In the context of the conference theme, “Moving Forward Together”, a series of workshops was held to identify issues which in the opinion of participants were likely to impact on Canada’s ability to successfully provide language learning assistance to immigrants and new Canadians.

A total of 6 workshops were held, with a total of 116 participants. Five of the workshops were in English, one was in French. Participants were asked to identify issues which in their opinion were significantly affecting Canada’s ability to successfully provide language learning assistance to immigrants and new Canadians. Over 50 different issues were raised (there was a certain amount of overlap among them). Through facilitated discussion, each workshop was asked to prioritize the issues according to their collective sense of the importance or urgency. The full session notes detailing each workshop can be found in the appendix (see pages 71-74). The following is a list of the 7 most important emerging issues as indicated by participants from all sessions.

Most important “emerging issues”

1. Need for better exchange of knowledge/experience among SPO’s.
   - There appears to be a lack of networking/communication opportunities between SPOs. As a result, SPO’s and assessment centers feel they are often reinventing the wheel rather than sharing best practices, curricula, etc. Share best practices amongst agencies.
   - Participants recognized that some agencies are protective of their developed materials as intellectual property – there is misunderstanding whether the agencies are allowed to or even obligated to provide their information – some agencies are “selling” their developed programs to other agencies.
   - One solution might be to house the programs on settlement.org or some other web portal and have it available to everyone.

2. Confusion/inconsistency over eligibility for language training
   - At the service provider level, considerable tension arises from program eligibility criteria. New Canadians are ineligible for some programs that are available to those who are not yet citizens. There appears to be a double standard because not all programs are treated equally
Emerging Issues Summary (cont’d)

3. Need for closer contacts with employers
   - Participants noted that most language students are primarily motivated by their need to gain suitable employment. However, there are not very good links between the language training community and the employer community. We need more of their input into our programming, and they need to know more about us.
   - Among the suggestions: a broad marketing campaign to employers unions, chambers of commerce, board of trade, etc.
   - We also need to modify marketing to potential clients to emphasize why these bridging programs are important to finding suitable employment.
   - There is a parallel need to tighten links with professional regulatory bodies.

4. Need for sustainable long term funding
   - Many participants noted that the current “project funding” approach is counterproductive. It inhibits long term planning, complicates the recruitment of qualified teachers, and makes it hard to establish good working relations with the employer community.

5. Unrealistic client expectations about job prospects
   - Many newcomers to Canada have unrealistic expectations about their job prospects. This leads to widespread frustration, which often negatively impacts the learning possibilities. In addition, many new Canadians often overestimate their own English language capabilities and underestimate the needs for both language and “soft” skills in the workplace.
   - Canada should ensure that its immigration process give newcomers a realistic understanding of both the opportunities and the challenges facing immigrants.
   - In particular there needs to be a greater connection between recruitment of newcomers and services and regulatory requirements – who are we letting into Canada and why

6. Lack of widespread understanding of language benchmarks
   - There is confusion over “levels” and “benchmarks”. This is particularly true in the employer community, but it also seems to be true among clients, SPO’s, assessors and teachers. This leads to confusion and tension.

7. Lack of funding for French language programs
   - French language programs are chronically under-valued. Outside of the Ottawa area, there is no second language training available in Ontario, despite the fact that French is an official language of Canada.
Breakout #18 (Repeated in Breakout #27)
Developing Curriculum Geared to Student and Employer Needs

Presenters:
Loredana Bruni - Instructor and Curriculum Developer
Peggy Irwin - Instructor and Curriculum Developer

This interactive workshop addressed the challenges in creating curricula that is responsive to participants' needs as well as the communication requirements of employers.

Session Notes:

How to develop a uniform language course that both employers and participants want
(Context for internationally Educated Nurses.)

Five challenges: how is an ELT (enhanced language training) curriculum different from other ESL (English second language)/EAL (additional) curriculum IEP internationally educated professionals (ITP ITI Internationally trained professionals, intern trained individuals)
1) professional context
2) explicit cultural component and communications differences
3) specific participants needs – professionals need content rooted in their area for their buy-in not ESL
4) Instructors to teach in area without expertise in that area – content vs. expertise in language.
5) higher level language - generic English and specific professional language

Where do you start/begin?
• Initially found that the traditional way a curriculum was set created a wrong path as the pilot was not working.
• Quick adjustment was made starting at the profession and its communication needs. Benchmarked issues available.
• This created the necessity for lots of questions and interviews etc.
• How much listening vs. how much talking?
• Communication was the demand of the profession.
• Nurses academic and practical language for nurses.
• Visit the workplace to talk to the different people.
• Different perspectives where people agree and those that don’t agree.
• Educators vs. textbooks and then practical reality.

Best practice vs. actual practice
• Collaboration with content specialist and language specialist
• Basic questions: Do you have to fill out a form or report verbally, or by phone etc.?
• One day at a time so you don’t have to back track as a process was developed.
• Massage therapy curriculum was actual example.
• How do you determine communication needs – general English needs to get better, or I’ve past previous English classes, why is there a problem?
• Employers don’t know what the specific problem is but just that there is a problem could be a language issue but not necessarily.
• Need to articulate what they need but not ESL
• ELT has articulated some of these issues because of the specific professions needs.
• Interviewed both professional and employers to get consistent set needs.
• What was said and how etc?
• Just because someone past a course doesn’t mean you can do the job with proper professional jargon/communication.
• Thus not just regular ESL is required but need ELT specific to the profession.
Breakout #18 (cont’d)

Example of the Curriculum “Communication in the Workplace” for International Educated Nurses – by Peggy Irwin and Loredana Bruni a handout which was distributed and discussed.

- Understand the profession first to create the challenge identified by the profession, IEPs (international educated professionals) and employers.
- Integrate the language to answer the question “Is the professional language contextualized or the documentation of the process to fit the English second language (ESL) side?
- Range of needs is vast and a very flexible need to adhere to the standards of the profession in the language of practice, and the normal language needs of communication, and written language for forms is a tightrope walk.

Table of contents from sample Nurses curriculum.
- Activities
- Materials need nurse’s documents, what do they look like, how often filled out etc.
- Gambits common phrases, organized lists.
- Common abbreviations, glossary terms, and references
- Medications
- Backgrounder to profession – common phrases
- Samples of reports and documents – what does it look like?
- Soft skills –, thank you – then not rude
- Assertive but polite, not aggressive; how to zero in?
- Doing things in a sensitive manner to recognize the underlying hierarchy
- Doctor and nurse
- Administrator and Stakeholders
- ESL instructors operate at all levels and have to bounce all over the map.
- Workshop process for reporting but the reporting.

ASSESSMENTS
- Define objectives, Outcomes, Communication tasks
- Special page for instructor and for client or nurse
- Assessment key issue coming into course with different levels, need to reflect outcome did improve even though – rather than a target or specific level of improvement.
- How far the nurse had come? Coming in from diverse background thus they don’t get to the same place, improvement is relative to the individuals- reality of ELT.
- Learner profile, with certain diagnostics.
- Accuracy, clarity, verbal, reading not a big deal here.

Lessons learned:
- Establish clear expectations which establishes curriculum.
- Draw a line for progress; where they came from and where they got.
- Learning profile expectations in check.
- Incorporate tools for progress. Important for progress.
- Diagnostic client nurse interview to see how much more comfortable and to develop;
- What teaching and what assessing goes together?
- Constraints, for example that; Unionized environment makes looks for a deal that results never go back to the employer.
- Benchmark levels
- Tolerant of ambiguity
- Need activities to create curriculum working with nurse.
- Assessment and evaluations
Breakout #19 (Repeated in Breakout #28)

Workplace Barriers: Identifying and Meeting Challenges Through Training Enhancements

Presenter: Aurelia Tokaci - Manager of Employment Services at Settlement and Integration Services Organization (SISO) in Hamilton

This presentation included examples of enhanced training components to assist both newcomers and employers overcome workplace barriers. The session focused on the identification, development and implementation of training components for Bridge to Work Programs, as well as implementation of tools to assist employers with the recruitment, hiring and integration of global talent.

Session Notes:

Overcoming Work Barriers

- Immigrants in Canadian Society
  - Increasing reliance on immigration to supply labour market
  - Goal of getting people employment that is commensurate with their education and experience
- Some immigrants remain under-employed and then become ineligible for some government programs
- Canadian standards not necessarily higher
  - Need to identify and bridge differences
  - Lack of resources regarding accreditation
  - For an employer to require Canadian experience can be challenged through the Human Rights Commission or courts
- Goal of 6 months to assist newcomers or they lose hope
- Employment related barriers
  - Canadian experience
  - Occupational language skills
- Immigration statistics
  - Skilled workers make up bulk of immigrants today due to point system
- GDP could increase if inequalities were eliminated; the government realizes this and therefore funds programs
- Employers regularly overlook immigrants
- 82% of employers could not name an education assessment centre (study by Environics)
- Immigrants make up over 52% of population of Toronto
- Point out to employers that there is a benefit to having a workforce which reflects the community’s diversity
- Bridging Programs and ELT
  - ELT programs are usually for level 7 or higher
  - Client-centered approach to bridging skill gaps; cookie-cutter approach does not work
  - Regulated careers often are complimented by a position that is not regulated e.g. pharmacist, pharmacy assistant
  - Workplace exposure
    - SISO has arranged programs with 4 of the big 5 banks
    - Internships let employers try out potential candidates for job
    - Bridging for Engineers program
- What is required:
  - Develop trustful partnerships
  - Accommodate a variety schedules
  - Provide incentives such as certificates, diplomas
  - Competency Matching Tool; developed with regulatory bodies
- IEPTs: internationally educated professionals
- SISO has a long standing partnership with Hamilton Chamber of Commerce
- Facilitator demonstrated SISO website
  - Resources and templates on website which can be downloaded by the user
  - Online video testimonials on diversity, best practices, entrepreneurship, etc
- Only 6 Canadian universities make the list of top 200 universities in the world, therefore we should not disqualify international education
Breakout #20 (Repeated in Breakout #29)
ELT: Balancing the Curriculum for Motivated Participants
Presenter: Joan Bartel - Facilitator and Curriculum Developer for ELT for Agricultural Specialists and Bio-Scientists at Skills for Change

In this workshop instructors and facilitators in ELT shared their experiences in working with internationally trained professionals. They discussed what motivation do participants bring and how does it help, or hinder, their learning of:

- language skills
- sector-specific information
- job search strategies
- Canadian work culture issues.

Session Notes:

ELT Definitions:
1) Higher levels of language training, Canadian Language Benchmarks (CLB) 7-10
2) Job-specific language training to enable immigrants to find and retain jobs commensurate to their qualifications and skills
3) Work placement and job development help

What does motivation mean?
- A motive is a factor that induces a person to act in a particular way
- To motivate is to cause people to act in a particular way

What motivation(s) do participants bring and how does it help or hinder their learning of:
A) Canadian work culture?
- Soft skills are becoming so important – cultural orientation can really help immigrants understand how Canadian work culture may differ from theirs
- For example - in other countries, doctors have the absolute power, whereas here it is the patient who has a lot of power
- They can get a job but may not retain it without these skills
- Sometimes something like political incorrectness can result in loss of job
- Student want to know and should know idioms, how people talk
- A good suggestion for students is to encourage reading Canadian newspapers like Metro, The Toronto Star, etc in the Career/Workology sections and get a sense of what people are discussing

To what extent do the instructors have experience in Canadian work culture themselves?
- Many instructors have never had a job outside of education or counselling – it would be ideal to have field specialists teaching these courses (example: clerical experts teaching an ELT course in clerical education)

B) Job-search strategy?
- This is normally an easy-sell
- Should not stress only résumé but instead how you can customize it for your different job postings
- Cold-calling is not well-liked, so teachers need to re-work it to seem important and relevant
**Breakout #20 (cont’d)**

**C) Language skills?**
- Some are chiefly determined on finding a job as opposed to mastering their language skills, others are overwhelmed and under-motivated.
- Others think they can speak well, but don’t realize they need to improve their presentation and pronunciation skills.
- Toastmasters is sometimes a great tool to improve presentation skills, says one participant.
- Another participant makes them aware of such a thing as ‘language-ego’ so they see you respect them as adults and expect them to realize this ego.

**D) How about sector-specific information?**
- Some are offended because they feel they know it all already, some are reluctant to do readings given by instructors.
- Stress the local aspect; for example, ‘this is what is happening in your field in Ontario right now’
- Appeal to their desire for work culture knowledge.
- Make it clear you are not there to re-teach them their field but rather to facilitate their entrance into their field of work.

**How do we respond to these challenges when we are developing our curriculum?**
- “One of the challenges at level 7-10 is the participants’ denial that language is an issue or a barrier” (CCLB 7-10)
- Open their eyes to the real jobs and the challenges within the workplace they may face.
- Have participants interact with authentic materials in real time (e.g. video).
- Make the language elements very relevant to the content study; focus on the motivational factors (employment!)
- You can even include company visits for the students is possible.
- Integrate tenses into certain parts of the curriculum, into things like resume work or the history of the profession, etc.
- Adult learners like to have a curriculum outline to follow.

**General EFL students vs. business EFL students (English as a foreign language) in Joan’s school:**
- Those who were studying general English were motivated by interest in learning in general and interest in England and US cultures, as well as social reasons for going; these types of students studied for several semesters.
- Business learners knew what kind of specific skills they wanted to obtain, usually attended a few semesters.
- Business learners could not be satisfied in general English classes.
- Learners whose motivations were not recognized would not remain the class for long.
- Joan experienced this in her school and changed the registration procedure to accommodate this and know what English class each student wants before they get to the school. She teachers ELT for Agriculture and bioscience specialists. They specialize in water treatment, soil, rice paddies, biochemistry, etc.
- Curriculum sometimes involves fitting the content to the language needs of the students.

**She asked her ELT students why they joined the program and why such a long program – 10 weeks FT. Most answered:**
- Mostly to get a work placement and Canadian experience and references – whereas in a previous class, almost 100% said most just want a job in their field.
**Breakout #21** (Repeated in Breakout #30)

**Innovative Higher-Level Language Teaching Practices: Distance Learning**

**Presenter:** Subhadra Ramachandran – Manager, LINC Home Study program at the Centre for Education and Training

The presenter discussed the phenomenon of Distance Education, what it is, how it works, and how the delivery of education actually happens through technology-mediation and not least, why it is becoming so important in the classroom. There was a live demonstration of the **LINC Home Study program** – a unique model of delivering the LINC curriculum to students in the comfort of their own homes.

**Session Notes:**

**Self-Directed Learning: The LINC Home Study Program in Ontario.**

**Part I: DE Overview**

Distance Education is when learning happens at a distance and has traversed 4 to 5 ‘generations’ of technology over its history starting with print, then audio/video broadcasting, audio/video teleconferencing, computer aided instruction, e-learning/online learning computer, webcasts, etc. It occurs when technology mediates the ways in which learning is distributed and taught.

**Learning Scenarios that LINC can or may use are:**

- **Distributed** – Students mostly use the internet.
- **Blended** – Some classrooms and some e-learning.
- **Flexible** – Classroom learning is complimented to a higher degree with e-learning.

**ICT Tools (two different kinds of ICT styles: asynchronous & synchronous technologies)**

For example: Chats, forums, email, MSOffice suite - Web objects/repositories - Web resources (dynamic or interactive) - Podcasts, streaming audio/video - social networking (i.e. blogging,) – Concordances - Virtual reality, gaming environments - Learning management systems

**Advantages of ICT in Education**

- Just-In-Time delivery of course materials
- Creatively use online resources & learning objects (WebQuest, etc)
- Supports different learning styles
- To provide broad audience for student work
- To expand the classroom
- To develop "Information Age" skills
- Cost effective, flexible
- Needs-directed, Outcomes based

**LNC Home Study Program – Tracing the Roots**

1995 – Piloted in Halton region.
1997 – Expansion to Peel region.
2002 – Program expanded to Ontario; online systems (LMS) designed.
2004 – All contracted seats (445) filled by September.
2006 - External evaluation; start of further enhancements.
  - Book redesign, new content, Online survey, Exit Tests, LMS redesign, etc.
2007 – Number of contracted seats increased to 600.
2008 – Toronto expansion & increase of seats.
- Marketing Initiatives, outreach & education, development of distributed learning.
Breakout #21 (cont’d)

As a result:
- 590 students (>75% are women, program accommodates sensory-impaired students.)
- Serves new immigrants across 15 regions in Ontario.
- Adheres to LINC curriculum.
- Dynamic & varied.
- Over 8135 pages of content.
- Two modalities of study: Online & correspondence.
- Exits Tests for LINC 2 – 7 (6 & 7 undergoing final revisions.)
- Compendium of additional readings (for youth, mothers, etc.)
- Indigenous LMS (internally-developed.)

Part II: Program Overview:

1. Client goes to an Assessment Centre
2. CLBA benchmarks are assessed/assigned
3. Home Study Eligibility determined
4. Eligible client is referred to Home Study
5. LNC Home Study student graduates
6. Formative and summative evaluations occur in the course of a LINC level; teacher writes a quarterly report for each student.
7. A weekly phone conversation is established, 1-on-1 language training is provided.
8. A teacher is assigned to the student, teacher calls student to establish calling schedule within 3 business days.
9. Program Office calls the client to determine study options.

Part III: Video (11 Minutes)

Part IV: LMS Manual (Manual is distributed and the facilitator walks the audience through it.)

1. Login: Contains three links including System requirements, ‘What’s New’ page and archived NEWSLINC newsletters.
2. The Home Page: Found on the home page are access to modules that correspond to the relevant LINC level, class management tools, exit tests, compendium of additional materials for LINC 4 & 5, archived newsletters, daily updated links, online language and grammar games.
3. Exit Test: Exist tests are for LINC levels 2-5; teachers administer tests when they feel a student is ready to move on to the next level.
4. LNC Home Study Compendium for LINC Levels 4 & 5: provides teachers and students at that level with additional discussion topics, readings, dialogues and exercises.
5. Sample Unit Overview: each unit consists of four sections – dialogue, reading, grammar and pronunciation.
6. Dialogue: each dialogue has a lesson that introduces the student to the main ideas of dialogue, as well as new vocabulary and idioms through interactive listening and exercises.
7. Pronunciation: each pronunciation section covers several features such as audio recordings and practice and preparation exercises.
8. Additional LMS Resources: provides teachers and students with an online dictionary, audio dictionary, and a large depository of useful links to various language websites.
Breakout #22 (Repeated in Breakout #31)
Communicating Canadian Workplace Culture Within the Enhanced Language Training Classroom Setting

Presenters:
Melissa Pedersen - ELT Coordinator at The Centre for Skills Development & Training
Sharon Hall - ELT Instructor & Curriculum Developer at The Centre for Skills Development & Training

One of the most important components of ELT program delivery is acquainting clients with Canadian Corporate Culture or the culture of their target workplace setting. In this interactive workshop, the presenters shared themed exercises and successful best practices for communicating this, as well as resources and ideas for inspiration.

Session Notes:

- There are aspects of corporate culture that new Canadians may not connect with
- It is imperative to be able to pick up on cues
- In Canada we couch negative criticism in between positive wording, this can be misleading to people from more direct source countries

What is Corporate Culture?
- Corporate culture is an energy field that determines how people think, act and view the world around them.
- It becomes woven in the behavior of the group.
- Includes: Dress code, speed at which a company operates, team oriented or independent, work/life balance, how the workday is spent, what is accomplished, hours, rules for getting ahead, how the world is viewed.

Corporate culture is both visible and invisible
- Visible: determined by mission statement, work environment, benefits, work/life balance, organizational structure, dress code.
- Invisible (more powerful aspects of corporate culture are invisible): attitudes, values, beliefs, unconscious interpretations, moods and emotions, politics.
- Corporate culture may be consciously created through the values, beliefs and strategic priorities of the directors.
- Corporate culture may evolve over time (It is what people have been doing)

Helping your clients discover the hidden corporate culture of a company:
- Encourage clients to read employment ads
- Articles about the company (print and online)
- Read mission statement and company web site
- Talk to people who work there
- Ask for an information interview.

Interviews using behavioural questions:
- Studies show you have a better chance of hiring the right candidate using behavioural questions in the interview.
- The idea is that past behaviour will reflect future behaviour.
- The interviewer is looking for a set of competencies in the candidate
- May not know what competencies the interviewer is looking for
**Breakout #22 (cont’d)**

**Examples of behavioural questions:**

Q) Give me a specific example of when you were able to set a goal and how were able to achieve it?

Competencies the company is looking for:
- Goal oriented
- Time management
- Multi-tasking
- Commitment to see things through
- Leadership

Q) Tell us about a situation where you did not know the answer to something and what steps did you take?

Competencies:
- planning
- problem solving

Q) How would you respond to an angry customer? How would you communicate that a product change was needed within the company?

Competencies:
- Communication skills
- Team work
- Energy
- Risk taking
- Fact finding

Q) How do you keep yourself updated in the IT field?

Competencies:
- Life long learning
- Energy

Q) How do you handle a situation where a team member is not pulling their weight?

Competencies:
- Problem solving
- Team work
- Communication

Q) Tell us about a time when you went the extra mile in a previous job?

Competencies:
- Innovation
- Creativity
- Enthusiasm
- Energy

Clients can prepare personal success stories that will show the company their capabilities. Also referred to as ‘SAR’ stories: - Situation – Action - Result

- A repertoire of 5-7 stories should cover off most of the competencies
- This is a benchmark writing exercise as well as increases self esteem
- Give each story a title, and make a title page (cheat sheet) for an interview.
- Clients assess their competencies against the companies list (culled from research about corporate culture) and decide which ones they have and if they are going to be a match.

- A company will be looking for a corporate culture fit regardless of experience and education
- Not getting a job could mean that the client is not the right fit for the company and vice versa; no need to be discouraged because the client would not be happy in that company.
Breakout #23 (Repeated in Breakout #32)
Optometric English Language Proficiency Assessment
Presenter: Julia Williams - Assistant Director of Credit ESL, University of Waterloo

This workshop outlined an assessment tool developed for the School of Optometry at the University of Waterloo. The assessment was used to determine the effectiveness of the ELT component of the bridging program.

Session Notes:

What you have to do to get a test off the ground quickly and with a low budget.

OCCUPATION SPECIFIC TEST - Influenced by:
eg. CELBAN (Canadian English Language Benchmark Assessment for Nurses)
IPGLA (International Pharmacy Graduate Language Assessment)

- It was important to develop our own test to cover off both the individual’s knowledge of the technology and clinical abilities to reflect the discipline of Optometry.
- Partnered with U of Waterloo - Optometry
- Buy in came from practicing optometrists and professors. This is a necessity.

Foreign trained optometrists were not allowed to write the CSAO test until 2004-2007 - A select few were allowed to write but the pass rate was 16%.
IOPB (international optometric bridging program) After the program you have to pass CSAO (Canadian Optometric Licensing Board Exam) and provincial jurisprudence exams.

Foreign-trained optometrists underwent Credential Assessment, Prior learning assessment (PLA), Language assessment (CLB).

Started with 3 weeks of intensive ELT (Enhanced Language Training), 5 months lectures & clinical training, 1 month internship, 3 months primary care externship and 4 months ocular disease externship.

English Enhanced Language Training extended into labs allowing focus to help those that were weaker and allowing those who had the language training to move ahead. Some students allowed to be exempt from ELT.

Needed an English language test - Test development required a needs assessment of the necessary skills for an optometrist & optometry students. Listening and Speaking, Reading, Writing were the 4 areas of evaluation. Note taking was minimal for both - students had power point presentations given to them and they made some notes - optometrists use a standard type form for their analysis.

Some test specifications included entry & exit from the program, reading comprehension for non-technical as well as procedures manual. Writing effectiveness was evaluated through a case study with response in writing. Tests did involve multiple choice and students did comment that the test tasks were authentic. There was a focus on pronunciation and speaking during the curriculum. Two versions were pilot tested and analyzed. Implementation of the test was set to cover the principles of: validity, reliability, practicality, authenticity. Results were to be returned promptly.

Further analysis of the test is to show if it is reliable enough to exempt students from ELT, can it be benchmarked against CLB and how does success correlate to CSAO Exams. Students expressed their own evaluation also. One comment was: For International student test results, there may be differences between people who were educated with English and who with non-ENGLISH.

Pass rate for internationals taking CSAO is now 75%.
Breakout #24 (Repeated in Breakout #33)
Course Profiles: Specialized Language Training Programs
Presenters:
Sheila M. Nicholas - LINC & ESL Coordinator for the Wellington Centre for Continuing Education
Katrin Alaves - ESL Instructor - Wellington Centre for Continuing Education Program

This presentation provided an overview of the delivery and development of two Business Communication and Canadian Workplace Culture courses aimed at assisting newcomers employed in professional and managerial positions in the research, technology and financial sectors of Guelph, Ontario. These courses are a pilot project under the Special Language Training funding of the Ontario Ministry of Citizenship and Immigration.

Session Notes:

SLT Pilot Project Positions in Research Technology & Finance

Summary of the Presentation and Discussion:
This presentation outlines the challenges and successes of the Specialized Language Training Pilot Project funded by MCI in Guelph. The presenter opened with a story about the experience of "Anna", a newcomer working in Guelph. This person, although from Scotland, was teased by her colleagues about needing to take ESL classes, and faced difficulties understanding various Canadian idioms. Thus, the lesson learned is that language is not necessarily the issue - culture is. The organization undertook a needs assessment, gaining feedback from employers. Many organizations didn't think they had a problem hiring new immigrants. Medium sized employers expressed the most interest in the program, while smaller employers were often run by newcomers themselves. Despite the reluctance by employers to engage in discussion around these issues, the newcomers were often personally concerned about doing the best job they could and integrating into the workplace culture.

The courses developed focus on three key areas - an introduction to workplace culture and orientation to professionalism, pronunciation, and idiomatic expressions. The curriculum presents information that all people would benefit from in the workplace.

One of the biggest challenges to the pilot was measuring success. In addition, there were difficulties accessing the target group of clients. Since many potential students had already done enough ESL training and weren't looking for additional courses. Word of mouth was the best way to get referrals. Participation and 'buy-in' by the employers was also challenging. Although, during the second phase of the project there was more support from employers.

The participants thanked the presenters for the development of the curriculum, suggesting that there are very few examples of these types of courses available. The hope is that this curriculum will be shared with other organizations. It was suggested that students would benefit from managers to deliver courses directly. However, there are few incentives for this type of involvement and investment in these types of programs. Participants suggested that funding should be directed towards employers as incentive to 'buy-in' to bridging and other co-op like programs. One participant suggested however, that the best way to bring employers into the discussion is through mentor partnerships and through sector councils. Often, when this happens the biggest learning is on the part of the employer who realizes the number and high quality of candidates in the community.

NOTES: SLIDES
Funded by MCI under the Specialized Language Training program.
Needs Assessment:
- Anna's experience: felt unprepared workplace challenges, i.e. idioms, lunchtime talk,
- Country of origin was Scotland, colleagues kid her about taking ESL classes, Thus, language is not the issue - culture is.
- Identifying the Need for healing newcomers understand the workplace:
- feedback from Multicultural Centre, Employment Agencies, and former students
**Breakout #24 (cont’d)**

Frequent reasons for registering for ESL
- lack confidence in social aspects of the work
- feel isolated at work
- need guidance on unspoken assumptions, rule and expectations in the workplace

Guelph Profile
- Smaller community
- 2006 Census: Newcomers make up 25% of the current population of Guelph

Labour Market:
- Academic and Research Centre
- Manufacturing, services, administration, hospitality

Recognizing a Need:
- Employers seemed satisfied with the integration of newcomers

Business Communication and Workplace Culture
- Workplace culture and orientation to professionalism in Ontario
- Pronunciation component focuses on words of the workplace
- Idiomatic expressions

Each class had three components: Measuring Success (most difficult)
- Exit test of cultural knowledge and expressions
- Learner self-assessment/satisfaction survey
- Employer feedback survey

Challenges:
Reaching the target group:
- Students they were targeting felt they already had enough ESL and learning and had stopped looking.
- Word of mouth more successful.

Curriculum and Teaching Strategies
- Approach the curriculum aggressively, as if in the business world
- Goals: improving English language skills, dealing with common situations at work, offering cultural insights

Goals are met by:
- providing information that ALL people going into the world of work would benefit from
- Use games and activities
- use interactive approach to providing information

**NOTES: DISCUSSION**

Q - Many clients are so highly educated, why can't we have employers involved to share time and involve them in the courses, so that the students are trained directly by the people in the industry.
A - Employers don't have incentives to go out to teach and then make up the time at work.

Q - How difficult was it to develop the curriculum?
A - The time and research involved was tremendous. We need to use similar resources - avoid having others to develop these on their own. MCI will hopefully share the curriculum with other organizations, perhaps online.

Comments
- Curriculum doesn't look too specific, and could be incorporated into other regions and professions.
- Need to find a way to get employers to 'buy in' to these programs - Funding for co-op programs.
- Current Provincial funding not sufficient, or not directed in the right places.
- Trying to build capacity through mentoring partnerships and through sector councils.
- The biggest education is on the employer end, finding out the quality of people out there
- Employers are always the missing player at the table, but mentorship seems to be the way to bring them in
Breakout #24A (Repeated in Breakout #33A)
Workplace Language Assessment (WLA) Pre-Screening Tool
Presenter: Anne Senior – Consultant, Centre for Canadian Language Benchmarks

The WLA Pre-Screening Assessment Tool was developed by the Centre for Canadian Language Benchmarks as a streamlined resource to help employment counsellors estimate the general language abilities of clients whose first language is not English. In this presentation the tool was demonstrated, its history described, its uses discussed and client pathways outlined to achieve their employment goals.

Session Notes:

Workplace Language Assessment Pre-Screening Tool
- Tool very suited to councilors, very flexible
- User-friendly
- Similar test to ELTPA
- www.language.ca (Centre for Canadian Language Benchmarks)
- a resource for referring ITI’s whose first language is not English
- Career Bridge developed the English Language Assessment for Work (ELAW)
- Centre for Canadian Language Benchmarks developed the WLA Pre-Screening Tool
- Screening Tool directs clients to pathways: full language assessment, post secondary education

Key Features of the WLA Pre-Screening Tool
- It will not give you a benchmark but it will give you a benchmark range
- It is not a language test
- Allows ITI’s to demonstrate writing, reading, listening and speaking skills
- Takes 30 min. to administer
- Provides general language range based on the Canadian Language Benchmarks

WLA Pre-Screening Tool Description
- Screening form for reading and writing
- Screening interview for listening and speaking, 20min writing task, 10min interview
- Analysis 2 checklists
- Feedback to client

Why is a WLA Pre-Screening Tool Necessary?
- Canadian workplace increasingly dependent on immigrants
- Skilled immigrants are seeking training and employment opportunities
- 39% of newcomers to Ontario between 2003-2005 spoke neither English nor French
- Language skills are key to successful training and labour market integration
Breakout #24A (cont’d)

What are the Canadian Language Benchmarks?
- describes proficiency in English as a second language
- there are 12 benchmarks
- cover four skill areas, reading, writing, listening and writing
- facilitates proper placement of ITI’s in training programs
- CLB+/-6 is generally accepted entry level into bridge to work programs or professional employment
- CLB 1-4 is Stage 1 and is basic language proficiency
- CLB 5-8 is Stage 2 and this group has more language ability
- CLB 9-12 is Stage 3 this group has a complex grasp and use of language, various tenses, etc.
- www.itsessential.ca

Pre-screening form

- Final section requires the ITI to provide a written introduction to their work experience
- What to look for…relevancy, flow, vocabulary, comprehensibility, development
- What would characterize an appropriate employment directed response

Interview Process

- Are the answers relevant
- Does the conversation flow
- Can they express themselves
- Are the arguments developed

- WLA Test is not currently available
- WLA is for ITI’s seeking entry into workplace related training opportunities
- Other higher level tests such as CANTEST, TOEIC, IELTS, CELPIP and CAEL are in use
- WLA is intended for ITI’s who have some post secondary education and some work experience

Summary

- Tool to help counselors understand an ITI’s language proficiency
- Short and easy to use and is referenced to the CLB
- May be uses along with other tools and resources ITI’s have available
FRENCH SESSION

Breakout #25 (no repeat)
French Curriculum Development for ELT: In Accord with the Centre for Canadian Language Benchmarks

Presenters:
Nicole Olivier - Program Coordinator at La Cité Collégiale in Ottawa
Huguette Jean-François - CLNA/ELT Coordinator at La Cité Collégiale

Session Notes:
Le Curriculum de Votre CLNA

- Nicole a distribué des documents utilisés dans l’environnement du travail: bons de commande, calendriers…
- L’objectif : s’initier à ces documents afin d’assurer l’analphabétisation à l’emploi
- Trouver tous ces documents sur le site Skill Plan
- Qu’est ce que le curriculum de CLNA ? (la seule référence est les documents de 2006)
- La CLNA traite les aspects suivants :
  - De quel niveau de français on a besoin pour que les gens travaillent d’une manière efficiente ?
  - Quelles sont les compétences essentielles pour travailler en français ?
  - Besoin d’avoir idée de la capacité des personnes pour réaliser leurs tâches en français
  - Dégager les catégories d’emploi qui sont au nombre de14 : ressources humaines, marketing, administration, finance, ingénierie, etc.
- Regarder la description de chaque poste
- Identifier le Code de Classification Nationale des professions CNP
- Trouver les compétences et acquis nécessaires pour ces postes (que le candidat doit remplir)
- Visiter le site national «compétences essentielles» pour trouver toutes les ressources relatives à l’emploi (la liste des postes et des profils), Cette liste est équivalente à celle anglophone
- Autres aspects importants : quel niveau d’anglais nécessaire pour occuper ces postes
- 50% du travail de la CLNA est axé sur la communication et la compréhension des documents ; et 50% sur les compétences informatiques et autres
- Analyse linguistique des professions (trousse de documents est distribuée aux participants)
- Savoir quel est le niveau des compétences linguistiques: il y a 4 niveaux de compétences essentielles selon RH Canada
- Faire ce que l’on appelle de l’étalonnage pour connaitre le niveau

Ex : une coiffeuse doit avoir un niveau de compétences linguistiques (NCL) supérieur à celui d’une adjointe administrative, car elle doit être en mesure d’écouter ses clients et inter réagir avec eux pour leur fournir l’information nécessaire
- L’employeur ne s’intéresse pas au NCL mais au fait que l’employé peut faire le travail
**Breakout #25 (cont’d)**

Ex : donner des cours de français à un chauffeur d’autobus comporte :
Expliquer, communiquer, la durée de l’intervention de l’échange, besoin de vocabulaire, d’idiomes et d’acronymes,
La structure de la tâche : être capable de comprendre qu’il doit donner l’information au client
Le format et le genre : les écrans digitaux dans le bus
Le contexte : à quel degré la tâche est familière et prévisible
Quel degré de formalité utiliser
La qualité du message
Les pré-acquis : information non existante dans le document mais le chauffeur doit être en mesure de la connaitre(le degré de ses propres connaissances)
Donc quel degré de complexité de français il faut donner à ce chauffeur pour faire son travail

- Le livret distribué par Nicole contient toutes les informations nécessaires pour avoir accès à tous les critères de NCP/du poste
- Q : comment enseigner le français au sein de la CLNA à un large spectre de participants de niveaux diversifiés ?
  R : la personnalisation s’effectue au niveau du portfolio et du projet d’emploi
- Q : est-ce qu’il y a une évaluation en continu pour les participants du program ?
  R : à la fin du programme, les animateurs doivent faire une évaluation. Elle se fait aussi avec l’employeur
- Q : comment procéder avec un médecin ou un avocat qui vient d’ailleurs et qui a des qualifications différentes à celles reconnues au Canada?
  R : une approche très personnalisée par rapport au profil-poste (travailler dans une discipline connexe à ses compétences essentielles)
  Introduire le plan d’une leçon aux participants sur les compétences essentielles et transférables
  La clientèle francophone est essentiellement d’Afrique du Nord, des Antilles, des Pays de l’Est et autres
- Q : comment introduire un cours de grammaire dans le programme ?
  R : lors de l’étude du protocole écrit, de la production personnalisée et du français langue des affaires, ceux-ci sont des occasions pour s’y attarder. Nous restons, bien entendu, dans le cadre d’un niveau avance de français
- Q : Quand les participants commencent au niveau 5, est-ce possible de les ramener à la fin de la formation au niveau 8 ?
  R : cela dépend du candidat
Thursday, March 27

Plenary: The Honourable Diane Finley  
Minister of Citizenship and Immigration

Plenary Session Notes:

Diane Finley, Minister of Citizenship and Immigration Canada, delivered the keynote address, and announced increased funding $150 million for language training for newcomers.

Please link to this press release, which is posted in EN and FR on the CIC website.

**Plenary: Jean Séguin - Director, Settlement, Citizenship and Immigration Canada**

In this plenary session the Director of Settlement for CIC provided a national overview of the Enhanced Language Training (ELT) Initiative.

**Plenary Session Notes:**

- ELT is part of government of Canada’s strategic direction
- Funding is no longer an issue as it has become a government priority
- CIC has a good relationship with the provincial government
- The vision of ELT:
  - That skilled immigrants have access to the Canadian labour market consistent with their skills, knowledge and experience, as soon as possible after arrival through integrated overseas and in-Canada interventions
- There is a pilot project with Human Resources and Social Development that is taking place in China, India, and the Philippines that are more labour market oriented
  - running for about 1 year; making an impact
- New philosophy: interventions earlier on in the process rather than later

3 barriers that newcomers face: language, credential recognition, work experience
- CIC created Foreign Credentials Office which works in close partnership with province
- Initial vision of ELT:
  - Look at language barrier and bridge to work
- Originally two areas of focus:
  1. Development of programs and tools – 80%
  2. And delivery of service – 20%
  (Now, moving toward 20% development and 80% delivery)

Now: development of profession-specific programs
- Retention level in ELT is higher than in other settlement programming
- Formative evaluation
  - Methodology
  - Key Findings
  - Challenges affecting outcomes
  - Data Challenges
- In 2009 and 2010 settlement funding will increase to $668M vs $173M annual funding since 1996
- As per the evaluation, ELT was a successful initiative
  - Improved language skills
  - Increased knowledge/experience
- Challenges:
  - Greater sharing of tools and knowledge transfers between agencies and regulatory bodies
  - Emphasize importance of work placements
  - Market successful projects in other areas
  - Work placement; employer engagement
  - Improve data collection and reporting
    - Measure outcomes
    - Attribution (attributing spending)
  - Managing expectations
  - Development of exit tests
- Evaluation did not spend a lot of time on placement tests and exit tests

**Question**
- Q: We don’t know what data to collect and if we do collect data we don’t have a template. If we are provided with a template it will be a useful tool for evaluation.
- A: There will be a simplification of the data collection questionnaire. It is underway.
Plenary: The Honourable Michael Chan
Ontario Minister of Citizenship and Immigration

Plenary Session Notes:

- Goal of making Ontario a true land of opportunity for newcomers
- From his personal experience, he came with little but was given very much
  - His hopes and aspirations came true
- Goal of helping today’s newcomers fulfill their hopes and dreams
  - Helping newcomers succeed will help Ontario succeed
- Immigrants bring the skills and experience that Ontario needs
- Language barriers come between a newcomer’s dreams and achieving those dreams
- Government has spent $50M last year on ESL courses in schools in Ontario
- Last year, over 100,000 newcomers enrolled in ESL training
- There is now an online search tool to find ESL courses across Ontario
- Higher levels of language training are one of the keys to a successful career
- Specialized Language Training Pilot Projects – 15 school boards are delivering projects to help newcomers learn language of their professional field
- Since 2003 Ontario government invested $53M in more than 90 bridge training projects
- More than 2/3 of bridge projects include a component on language training
- Canada-Ontario immigration agreement is very important
  - Led to more federal funding for language training
  - More high level and occupation specific language training
Plenary: Employer Panel: Seeing Through Their “Hiring Lens”
Facilitator: Peter Larson
Panel: Catherine MacEwen, Daniela Mayol, Arsenio Bonifacio and Susan Rogers

This facilitated panel discussion provided delegates a greater understanding of employer’s needs with regards the language skills of potential newcomer employee candidates (seeing it through your “hiring lens”).

Plenary Session Notes:

Panel Members
Catherine MacEwen -
Daniela Mayol -
Arsenio Bonifacio - Edward Jones Canada
Susan Rogers -

Arsenio Bonifacio - Edward Jones Canada
• His mother came from Philippines and had a challenge finding work for which she was qualified
• More than 1600 advisors in Canada, and advisors internationally
• Edward Jones is 1 of 50 best places to work
• Edward Jones ranks high in customer satisfaction
• Recruitment
  o Making recruiting material diverse
  o Working with organizations such as Access
• Shared a testimonial from a successful employee who is an immigrant to Canada

Catherine MacEwen - Senior Manager, HR, Safety and Marketing Communications for Toronto and Region Conservation
• Certain professions are in high demand e.g. hydrogeologists
• Toronto & Region Conservation Authority hired an immigrant who was a hydrogeologist in her country of origin and it has been a success
• Toronto & Region Conservation Authority participates in mentorship of internationally trained professionals as part of a manager’s development
• Toronto & Region Conservation Authority does diversity training for all staff
• Toronto & Region Conservation Authority does volunteerism for those needing Canadian experience
• Toronto & Region Conservation Authority gives workshops on resume and interview skills
• They want the public to have access to all of their staff and they want their staff to be able to communicate well
• The environment is something that more and more people are becoming interested in and is attracting an increasing amount of media attention
• Current language needs include
  o Technical language
  o Policy
  o Customer service
  o Educational
• Emerging requirements
  o Translating technical information into language for the media or special groups
  o Internet language
  o Schmoozing language skills
  o Cultural competencies
• Barriers to successful communications:
  o Social, physical and verbal communications
  o Writing skills
**Plenary: Employer Panel (cont’d)**

**Daniela Mayol - Senior Manager, Hbc Talent Planning and Acquisition (The Hudson’s Bay Company)**
- Operates 600 stores across Canada
- 70,000 employees
- Analyzes changes in population demographics and where new immigrants are settling
- HBC is embedded in the fabric of Canada
- *Before coming to Canada, Daniela had heard about The Hudson’s Bay Company in Italy*
- HBC works with Skills for Change and the Employment Preparation for Retail Services (EPRS)
  - Promotes HBC as an employer of choice
  - 15 weeks long
  - To improve communication skills among participants
  - Providing assistance in conflict resolutions
  - 15 clients per class
  - Target group:
    - Refugees, immigrants with a work permit
    - Canadian language benchmark level 5/6
    - Knowledge of math, retails experience is an asset but not a requirement
- HBC worked with Skills for Change to combine language training and regular training for HBC employee
- It is important that employees know terminology that is relevant to the industry along with the nuances of communication
- In 2007 the program with Skills for Change has proven to be successful in converting participants to employees
- More focus needs to be spent on giving customer service skills in addition to the vocabulary

**Susan Rogers - Manager, Workplace Inclusiveness, Xerox Canada**
- 70 year old company
- Xerox operates in over 160 countries
- About 4,000 employees in Canada
- Xerox has 3 research facilities in the world, and one is in Mississauga
- The Xerox Diversity Experience
  - Xerox has been focused on diversity for over 30 years
  - Strong consistent senior management leadership, including CEO
  - Employee involvement/partnership with management
  - Employee resource groups
  - Hiring visible minorities and women
- Initiatives supporting diversity and inclusion
  - Leadership and accountability
  - Communications
  - Training
    - An inclusive culture
    - Changing behaviour if it negatively impacts employees and customers
  - Policies and programs
    - Hiring new immigrants
    - Eliminating bias
- Do not take accents into account, just communication
- Xerox works with immigrant agencies for pre-screening
  - Skills for Change, ACCES, CareerBridge, etc
- Cross-cultural interviewing
- Strong cross-cultural communication
**Plenary: Employer Panel (cont’d)**

Questions

Q: LASI World Skills, Ottawa
   When considering newcomers for financial advisor positions do they need to have any sort of certification?
   A: Edward Jones
   No. Post-secondary degrees are desired, if the applicant has industry experience or credentials that is a plus. Edward Jones will provide training. We are looking for individuals who are willing to learn and have the right aptitudes. Edward Jones wants to be as inclusive as possible. An entrepreneurial spirit is required for position.

Q: COSTI
   It is great to see employers who have this kind of vision for the future. It would be good if the organizers of this conference could include employers who have not partnered with agencies who promote hiring immigrants.
   While your companies have this vision, what would be your advice to us as to how to bring on other employers?
   A: Toronto & Region Conservation Authority
   It would be good if a similar conference to this could be held for medium and small business who are not as involved.

Q) It would appear that you have a lot of experience around diversity training in the workplace, that is a continual issue, keeping people in the workplace, I am suggesting, the ministry fund something jointly for business and for us working in the sector. I would like to request the panelists to influence their colleagues to come onboard.

Q: How do you communicate your corporate message of diversity and inclusive hiring at the local branches of your organization?
   A: Edward Jones
   We have internal training programs that talk about inclusion. We try to remove any barriers that are potentially there which may restrict individuals from joining our firm. Through communications, marketing, and actions e.g. hiring women
   A: Xerox
   Xerox works with managers individually.
   A: HBC
   We value a diverse workforce. HBC has conferences for each HR manager at the stores. Organizations working with HBC have to connect with the corporate office, then the corporate office reaches out to stores. Benefit: support from senior management and this highlights that it is critical to the success of the organization. Also, marketing and advertising is diverse in terms of age, gender, ethnicity.

Q: LINC, YMCA
   (Directed to HBC) During one of the training sessions last year 8 people took training and only 2 were hired in the HBC/Skills for Change program. Did you look at reasons why?
   A: HBC
   The problem seemed to be at the intake level. The focus was too much on filling seats rather than qualifying individuals who were looking for a career in retail services. They were more specific with their selection process in the first two waves and thus the results were better for these sessions.

Q: SISO - Hamilton
   How do you empower the local branches of your organization to make decisions on inclusive hiring?
   A: Xerox
   We measure the managers on inclusive hiring and diversity and make it part of their annual individual performance.
Plenary: Employer Panel (cont’d)

Q) Have the other companies (HBC not included) considered working with ELT programs to develop a package for training that would include benchmarks for successful completion of training?
A: Edward Jones
We are more than open to building our strategy beyond what it is; I would be open to that discussion.
Q: Work Placement Advocate
The hardest group of people to reach is small and medium sized businesses. How do we reach out to them?
A: Toronto & Region Conservation Authority
This can be done by using agencies who help with recruitment and diversity. We try to take the sting out of diversity by bringing in our own diversity specialists and recruit people for them. We need to take the challenge on to reach those businesses, in order to build capacity within the environmental sector
Q: If you have a pool of candidates who are skilled in areas other than retail, what would you do with those clients?
A: HBC
Provided that their skill set is aligned to one of the business areas for which HBC recruits then the manager would be encouraged to interview that individual for available positions. There is also a responsibility on the individual to communicate what their skills are and in what area they are interested for a career.
Q: Sheridan College
Do you see yourselves as thought leaders and is there a way that you can see yourselves encouraging other businesses to do the same with regards to hiring internationally trained professionals and working with government and community agencies?
A: Edward Jones
Edward Jones sees that there is an opportunity and is doing their best to cease that opportunity and we realize that is where we will get the talent we need.
A: HBC
We participate in conferences and events with other organizations that aren’t quite there yet. HBC sees it as giving back and sharing their learning and mistakes so that others can adopt some of their strategies and also not make the same mistakes.
Q: Thorncliffe Neighbourhood Office
Do you have stats on newcomers with management and leadership positions? How can we partner with you to make this happen?
A: Toronto & Region Conservation Authority
When I started 7 years ago, I was the only female, now we have equal men and women on the directors committee which is the highest level of our organization. Toronto & Region Conservation Authority is trying to bring people into the mid-range career position because the timeframe for succession planning is more like 5 years, not 10 years.
A: Xerox
Currently there is diversity at the CEO and President positions and this cascades down. We try to have a workforce that is diversely representative of the community. We measure from a divisional perspective across Canada and take actions to balance that.
Q: LINC Level 7 Teacher, Mississauga
My clients are not able to work or attend training from 9 to 5. Is there a program that would be flexible to these needs, particularly for women who have children and cannot accommodate a 9 to 5 schedule.
A: HBC
Can I develop a relationship with HBC so that the agency can refer potential candidates directly to local managers?
HBC did not choose the 9 to 5 schedule. That was the agency’s schedule (Skills for Change). Retail offers a flexible schedule. It is not likely that an individual who cannot work during peak times would be an ideal candidate for retail services employment, however HBC does make accommodations. Yes, an agency can connect directly with local store manager if an arrangement is in place with corporate.
Breakout #35 (Repeated in Breakout #44)

ELT Program Profile: Office Management

Presenters:

Enid Jorsling - ELT Coordinator for Halton Multicultural Council
Yvonne Hiney - Work Placement Facilitator for Halton Multicultural Council

The presentation profiled the challenges and successes of the ELT program, Office Management, designed to help participants with international office experience upgrade language skills and enhance business communication.

Session Notes:

Halton Multicultural Council ELT Initiatives:
- ELT Education
- ELT Office management (2005)
- ELT Community policing (2008 with Halton community police service)

General goals:
- To improve speaking, writing (critical area), reading, listening
- Special focus:
- Business communications according to North American standards
- By the end of training participants are ready for entry-level office positions
- Participants often have prior management experience from their source country and HMC hopes they can begin to move towards that in Canada

The selection process needs to be on target:
- Must be ISAP Eligible (Immigrant Settlement Adaptation Program)
- Canadian citizens cannot apply
- Refugee claimants cannot apply
- Previous international office experience
- Minimum level 7 language requirement (average participants have level 8)
- Technology skills are required
- Adjustments made for participants without the tech requirements
- Must be looking for work in an office

Screening interview:
- Serious level of interest in the program and in finding work
- Daily time commitment and individual study time required
- Must complete information interviews and write reports
- Must participate in all class activities
- Demonstrate working with others
- Minimum 85% attendance rate
**Breakout #35 (cont')**

**The Program:**
- Working in a business office is about managing people and processing information
- Program discusses understanding yourself and others
- Identify participant skill set through a number of assessments
- Discuss the Canadian workplace, different communication styles, cultural differences,
- Organization, scheduling, time management, prioritizing
- Working with the telephone (many find this the most difficult area)
- Practice leaving messages, picking messages up and leaving notes
- Practical real office experience
- Work placement component orients participants with real life demands of office work
- Internet research and report writing
- Group projects and presentations
- Public speaking, power point presentations
- Mock dictation
- Cold and warm calls to potential internships
- Job search tools (individually focused)
- Clients learn the value of previous experience and their transferable skills
- Self-marketing: how to look for and identify work that matches their skills and interests
- Special onsite internship insurance for the volunteers secured (the agency insurance did not cover the students during placement and many employers will not pay the premium to use their insurance to cover the volunteers)

Success requires employers to buy in and realize that international professionals are a bonus to their organization.

**Halton Multicultural Council sponsors annual Mayors lunch:**
- Local hotel conference room for 2-3 hours
- The mayor sends out 100 letters
- HMC prepares promotional materials for the occasion
- Features a slideshow of potential clients (skills profile, no pictures or names)

**Program success strategies include:**
- Early intervention
- Ongoing adaptation of curriculum and materials (language level, occupations)
- Draw on relationships built in the business community

**Participants in this program have experienced extreme life challenges**
- Extreme lifestyle changes
- New language
- Financial constraints
- Cultural stresses
- Low self esteem-self confidence
- Transportation problems
- These are being experienced all these at the same time they are trying to find work
- Service providers need to put a positive spin on all these issues.
Breakout #36 (Repeated in Breakout #45)

Bridge to Work and ELT: Journalism Program at Sheridan College

Presenters:

Joyce Wayne - Director of the Sheridan Centre for Internationally Trained Individuals
Sandy McKean - Associate Dean of Media and Journalism Studies at Sheridan College’s School of Animation, Arts and Design

This presentation traced the beginnings, the development and the on-going success of the Canadian Journalism for Internationally Trained Writers program launched in January 2007 at Sheridan College.

Session Notes:

The presenters opened by describing the story of a well respected journalist in Kabul who wrote an article that landed him in jail – due to be executed. This journalist eventually managed to get out of the country, and is now a pizza delivery man in Canada. There are approximately 470 writers coming to Canada each year. According to the presenters there are more writers in exile in Toronto than in any other city in the world. Sadly, few of them are working in their field of expertise.

The Canadian Journalism for Internationally Trained Writers Program at Sheridan College started in 2007, and recently graduated its first class of journalists. The program is open to all newcomers, including refugees. Although, applicants to the program may not have the paperwork to prove their educational and career history, the program coordinators do extensive interviews in order to determine the candidates’ expertise and eligibility. The coordinators were also able to raise over $60,000 in scholarship funding, so that the students paid very little tuition.

In the classroom, students face a range of challenges, particularly related to language ability. An ELT component was added to the program, which has helped the students tremendously. There has to be some level of flexibility in the benchmark numbers for ELT eligibility, in order to bring in students who really need to be there. In addition, journalism may be practiced differently in other countries, for example, in the West objective or evidence based journalism is practiced. Cultural differences also presented some challenges to teaching in the classroom. For example, there were some issues around the gender of the teachers, and students often preferred lectures over discussion.
**Breakout #36 (cont’d)**

Managing students’ expectations was also challenging, since most of the students previously held top positions in their country of origin. As a result, finding placements that suited their degree of experience and expertise was difficult. These issues are compounded by the reluctance by the Canadian media to hire people from diverse backgrounds and experiences. The presenters suggested that the industry is notorious for being a ‘closed shop’. For example, large media organizations who gave funding to the program for student scholarships were reluctant and in some cases totally unwilling to provide internships for the programs’ students.

The presenters also mentioned the rise of what is termed the “ethnic press”. Ironically, students don't want to work for the “ethnic press” as this is seen as marginal and in many cases they want to learn about and be part of the mainstream culture. Yet, as in other industries the business case for hiring diverse employees is gaining momentum. Since, the media should reflect the society they represent, the growing diversity of the Canadian population is making the case for ‘hiring diversity.’

One of the continuing challenges cited by the presenters is the need to talk about discrimination. Particularly, since these programs may help students get a job, there is little support once students are in the job and are facing isolation and discrimination in the workplace. The presenters recognize the need for ongoing support and mentoring for students once the program ends.

One key issue, echoed by participants is the need for flexibility in the assessment of credentials and language benchmarks. In particular, the focus should perhaps shift towards competency assessment rather than merely credential assessment. One participant suggested that benchmarks should also be assessed individually, for example, it is often the lowest score on a range of skills – listening, speaking, writing, etc. that prevents someone from getting hired, despite having scored high in all the other areas.

The discussion focused on the presence of discrimination in Canadian society. Participants felt Canadians often feel ‘enlightened’ compared to our neighbours, and use language that sounds progressive, for example ‘soft skills training’, but that may actually encourage assimilation of immigrants into mainstream Canadian culture. Instead, it is suggested that funding and programming find ways to encourage more “welcoming workplaces”. One participant thought it may be fruitful to get the ball rolling, by starting a competition newspaper with all of the programs’ graduates.
**Breakout #37 (Repeated in Breakout #46)**

**Toronto Catholic District School Board:**

**Profile of Two Specialized Language Training Courses**

**Presenters:**

**Hanna Cabaj** – Coordinator, Adult Education Program with the Toronto Catholic District School Board  
**Antonella Valeo** - Program Consultant, Adult Education Program and OISE/UT Ph.D. Candidate

Presenters shared their findings for the Toronto Catholic District School Board’s two SLT courses – Childcare and Home Health Care - in the areas of assessment, data collection, and program evaluation.

**Project A: Language Training For Childcare Sector**

A Learning Path of Specialized Language Training in three areas of childcare:

- Course 1: Home Daycare Providers for CLB 3, 4
- Course 2: Early Childhood Education Assistants for CLB 4, 5
- Course 3: Early Childhood Educators for CLB 6, 7

**Project B: Language Training for Employers in the area of home health care**

A Learning Path of Language Training in three areas of employment within the area of home health care:

- Course 1: Cleaners at CLB 3
- Course 2: Home support workers at CLB 4, 5
- Course 3: Personal support workers at CLB 6, 7

**Session Notes:**

- Philosophy of the program is to establish a learning path for each client in continued learning & employment preparation
- Childcare language training & home health care proficiency from lower to higher levels CLB 3-7
- Childcare covering home daycare, early childhood education assistants & early childhood education
- Home healthcare employees from cleaners to home & personal support workers
- Stages included the language proficiency assessment CBLT in each of the four skills (reading, writing, listening, speaking) & prior learning assessment (PLA) - (prior education, training, work experience relevant to the sector) of every learner applying to the program
- Registration to the program addresses the learners experience and ambitions
- Course delivery for Childcare available daytime, evening, weekend
- Course delivery for Home Healthcare available evenings & weekends
- Demographic, Quantitative, Qualitative, reports available in detail.
- New developments include courses being offered in the workplace. eg. Novopharm Pharmaceuticals (LINC Childminding)
- The goal is really to make learner aware of their own growth path
Breakout #38 (Repeated in Breakout #47)

Fast track to technology Occupations Program:
The impact Personal Culture can have on Workplace Success
Presenter: Judith Bond - Trainer and Curriculum Developer

This workshop explored the Fast Track to Technology Occupations program, a partnership of Centennial and Sheridan Colleges. The program recognizes that language and behaviour are explicitly linked to cultural values and beliefs and attitudes, and that students need to understand the nuances of Canadian English as it is currently used in Canadian workplaces.

Session Notes:

- Seventh bridging program that Judith has developed or taught
- Bridging program; not funded through ELT
- Currently recruiting for spring and summer
  - One full-time program, one evening and Saturdays program
- People in the program range from having been in Canada for 3 months to 6 years
- Paid co-op; starts after 3rd semester
- Students are matched with a mentor in their field
- 42 to 43 hours for a credit program
- Partnership between Sheridan College and Centennial College
  - Curriculum is shared
  - Faculty is shared
- The program has had architects, engineers, IT, quality control, production management, environmental sciences, and more
- Employers measured performance of students higher than faculty
  - Due to rigorousness of educational standards
- Built a curriculum around managing risk
- Created course – The Impact of Culture
- Canadian workplace expectation
  - Job search skills
  - How to decode the job ads
  - How to reflect the requirements in the job ads in the cover letter
  - Hierarchies; Canadian culture is not very hierarchical; this needs to be taught as it can impact on an individual’s success in the workplace
- Program has been changed from 7 weeks to 10 weeks for up-skilling

Went through an exercise with workplace examples to demonstrate violations of the Ontario Human Rights Code.

Went through an exercise with questions on WHIMIS.

Shared examples of personal changes made by students to improve themselves after the course.

Recommended books and videos:
Skill Set, Strategies for Reading and Writing (book)
Recruiting, Retaining and Promoting Culturally Different Employees (book)
Violence in the Workplace (video)
Harassment: Keeping It Out of the Workplace (video)

Q: Do you deal with soft skills like body language?
A: Yes. I have also taught hygiene.
Breakout #39 (Repeated in Breakout #48)
Specialized Language Training:
Pre-bridging Language Program for Internationally-Trained Nurses

Presenters:
Donna Hanson - Program Officer with the Toronto District School Board
Deborah Le Baron - Registered Nurse in Hospital, Community and Social Work Settings
Grainne O'Donnell - Program Manager with the Toronto District School Board

This session examined the results of a pilot program - a pre-bridging language program for internationally educated RN's, RPN's, OT's and PT's. It is managed by the Toronto District School Board Adult ESL Department, in partnership the Ontario Ministry Citizenship and Immigration (MCI).

Session Notes:

Course Descriptor
- Funded by the Ontario Ministry of Citizenship and Immigration
- Pilot project for internationally-trained RNs, RPNs, OTs, PTs and midwives
- Participants assessed at CLB Levels 4, 5
- Goal is to upgrade language skills to a bridging program level (CLB 6/7)
- Comprised of 90-hr sessions running concurrently to accommodate shift work

Requirements for Becoming a Nurse in Ontario
- Completion of an acceptable nursing or practical nursing program
- Evidence of recent safe nursing practice
- Passing the nursing exam
- Evidence of fluency in written and spoken English OR French
- Bachelor of Nursing is required plus RN status – will change the whole field of what an eligible RPN is
- This is only since January 2005 that the Bachelor of Nursing is required in Ontario

Assessment:
- Initial CLBPT (Canadian Language Benchmark Practice Test) assessment → it is on-going but necessary
- Important to track progress
- CELBAN is a nursing specific exam. Designed to test people between level 5 and 10
- Skimming and scanning an important skill
- Quite homework-intensive so there is a chance to practice
- Portfolio for each student
- Program not intended to benchmark – scored instead on levels 1-5, looking at degrees of progress
Breakout #39 (cont’d)

Participant language level – some lessons learned:
- CLB may be too low for program of this length
- Program works best with range High 4 - Low 6
- Gaps found in some 7s
- In the program there is not much tolerance for decoding messages and understanding what you mean – however should be more work on tenses and grammar, etc
- Huge blow to self-confidence when a patient says: “I can’t understand you; get me someone who speaks English!”
- Context is always a big issue as well in students’ understanding

Curriculum:
- Deborah believed that business letters and forms were important for the nurses to learn
- Communication in the medical workplace
- Communicating with colleagues, social aspect
- Medical administration and charting
- Telephone work
- Code of ethics

Form and Content
- Are we talking about language or content?
- Reading comprehension an issue
- Form can be helpful for gathering information for some, but frustrating for others

Precision and Accuracy of Language
- Also finesse in knowing different ways of saying or understanding something at the point of reception
- Focus on language form – this setting demands that you say it correctly, people will not ask you twice
- What does it take to get it right? The diligent approach of “it’s not okay until you do it right”
- One participant observed that sometimes it takes failing an exam to get them truly focused and to understand how important accuracy is
- Idioms, for example – nurses need to translate these in the medical workplace. Can be a fun exercise in class. Example: “My stomach feels funny” or “I feel a bit off”
- Your program’s time determines how effectively you can teach accuracy of language

Staffing: What to look for and challenges
- Content knowledge
- TESL Training

Concluding considerations:
- General/skill-specific courses
- Effectiveness of each
- Motivated aspects
- Length of time it takes to become proficient
- Logistics of programming
- Consider difference of Canadian culture wherein patient is critic and has power
**Breakout #40 (Repeated in Breakout #49)**

**Issues in Standardized and Custom-Designed Assessment**

**Presenters:**

**Gail Stewart** - Assessment Consultant and Advisor  
**Andrea Strachan** - Instructor, Curriculum Developer, Assessment Consultant

The speakers explored issues that arise in determining the suitability of existing ESL assessments and in designing and developing instruments for specific purposes.

**Session Notes:**

1) Discussing the Issues *(Gail Stewart)*

**Customized tests** are generally more expensive due to a smaller population base. Lay language and highly technical language interchange require a quick switch. They can be norm referenced, include multiple choice item types, be administered on a large scale, be reasonably standardized, all traditionally standardized strengthens.

**Standardized tests** are less expensive due to larger population base but lose appropriateness for specialized groups such as professional foreign trained persons. However they can be developed to be criterion reference, can include subjective item types, can be administered on a smaller scale, and can focus on what the test takers can do. They can overcome the inability to incorporate the traditional customized benefits.

Thus every test should be:

1) Standardized to some degree, 2) customized to some degree.

Customization requires:

- a) careful needs analysis
- b) rigorous fieldwork and observation
- c) detailed specifications
- d) adaptation of authentic materials
- e) thorough review and consultation process
- f) careful selection of pilot sample
- g) ongoing commitment to maintenance

Customization involves occupational analysis, literature review, surveys and interviews, shadowing, scope of practice, range of functions and levels of language. An example of customization with higher stake relevance was the MLPT or test for midwives we developed.

Standardization involves detailed specifications, strict protocols and procedures, written rules and regulations, large pilot sample, rigorous data analysis, quality control measures, and ongoing commitment to maintenance.

Thus there is an ongoing dilemma of Institution X which needs high-stakes test of eligibility, but has limited resources, and a narrow target audience of say English language ability of foreign-trained professionals for practice in Ontario. Therefore the CLBA test can be too general, the MLPT test to specific but the TOEFL or Test Of English as a Foreign Language could be appropriate. It has been validated for high stakes, has a 40-year track record, perceived as a test of general proficiency, perceived as a one-size-fits-all, and other institutions are using it.

The TOEFL has changed over the years and become more task based as opposed to the original being item based. It recognizes now integrated skills vs. the original separate skills, has academic content vs. original variety of content, with general vs. targeted proficiency. So in this respect the TOEFL has a paradox. As the TOEFL is improved and refined, it becomes more defensible and more valid for its intended purpose. But, it becomes even less defensible than before as a general one-size-fits-all solution.
**Breakout #40 (cont’d)**

So a response to the new TOEFL should be;
- We use TOEFL scores to determine eligibility.
- We notice that the TOEFL has changed.
- What changes have been made and why?
- What does a score on the new TOEFL mean?
- Do either of the above have a relevance to our needs today?

As a result choosing an existing assessment is difficult because there is rarely be perfect fit for the purpose, or standard setting, or for challenges and appeals. There is a trend towards a custom-design model which requires common standards, pooling resources, share registration, administration, maintenance, assessor training, and validation, scoring and reporting.

2) Meeting the Challenges; two sample projects (Andrea Strachan)

2-custom-designed CLB (Canadian language benchmarks)-based instruments

1) MELA
- Michener English language assessment for access and options for IEHP’s
- bridging initiatives for IEHP
- regulated Health Professions Act (RHPA)
- Stakeholders: government, regulators, training institutions, IEHP’s, employers, ESL specialists
- communication is a “core professional competency”

2) IPGLA
- international pharmacy graduate program

Challenge 1
- Need language test – RHPA professions HR need for IEHPs
- regulators need guarantee “safe practice”
- language test scored can be proof of language proficiency
- language problem persists despite use of standardized language tests
- do we need right cut score or the right test?

Achievement 1
- the language test is not the right answer, aware that CLB as a tool to describe language ability. In a profession need a HLLT - higher level language training program.

Challenge 2
- Miss-understanding purpose of CLB, it is a language test but can’t be used for a variety of purposes and not good for measuring communication as a professional competency

Achievement 2
- use CLB as a framework of reference and develop CLB-referenced instruments

Challenge 3
- define what the benchmark for success is, is it a level, a range or professional competency?

Achievement 3
- benchmarking occupation/profession
- benchmark language use, critical language skills, communication competencies verbal, written etc.

Challenge 4
- CLB is not content-based
- benchmarking language with a CLB expertise and content expert collaboration
- need to get language ability vs. technical competence
- there is a transition point
**Breakout #40 (cont’d)**

Achievement 4
- expanded view of CLB focused on specialized and targeted skill audience
- focus on effective language use
- Occupation-specific assessment not equivalent to generic CLB assessment.

Challenge 5
- what’s the purpose of the test?
- pressure to use the tool for many purposes
- Validity and reliability = stated purpose
- need for test custodian

Achievement 5
- emergence of specific-purpose tests
- Several specific-purpose CLB-referenced tests developed
- test purpose evolves MELA & IPGLA
- validation for high stakes purposes

Challenge 6
- develop valid & reliable test item
- Experienced and knowledgeable team required
- Many samples for statistical validation
- HLLP does not represent full CLB range

Achievement 6
- stakeholders help trial test items
- target group and stakeholders a part of the process

Challenge 7
- Is this CLB-referenced test valid?
- validation is critical for high stakes use
- Stakeholders seek comparisons to standardized tests such as TOEFL, IELTS, canTest, etc.
- Statistical validation of test requires objective test evaluation expert, large numbers of tests, and full range of levels, est. validity vis-à-vis standardized tests

Achievement 7
- validation through projects
- face validity vs. statistical properties
- relationship to other tests possible
- validation through pilot projects
- addressing the real needs of immigrant professionals and key stakeholders

Challenge 8
- sustaining custom-designed tests
- maintain ideal administration conditions, location, trained and experienced assessors/calibration, rating
- additional versions to ensure test security
- CLB-referenced=CLB revisions?

Achievement 8
- sustainability is currently a challenge
- fee for service model only possible with critical mass and or subsidy
- emergence of expertise in this area
- development of criteria for reliability and validity
Breakout #41 (Repeated in Breakout #50)

ESL for the Transportation Sector:
Specialized Language Training Pilot Projects 2007/08

Presenters:
Monique Van der Leden - ESL Manager, St. Louis Adult Learning Center in Kitchener/Waterloo
Karen Murray - Curriculum Developer, Instructor, St. Louis Adult Learning Center in Kitchener/Waterloo

Participants were introduced to the initiation into the course, the demand for truckers and ESL students, as well as the unique curriculum and language used in the Transportation Industry.

Session Notes:

ESL for the Transportation Sector in Kitchener/Waterloo....
....began with a grant from the government, and was put together by Monique Van der Leden, Program Manager - ESL. In its beginning stages there was a lot of support and buzz about the program however it did not successfully launch in its beginnings.

As a result Monique Van der Leden connected with Karen Murray, current Curriculum writer and Instructor, to help re-design the program, which led to improvements in enrollment and a better success rate.

Transport Services

- Brings in 6.1 billion in annual revenue
- Accounts for 60% of Canadian trade to the United States
- 90% of materials and products that are sold and distributed throughout the country come from the transport industry
- Employs 400,000 annually
- Employs 10,000 indirectly annually
- 265,000 truck drivers
- 10,000 for hire opportunities
- 37,000 new drivers are needed for the next few years and Canada is now facing a shortage
- Truck driving provides a skilled trade, job security, and an above average
- Truck driving careers are versatile and provide a different working life; each province has different opportunities and career lifestyles

The language of the truck industry is full of slang and uses culture specific acronyms, therefore a newcomer/immigrant who wants to pursue truck driving faces many language challenges.

The Complexities of Truck Driving – Example: Trip planning

Drivers need to know:
- Road signs and map reading
- Fuel consumption
- Log books and service regulations – It is very important that students have basic math skills.

Drivers must be mechanically inclined, responsible for paperwork, responsible for valuable merchandise, and must spend many hours on the road. Truck driving is a complicated and challenging job. Thus, the ESL Truck Driving Program focuses on safety and regulations, and tailors a course specific to the needs of ESL students, whereas most truck driving schools provide basic education.
Breakout #41 (cont’d)

First Course Breakdown: September to November, 3-4 Days a Week
Week 1: Course Introduction and Careers in Trucking
Week 2: Truck Parts and Mechanisms
Week 3: Working in the Yard and in the Docks – Reading Week
Week 4: Working Safety and Industry Compliance – Listening Week
Week 5: Mapping Skills and Route Planning
Week 6: Preparing for the Drivers Exam
Week 7: Driver Challenges and Work Preparation
Week 8: Preparation for Work Experience
Week 9: Wrap-up, Evaluations and Feedback

In Retrospect:
- Re-evaluating class size and students’ skill levels.
- Discussions about advertising.
- Not enough time needed to cover all the material.
- Hard to determine the students’ language level movement was questionable.
- Co-op placements in the Transport Industry are few and far between and therefore it was difficult to find job placements for students.

Second Course Breakdown: January to May, 3-4 Days a Week
Week 1: Course Intro and Careers
Weeks 2, 3 & 4: Truck Parts and Mechanisms
Week 5: Working in the Yards and Docks
Week 6, 7 & 8: Mapping Skills and Trip Planning
Week 9: Preparing for the Drivers Exams
Week 10: Driver Challenges/Filling in Forms
Week 11: On the road
Week 12: Safety and industry compliance
Week 13: Work preparation
Week 14: Course wrap-up and Final evaluations

Difference(s) Between 1st Course & 2nd Course

1st Course
- 12 students which reduced to 9, 3 students have AZ license & 1 of these students have 4 years truck driving experience, exemplary attendance, language skills, other skills and experience.

2nd Course
- 18 students which reduced to 8, 3 students have AZ license & 1 of these students have 5 years truck driving experience, erratic attendance, assessments and presentations, adjusting the course to suit the students.

Future Considerations
1. More time to cover the material – lengthen semester
2. E.I. support for access to accredited driver training schools
3. Standardize the curriculum across the country – updating rules and regulations constantly
Breakout 42 (Repeated in Breakout #50A)

A Description of HARTs (History of Assessment, Referral and Training System)

Presenter: Grace Scire - Manager for the Automated Reservation System implementation for the Ontario Region, The Centre for Education & Training

This workshop offered participants the opportunity to explore and develop skills in creating queries using the History of Assessment, Referral and Training System (HARTs).

**Session Notes:**

**History of Assessments, Referrals and Training**

- **Real time** information management system
- Real time updates, real time reports
- all in one web based application for Multi Programs
- training system developed to provide organizations with an efficient method of client inventory, referral, and statistical information
- Client files that track client progression throughout each program
- Tracking of client attendance in classes
- Statistical reports, not narrative
- Convenient feature to book client language assessment anywhere in Canada
- Waitlist option
- Full time help desk
- Not for use with ESL at this moment
- Monthly statistical reports
- ARS (Automated Reservation System) is currently in use and was developed in 1993 used in Peel and Halton. The only feature was to book appointments at that time
- Every LINC organization used this system on a daily basis.
- In 2007 decided to move the ARS system into a web based system and was renamed HARTs in 2007
- HART’s will start to be implemented across Ontario in April 2008
- Same as ARS system using Dynamic Report Wizard, select template and create report
- Provides an Ontario wide report card for your client re: progress, classes, benchmarks, assessments.
- user friendly
- client friendly
- Ontario wide reporting capability
- From one program to another within your centres
- Files maintained on centralized database/reduced hardcopy/increased speed and accuracy
- Immediate data updating
- Users can immediately record results to refer client
- Online HARTs Tutorial at http://www.tcet.com/harts/online-training/
- www.tcet.com/harts
- www.hartsystem.ca

Q & A

- yes you can get a report on an individual client
- how to transfer client info. from other province? New assessment, no sharing outside of Ontario. Has to have a file on ARS
- the information will be transferred over from ARS to HART
- the two systems will be running simultaneously for the first year and both will be on real time until all regions are using HARTs system
Friday, March 28

Plenary – Intercultural Communication and Cross-Cultural Paralinguistics
Presenter – Kathryn Brillinger - Professor at Conestoga College in Kitchener

This presentation examined 5 principles of intercultural communication that can help those involved in higher-level language training programs develop understanding, skills, and techniques to thrive in a context where many cultures and many communication styles interact.

Session Notes:

Three areas of research:
- Cognitive
- Affective- (feelings, emotions)
- Behavioural (possible changes to what you do or say in classroom or workplace)

‘Tip of Toe’ situation in class or workplace:
- “something disturbed me, someone else, the environment”

6 questions to ask:
- Is it culture? - Discourse? - Language?
- Personality? - Situations? - Is it me?

Clarify what’s going on?
- Say, “I feel …..”
- Use rollovers e.g. what do you mean by?
- Brief therapy what just happened? Why are we uncomfortable? Where can we go?

How you set things up in your ESL classroom can help to create synergy.

1. The punctuation principle: a culture puts lines around you
- Cultures are mirrors in which we can see ourselves, “the looking-glass self” - Margaret Meed

The mirror for our higher level language training include:
- Materials
- Topics (often Eurocentric)
- Trivia
- Timing (where the rules for punctuality can disturb peoples lives and schedules)
- Disenfranchisement

Exercise: make a list of all the cultures you belong to, and don’t belong to.
The punctuation principle says you know what values you have, what groups you belong to.

Intercultural: Individual raised in at least two different cultures.
Intracultural: Impacts what a person see’s, hears and knows

- The ‘Saris and Samosas Approach’
- Intercultural communication only stays above the surface.
- Do not learn anything about the culture: such as core beliefs, values, not going beyond food, clothing

Milton Bennett - How you can move forward?
I) Ethnocentric stage
II) Ethno relative stage; culture exists for a reason and its’ relative

Ethnocentric Continuum
Levels: from lowest to highest
a) Denial (highlight cultural differences) not wanting to be around other cultures (cognitive affective)
b) Defense-actively trying to get rid of another group (there communication)
c) Deal with it by emphasizing common humanity
d) Minimization stage (everybody is the same as you, we are all the same)
(Studies show cultures are very different in their core beliefs)
Plenary – Intercultural Communication and Cross-Cultural Paralinguistics (cont’d)

Ethnorelative Continuum
- Acceptance: need to refine cultural analysis skills –cognitive
- Adaptation: focus on theories and models–cognitive
- Integration: delicate stage (resolve intercultural identity-affective)

2. Invisible set of rules exist that reflect values
- Ghada and the coffee: what rules are involved? What cultural values are displayed?
- Difference b/w cultures are continuums not stereotypes
- Edward T. Hall–heavily praised for his being the first, criticized b/c everything is compared to American culture (we all need to adjust to that standard)

Monochronic (time oriented)
- Time commitments are serious business
- Adhere to a schedule
- Try not to disturb others
- Show respect for ownership
- Follow rules of privacy
- Work in short term relationships

Polychromic
- Do many things at once
- Distractions are acceptable
- Commit to people and relationships not time
- Change plans often and easily
- Be more concerned with associate’s lives than with privacy
- Borrow, lend, and share within relationships easily

3. The non-verbal trumps the verbal - In all intercultural communication
a. Intonation: high-rise (to get people with you), low-rise (to keep people with you), flat (depressed), rise-fall (to make sure you remember that, to convince), fall-fall (sarcasm and rudeness in NA culture)
b. Facial expressions: smile, sneer, frown, pout, grimace, mouth twist, eyebrow raise
   Certain cultures are more or less regulated with their expressions.
c. Head movement/position: shake, nod, tilt, raise, lower (we have norms and expectations for behaviour that if followed we think things are going well, if broken we think something is wrong)
d. Body orientation: Towards or away from

e. Vocabulary: denotation and connotation

f. Grammar

Haptics - The study of touching behaviour
- Seven types of touch
- A lot of agony can be prevented if people understand cultural haptics
- Need to understand that some cultural rules cannot be broken (punctuation marks around ourselves)

Proxemics - The study of distance in interaction
- Public (teacher to class)
- Social (need to be far enough away to see how low you are bowing) - this can be perceived as insecurity
- Personal (student asking after teacher after class)
- Intimate (friends in class whispering)
- You don’t always analyze intercultural situations, may not know why people react a certain way
**Plenary – Intercultural Communication and Cross-Cultural Paralinguistics (cont’d)**

**Oculesics - The study of eye contact**
- Flirtations up look vs. ‘adultery of the eyes’
- Lustful glance/ complimentary notice
- Attempt to access vocabulary, lack of attentiveness or ability

**Emotional regulation and discourse rules**
- Overlapping (more than one person talk at the same time)
- Silence (who speaks as quickly as other)
- Place holders (we verbally keep a place, silence is deadly for some cultures, eg. Let me think about that)
- Fillers (umm….well…./ some cultures have moments of silence)
- Number of items (how many things a person says at a time/ some cultures may feel short-changed)
- Amount of enthusiasm
- Control (many cultures the teacher still controls the class)

**Clothing and accouterments**
- Who’s in the safe zone?
- We look at accouterments and make an assumption about people

**Gesture**
- The triangle (don’t raise hands above their heads, or below or to the side unless they are preaching or trying to convince you) (North American cultural standard)
- Some cultures have a rectangle
- Some stay very close to the body (the box)
- The wrist (exposing wrist says, I’m available. People more receptive if you expose your wrist)
- The hand to the heart (an excellent way to deliver negative information)
- the 3 per utterance (typical norm for NA is to move hand three time per utterance)

**Head Movement**
- The tilt and nod creates a new reaction (tilting is a surrender)

**Posture**
- Straight back posing in Asian cultures may be perceived as uptight
- Teach the shift and lean in interviews
- Conceptual fluency is key

4. **We must expect challenges and we must nurture empathy**
- Communication in a heterogeneous context is tiring and cannot take place the same way as a homogenous context.
- Takes a lot of empathy to do intercultural communication well
- We need to be explicit about expectations and responsibilities

Becoming an exquisite intercultural communicator
You need three things to be a good communicator:
1. Know the outcome that you want
2. Have flexibility in your behaviour
3. Have sensory awareness

- We need to determine and exemplify best practices
- Higher-level language programs need to be at the forefront of Canada’s intercultural support system
**Plenary – Compassion Fatigue**  
**Presenter: Jane Bradley – Counsellor in Professional Caregiver Support Services, Trauma Recovery, Addictions, Relationships and Anger Management**

This session examined compassion fatigue, showed how to recognize the symptoms and suggested coping mechanisms to help alleviate what can be a very debilitating condition.

**Session Notes:**

**What is Posttraumatic Stress Disorder (PTSD)?**  
It is the long-term physical and psychological effects of experiencing or witnessing trauma. These responses include:

1. intense fear  
2. helplessness  
3. horror

- Occurs at least six weeks after the traumatic event  
- PTSD include recurring and intrusive memories of the traumatic event  
- Experience of the traumatic event, which starts to occur again in the present  
- Can be triggered by obvious and non-obvious events  
- Recurring nightmares (the brain is trying to process and file the experience)  
- Dissociation (children think they are going to die as the next step in abuse, they then switch off and go away in their brain, often there isn’t accurate or any memory of the event)
  - The children will continue this coping mechanism into adulthood because the child does not know when the abuse will stop until they can look back on it later in life  
  - Therefore a child’s ability to learn can be seriously impaired  
  - Adults who have experienced horrendous trauma can learn to dissociate

- Physical reactions to trauma triggers (certain smells, or objects can remind person of the trauma)  
- Some trauma goes beyond the ability to describe. It’s not possible for some people to describe.  
- Ability to feel tender emotions is severely compromised  
- It is not healthy to suppress emotions; it will create anxiety and anger outbursts  
- Isolation and disintegration of personal relationships  
- Difficulty concentrating (can be misdiagnosed as ADD, or ADHD)

**The Brain and Trauma**

- 90% of what we know about the brain today we have discovered in the last ten years.  
- Our emotional system is older and wiser than the thinking system  
- The emotional system was created first  
- Learning and memory will therefore be impaired by default if there is trauma that is trying to be processed by the brain  
- Trauma is held on a cellular level, therefore stored without matching thoughts  

- Adults experienced traumas as a child are at high risk for heart attack  
- Immune system can be compromised.

Researchers for PSTD, working in hospitals with Vietnam War veterans, realized the hospital staff was describing symptoms of PSTD when they haven’t experienced the trauma.  
- Called emotional contagion: not a sign of weakness

Combination of three different stresses:

1. Primary: Your life, history and experience of trauma  
2. Secondary: Being overwhelmed by the repeated exposure of trauma of others.  
3. Cumulative Stress (burnout): State of physical, emotional and mental exhaustion
Plenary – Compassion Fatigue (cont’d)

- A feeling of belonging and having a happy home is very powerful to creating resilience
- You need a proactive approach to dealing with things
- Must be involved with things that satisfy you
- Taking care of yourself physically-need to push trauma out of your system, exercise reorganizes and changes the chemical makeup of your brain
- Yoga, Tai Chi, and walking is very important.
- Effective and immediate way to reverse the stress response is deep breathing.

The red zone (Handout) is extremely dangerous:
- Helplessness comes in
- A victim mentality can develop that is beyond your control
- If you feel no way out you may become suicidal
- The more rapidly we think the more we swerve towards the negative
- Should think-reflect, think-reflect which a balanced way to develop thought patterns
- Often times in the red zone, marital affairs can happen
- Can feel disconnected with your work
- Feel like there is no safe haven (care giving at work care giving at home)
- In the red zone it is important to seek professional help immediately.
- People can become adrenaline junkies, who have had many years of trauma
  They don’t have any frame of reference where to go and get the peace.

Declaration of self-care
I intend to:
- Accept myself for who I am
- Respect the skills that I have
- Ask for support when I need it
- Accept that I am susceptible to Compassion Fatigue
- Modify the use of substances that alter my moods in a way that I avoid processing them
- Think positive and affirming thoughts about myself
- Treat myself at least once a week
- Support your colleagues without neglecting your own needs
- Establish personal boundaries
- Act with dignity even if it feels difficult
- Be honest with myself at all times.
- Practice healthy detachment from colleagues and clients
- Engage in regular spiritual practice (walking, gardening)
- Love deeply and openly
- Cry
- Laugh
## APPENDICES

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EMERGING ISSUES NOTES

Notes in BOLD indicate each groups priority items

Session One
- Tools for ELT eligibility – what tool and when
- **Benchmarks** – does everyone understand them equally – what do they mean to SPOs (service providing organization), teachers and employers
- Exit assessments – should they be used, what would be assessed, what is the scope, how feasible is it to implement
- Follow up process for ELT programs – how do you measure success – process to identify attrition rates
- **Integration of all language training referral/assessments and maintaining standards** – LINC and ESL to be integrated including eligibility and assessment process – remove the competition between the programs
- Duplication of services among programs – OSLT vs ELT – lack of information about the differences
- Marketing – pool funding among organizations and market language training together
- Difference of opinion (government) whether refugee claimant should be eligible for language training – why not allow them in LINC

Session Two
- Expansion of eligibility criteria – citizens are not eligible for language training after 3 years, there’s a gap in service
- Overarching strategy of funders – need to know more information about what their thoughts are and where they’re going
- RFP methodology review
- **Coordinating and sharing of programs and consistency of ELT curriculum. Curriculum availability** – sharing between agencies however realizing that one size does not fit all – and how do you decide which curriculum to use if there is more than one option – why doesn’t CIC circulate curriculum automatically?
- Marketing – lack of; not enough funding/resources for
- Definition of success – standardize what this means (client and program)
- Assessment tools (ELTPA) – they exist but how to access easily
- Coordination of info and process of client referrals – standardize; better communications
- Specific concerns that relate to smaller communities – lack of financial resources; creates barriers
- Curriculum issue is not just about materials, it’s also about implementation
- Realistic funding for start-up projects

Session Three
- Inter-cultural communication skills training
- ELT-specific practitioner training
- Inclusive parameters of who’s eligible for programs ie. new citizens
- Sustainability – info and skills lost when programs shut down
- Equalize differences in funding for LINC/ESL and other language programs
- Employer engagement – get employers to be more open with people they wouldn’t traditionally hire and get more involved with the process of language training
- **Coordination/integration of service providers increasing consistency such as the development of a central electronic database (ie. an ESL infoway) to assist with this**
- External pre-arrival services (not just language training) so that people are more realistic about their expectations when they arrive in Canada
- Ethics around marketing Canada employment abroad – misleading people intentionally and what impact it has on countries globally from the loss of skilled workers
EMERGING ISSUES NOTES (cont’d)

- Program eligibility criteria – doesn’t make sense to bar people from programs after citizenship such as ELT – there’s also a double standard Federally and Provincially because not all programs are treated equally
- National credentials assessment – no national education system which puts Canada at a disadvantage – other countries are able to grant certification more easily because they have national standards
- Sustainability and long-term stable funding for programs – to keep good people on staff and consistency by offering them more resources and reasons to stay – Note: The group overall felt that this point was a good runner-up because without this, there would be no programs to support
- Individual funding support – income support as needed for extended training – scholarships or bursaries could be offered
- Create a consistent exit assessment tool that’s common to all programs to verify language benchmark – Comment: Use placement test as exit test. Counter-comment: Placement test is not appropriate for this use.

Session Four
- Value of “internships” (specifically unpaid placements) – currently under-rated by both employer and candidate – suggest three months “probation” by employer for assessment and getting gradually more income over this time period – this will create incentive for companies to have more internships and spread the wealth around not just for Career Bridge but directly to the client. Attend employer’s conferences to hear what their needs are and bounce ideas around with them
- Lack of networking/communication opportunities between SPOs. Share best practices among agencies. Information sharing between learners (client), assessment centers and ELT providers. Better explanation of what the differences are between language programs to newcomers
- Gap between LINC and ELT and alignment of services
- Standards in communication (benchmarks) re: ELT, eligibility, admission and placements, and exit process
- Managing learner expectations – clear guidelines/information to avoid client disappointment
- Report for learners that they can take with them until they reach their ultimate goal, kind of like a passport, and acts as a guide for next steps
- Do newcomers understand the labour market in Canada? Greater connection between recruitment of newcomers and services and regulatory requirements
- Standardized CLB-based language assessment tool for admission of ITIs to college and universities. Tool to be developed through CIITE project – initial tool not suitable
- On-going focus on soft skills as part of long-term training success
- Create MCI/CIC partnership to provide sustainable funding for programs for all newcomers regardless of status (permanent resident, citizen, etc.)

Session Five
- Broad stroke marketing campaign – employers don’t know about ELT, who we are, what we do – market to unions, chambers of commerce, board of trade for placement side – we also need to reach out to more potential clients. Comment: Marketing to clients should be about why these bridging programs are important and what the benefits are to newcomers because they don’t understand why they need language training/ELT
- Incentives for employers – what’s in it for them and why they should bother – such as a tax deduction, etc.
- Program implementation – there are so many pilot projects, some which are really good but then no longer term funding to keep them going and then they get shelved
EMERGING ISSUES NOTES (cont’d)

- Coordination and collaboration of agencies (in the same geographic area) – sharing best practices – some agencies are protective of their developed materials as intellectual property – there is misunderstanding whether the agencies are allowed to or even obligated to provide their information – some agencies are “selling” their developed programs to other agencies – Comment: CIC does not want to pay twice to develop the same program so information should be shared freely at no cost. Comment: Shouldn’t we just house the programs on settlement.org or some other web portal and have it available to everyone
- Paid placements should be instituted – it’s a big commitment to take courses and then to be expected to do an unpaid placement – it’s too challenging for the learners to see this through – many clients have to take survival jobs in the meantime, as opposed to jobs that are in their field of interest/learning
- Streamline services – there’s a lot of duplication – let’s coordinate to get the most effectiveness out of all the programs available
- Are we providing the right programs or are they based on research from 5 years ago and so we’re not servicing them properly and therefore potential clients have little interest in attending? Our programs are good but they could have more participants.
- Barriers to language training. LINC offers funding for child minding. Funding for LINC and ESL are disproportionate. LINC has all the advantages. Is there discrimination to ESL students? Treasury Board Guidelines need to change
- EI does not allow students to take language courses because then they’re in class for 8 hours and not looking for work even though they need language training to get a good job – it’s a situation of one hand not talking to the other
- Stipends while studying – who provides these? Comment: they are offered provincially (Saskatchewan) – can we get that across the board?
- Support from MCI is considerably less than CIC – MCI pays by number of seats in the chair, if they drop under 20 then the program is seriously in jeopardy and will be closed – let’s put the students first
- Employment-related LINC classes

Session Six (French)

- Questions non soulevées ailleurs: problèmes, soucis, interrogations...
- L’objectif est d’identifier des problèmes qui vont être apportées au Ministère de la Citoyenneté et de l’Immigration (CIC)
- En tant que minorité francophone en Ontario :

1. Défis : pouvoir accepter dans nos programmes les réfugiés en attente de statut
   - Autrement nous les perdons car ils trouveront des jobs de survie ou iront loger ailleurs
   - Manque de financement par la CIC
   - Le seul cas possible d’accepter les réfugiés qui veulent apprendre l’anglais est quand ceci est cofinancé avec le Ministère des Affaires Civiques (MAC)
   - Statistiquement, le pourcentage des réfugiés parmi les francophones immigrants est très élevé. Le problème est que, en écartant ces réfugiés de nos programmes, la clientèle potentielle éligible devient très réduite
     - Ex : Ces réfugiés ne sont pas éligibles au programme « Destination Profession » de Collège Boréal par application de la loi de la CIC
     - Ex : A Collège Boréal de London, on a demandé à ces réfugiés d’arrêter leur formation et revenir lorsqu’ils auront le statut. De cette manière, on les perd complètement
   - Le problème est introduit au CIC a Ottawa Des discussions ont commence au MAC
EMERGING ISSUES NOTES (cont’d)

2. Défis : A Toronto, il n’y a pas d’écoles LINC pour les niveaux 1, 2, 3 et 4
   - Les francophones de ces niveaux se dirigent automatiquement aux centres anglophones et nous les perdons en tant que clientèle potentielle
   - Le problème est le sous financement des organisations francophones pour pouvoir établir ces écoles
   - L’avantage d’avoir ces écoles : avoir un environnement confortable et familier pour le nouveau francophone
   - Dès leur arrivée, ils sont automatiquement envoyés vers les centres anglophones et non francophones
   - Nous n’avons pas assez de moyens d’avoir des professeurs spécialisés
   - Donc, nous demandons d’avoir les moyens financiers pour créer plus de services adéquats aux nouveaux arrivants francophones
   - Demande de faire des CLIC en français: Ce programme n’existe qu’à Ottawa. Certes les programmes en ligne sont importants mais le contact humain reste primordial

3. Défis : Considérer le français comme langue d’intégration au travail autant que l’anglais
   - A considérer dans les nouveaux programmes à l’instar de CLNA

   Ex : plaintes de plusieurs immigrants qui viennent pour apprendre le français : « c’est injuste de venir au Canada et payer de l’argent pour apprendre une langue officielle de ce pays »
   - Le bilinguisme est important en Ontario, pourquoi on n’apprend pas le français aux anglophones ?
   - Besoin de deux programmes basés sur des services bilingues tant pour le gouvernement que pour les compagnies de services

4. Défis : Lenteur de la cote de sécurité
   - accélérer le processus

5. Défis : Fournir un programme d’information pour les organismes francophones
   - Ceux-ci sont conçus essentiellement pour les organismes anglophones
   - Les agences francophones n’ont pas accès à l’information : manque de canal lié à la gestion des budgets et aux demandes de financement

6. Défis : Sensibiliser les employeurs
   - Ils sont imperméables d’employer des nouveaux immigrants même pour des stages non payés
   - Développer le langage de recruter les nouveaux immigrants pas parce qu’ils sont immigrants (couleur de leur peau, culture, religion) mais parce qu’ils sont compétents
   - Mettre en valeur les compétences des nouveaux immigrants
   - Incitatifs à long terme pour les employeurs : programmes de mentorat, formation comme le programme Destination Profession

7. Défis : Allégement de la bureaucratique

8. Défis : Mettre en place des canaux d’information francophones : partage d’idées, se mettre à jour

Récapitulation des questions émergentes par priorité établie par les participants :

- Réfugiés / demandeurs d’asile en attente (9)
- Sous financement / quota pour les services en français – attributions des quotas (4)
- Le français n’est pas reconnu comme langue d’intégration au milieu du travail (2)
- Manque de CLIC en dehors d’Ottawa (2)
- Incitatifs à l’emploi à long terme (2)
- Canaux d’information francophone à même égalité que l’anglais (1)
- Cote de sécurité (0)
- Alléger la bureaucratique (0)
- Difficulté à obtenir des professeurs de qualité (0)
Presenters’ Profiles

Katrin Alaves
Katrin Alaves is an ESL instructor in Guelph as part of the Wellington Centre for Continuing Education program. She started teaching English in Mexico while taking the Latin American Studies program at Queen's University. Since moving back to Canada in 1998, she has been teaching the various levels and skills of ESL while specializing in the area of English pronunciation. Most recently, she has combined her experience as an ESL instructor and her knowledge of the business world to create two valuable courses for newcomers. These courses provide the newcomers with the tools they need to communicate effectively in English as well as to understand the professional workplace environment in Ontario.

Joan Bartel
Joan Bartel has been involved in EFL/ESL for adults for her whole career. She has an M.A. in Language Teaching (thesis subject: motivations of adults in foreign language courses) and TESL Ontario certification and is a frequent presenter at TESL Toronto. Her special interest has been working with internationally trained professionals since her years at Harvard University, where she developed a textbook, later published, for her students. Recently she earned several certificates in Career Counselling. She is currently Facilitator and Curriculum Developer for ELT for Agricultural Specialists and Bio-Scientists at Skills for Change, Toronto.

Judith Bond
Judith has designed and delivered training for a number of Bridging programs including Career Bridge, OPTIONS, Fast Track to Technology Occupations (FTTO), and the Ontario Tourism Education Corporation’s (OTEC) Ready to Work Program. She is currently writing curriculum for ELT programs at Sheridan College. Judith has written and co-authored several workplace education resources:
- CanadaWorks (http://www.settlement.org to download) This book was commissioned by Citizenship and Immigration Canada and is used in language training programs for newcomers. It introduces Canadian work practices and expectations: processes such as just in time, WHMIS, unions, accountability, performance issues etc.
- Steps to Employment: Personal Service Occupations
- Steps to Employment: Sales Occupations (http://www.settlement.org to download)
- PracticalWhmis, an on-line course (http://www.practicalwhmis.com)
She is a certified trainer for Service Excellence, Canadian Food Safety Program and Workplace Hazardous Material Information System.

Jane Bradley
Jane Bradley, B.A. Psychology, has been a Professional Caregiver since 1975, and as a result, has developed a unique and resilient approach to Compassion Fatigue. With insight, humour, and firsthand knowledge, she reveals the process and experience of Compassion Fatigue. She draws on her extensive and varied background to create informative, interactive workshops, offering practical tools and strategies for recognizing and alleviating the impact of Compassion Fatigue. Jane Bradley has spent much of her career involved in healing trauma and crisis. She has worked with high risk adolescents, abused women and their children, refugees, developmentally disabled adults, the homeless, and people with serious mental illness and addictions. She has worked in a variety of settings including residences, classrooms, and shelters. In a volunteer capacity she has worked at a Sexual Assault Centre and a 24-hour crisis telephone line. In 1989, Jane Bradley opened her unique private practice, offering client centred counselling to adults and children in the Niagara Region. She specializes in professional Caregiver Support Services, trauma recovery, addictions, relationships and anger management.
Presenters’ Profiles (cont’d)

Kathryn Brillinger
Kathryn Brillinger has presented extensively on issues related to pronunciation, intercultural communication, and successful ESL teaching. For over 20 years, she has taught ESL including LINC Levels 1-5, TIPS (Training for Immigrant Professionals) and LMLT (Labor Market Language Training), academic and work preparation ESL as well as special classes for university professors in pronunciation and teaching interculturally. She was Assistant Chief Rater for the TSE for 11 years and is very familiar with high-level assessment issues. She has run a consulting business teaching executives at large Japanese corporations and other high tech companies. She currently teaches post-graduate TESL, academic ESL, and degree/diploma communications classes. She has a Masters in Education (TESL) from Brock University and is currently completing University of British Columbia’s Post-Graduate Certificate in Intercultural Communication. Kathryn is a professor at Conestoga College in Kitchener, Ontario.

Loredana Bruni
Loredana Bruni has over 10 years of experience in the field of English as a Second/Foreign Language. She has taught all levels of English both in Canada and abroad, in the public and private sectors. In addition to language teaching, Loredana has 6 years’ experience in designing and teaching TESL (Teaching English as a Second Language) courses. Loredana has been more extensively involved in curriculum development for the past five years. She created an industry-specific business language curriculum for an oil company in Kazakhstan for Centennial College, was a key player in a team of six curriculum writers for an ELT curriculum for internationally educated nurses in 2004-2005 which has been widely delivered since then, and co-designed an ELT curriculum for a bridging program for internationally educated massage therapists. Most recently Loredana has been working with the CARE Centre for Internationally Educated Nurses in designing language support curricula for their members.

Barbara Burnaby
Barbara Burnaby has a B.A. in Fine Art (1965), an M.A. in Linguistics (1972), and a Ph.D. in Education Theory (1979), all from the University of Toronto. She has taught English as a foreign language in Japan and English as a second language to adult immigrants in Toronto. Through contracts, she taught pre-service teacher training courses in English as a second language, language in Native education, and adult literacy for immigrants in five Canadian universities. She has been doing committee work with TESL Ontario since the 1970s and was President of TESL Canada in the 1980s. As well, she was President of World Literacy of Canada in the later 1980s and early 1990s. As a Research Officer at the Ontario Institute for Studies in Education (OISE) (1979 to 1986) she developed curriculum in language arts for Native children, teacher training in English as a second language, and benchmarks for adult immigrants learning English. In 1986, she joined the Department of Adult Education at OISE as a faculty member (Chair from 1991 to 1995). In 1996, she moved to the Modern Language Centre in the Department of Curriculum, Teaching and Learning at OISE. She worked on assessment issues in Native languages, and for foreign candidates in pharmacy in Canada. She coordinated an international conference on stabilizing indigenous languages, Toronto, May 2000.

She was Dean of the Faculty of Education at Memorial University of Newfoundland (2000-2002), then worked as a faculty member until the spring of 2005. She is currently an Honorary Research Professor, working with Marguerite MacKenzie on a CURA grant on language development among the Innu in Labrador. Since 2005, she has been coordinator of the Canadian Coalition for Immigrant Children and Youth, and has been playing a leadership role in the development of the Coalition on Richer Diversity in Newfoundland and Labrador.
Presenters’ Profiles (cont’d)

**Hanna Cabaj**
Hanna Cabaj is the Coordinator of the Adult Education Program (ESL, Citizenship, LINC, LBS) with the TCDSB. She has been working in the field of adult language programs in Canada and overseas for over 20 years as a teacher, instructor and administrator.

**Carolyn Cohen**
Carolyn Cohen is Director of Language Services with the Centre for Education and Training. She has worked in the field of ESL for more than twenty years in Administration, Assessment and Teaching. Carolyn managed development of the CLBA / LA, CLBA –I, ELTPA and national LINC Assessor training. Her current portfolio of responsibility includes Assessment Services and Development, Translation and Interpreter Services, LINC Home Study and the LINC Automated Reservation System.

**Sharon Hall**
*Sharon Hall* is an Instructor and Curriculum Developer for the ELT program at The Centre for Skills Development & Training. She has over twenty years experience working with adults in LINC/ESL and corporate training. She has presented workshops at TESL Ontario and local affiliate Conferences.

**Yvonne Hiney**
Yvonne Hiney is the Work Placement Facilitator for internationally-trained professionals at Halton Multicultural Council. She developed curriculum for a generic ELT Program at the Halton Catholic District School Board Adult Learning Centre and delivered the program for two years. Previous experience includes English Language Instructor, Adult Education Instructor and business background.

**Donna Hanson**
Donna Hanson is a Program Officer with the Toronto District School Board and has been active teaching and supervising ESL programs for 18 years. She has presented numerous workshops at TESL Toronto and TESL Ontario on topics as diverse as lesson planning, workplace language, writing and listening.

**Peggy Irwin**
Peggy Irwin has over 23 years of experience in the field of English as a Second Language. In addition to ESL teaching experience in LINC, academic English, English for Specific Purposes, and 15 years experience in teacher training (TESL) as both an instructor and curriculum developer, Peggy has been extensively involved in curriculum development. She has developed ESL/ESP curricula in the private sector for a variety of corporations, in the public sector and most recently Enhanced Language Training curricula. Peggy was the project manager for an ELT curriculum development project for internationally educated nurses. Subsequently she was one of two curriculum writers for another ELT project: Centennial College’s Project Management for Business, as well as the project manager for Centennial College’s ELT for Massage Therapists Curriculum development.

**Huguette Jean-François, M ès Sciences, MGP, ITIL**
Huguette Jean-Francois is the CLNA/ELT coordinator at La Cité Collégiale in Ottawa. She has twenty years experience as a teacher and trainer. She has been with la Cité collégiale since 2002 and is part of CLNA since 2006. She is in charge of selecting and recruiting participants as well as conducting the delivery of the program.
Presenters’ Profiles (cont’d)

Enid Jorsling
Enid Jorsling is the ELT Coordinator for Halton Multicultural Council. She has developed curriculum for ELT Office Management and delivered the program for the first year. As well she has delivered CGA Business Communications CGA curriculum for Bridge-to-work program to international Accountants preparing for CGA examination and been a LINC Instructor with HMC and the Centre for Education and Training and Peel District School Board. Previous experience includes Language Assessment, Skills Testing and Adult Education and Training.

George V. Kairys
George holds a Master of Arts degree in Public Policy and a Master of Business Administration degree both from York University in Toronto Canada. He is president of the Employer’s Benefit Group and Jobs Centre Canada. In 2006 George V. Kairys formed the Peel Region Employment Preparation (PREP) training program for newcomers to Canada in partnership with the Mississauga Chinese Business Association and funded by the Ontario Ministry of Citizenship and Immigration. A long standing Chamber of Commerce member, George was the 2006 Chairman of the Mississauga Board of Trade, Canada’s fourth largest chamber organization, and a Director of the Greater Toronto Airport Association. A noted public speaker, George has presented for organizations such as the Human Resource Professional Association of Ontario (HRPAO), Federated Press, the International Quality and Productivity Institute and the Excellence in Manufacturing Consortium.

Sohail Khan
Sohail Khan has over 15 years of experience in IT management in organizations ranging from entrepreneurial start-ups to established SME. Combined with real world experience, Mr. Khan has completed his MBA from the University of Ottawa, and is focused on developing IT solutions that address the business requirements of an organization. Mr. Khan joined Skills International as the project manager in 2004 and has led the design, development and implementation of the application across Ontario. Skills International is currently working on several initiatives to expand the project across Canada and to new immigrants before they arrive in Canada. Skills International is focused on highlighting the skills and experience of international trained individuals and connecting them to employers across Ontario so that they are able to secure employment in their field of expertise.

Peter E. Larson
Peter Larson is an independent consultant who specialises in organizational effectiveness. From 1993 to 2004, he was Executive Vice-President of the Public Policy Forum (PPF) an Ottawa-based think tank. Prior to joining the PPF, his wide experience in the public, private and not-for-profit sectors included periods at the Conference Board of Canada, Le Droit, and with several Federal government departments and agencies. He has also undertaken projects for the Commonwealth Secretariat, the UNDP and several other international organizations. His current activities are focussed on the following areas:

- Strategic planning and the evaluation of programs, processes and projects;
- Development of executive capacity;
- Design, organization and facilitation of executive level seminars, retreats, study tours, conferences and training sessions, both nationally and internationally.

Peter graduated in Economics from the University of Western Ontario in 1968. He also holds a Bachelor of Education from the University of Regina, and obtained a Ph.D. in Political Economy from Université de Grenoble, France. In addition to English, he speaks fluent French and Spanish.
Presenters’ Profiles (cont’d)

Deborah LeBaron
Deborah LeBaron has 20 years experience as a Registered Nurse in hospital, community and social work settings. (M.A., TESL Ontario)

Sandy McKeen
Sandy McKeen is the Associate Dean of Media and Journalism Studies at Sheridan College's School of Animation, Arts and Design. Prior to joining Sheridan, he spent 37 years in the media industry having worked in newspaper, wire service, radio and television as a journalist, producer, executive producer and senior news manager including the position of Head of Network News for the Canadian Broadcasting Corporation.

Marlene Meechen
Marlene Meechen has coordinated the New Canadian Program in Waterloo since its beginnings in 1992. She has worked with developmentally challenged, early school leavers and newcomers to Canada for over 30 years in employment services/facilitation and recruiting. Establishing successful relationships with business and industry has been a strong area of focus and she has played the primary role in engaging employers in the Region of Waterloo. Her on-the-ground involvement in facilitating and training newcomers has evolved into long-term personal connections with hundreds of individuals who, after as many as 10 – 15 years of establishing themselves in Canadian workplaces, remain in touch. It was her vision that created the web-site www.skillsinternational.ca and she is looking forward to continuing in its development as the venue for business to meet their recruitment needs.

Darlyn Mentor
Director, Settlement Programs - Citizenship and Immigration Canada-Ontario Region
Darlyn Mentor started her career over 15 years ago, working in the settlement sector, as a multicultural liaison officer in the well-known SWIS Program. Her career path has involved her working in a number of organizations over the years, including community based not for profit agencies, foundations and government. Her experience, before joining Citizenship and Immigration Canada (CIC), includes working in the development and management of programs at the local, national and international levels. She has spent several years working at the establishment of the Canadian Race Relations Foundation and next, as a Program Manager at the Ontario Trillium Foundation. She has extensive experience as a funder, community developer and in program management. Darlyn began working at CIC at a Regional Program Advisor capacity, leading the Francophone Minority Community Initiative at a regional level and is currently the CIC Ontario Region Director, Settlement Programs.

Sheila M. Nicholas
Sheila M. Nicholas is currently the LINC and ESL Coordinator for the Wellington Centre for Continuing Education, Upper Grand District School Board. Prior to her current position, she specialized in teaching ESL Literacy and English for Academic Purposes. She is currently the chair of the LINC/ESL/FSL Committee of the Association for Continuing Education School Board Administrators (CESBA) whom she represents on the Ontario LINC Advisory Committee and the Ministry of Citizenship and Immigration Advisory Committee. She is also the Chair of the TESL Training Institute Recognition Committee of TESL Ontario.

Grainne O'Donnell
Grainne O'Donnell is a Program Manager with the Toronto District School Board, managing ESL and SLT projects.
**Presenters’ Profiles (cont’d)**

**Nicole Olivier B.S.S.**
Nicole Olivier is the Program coordinator at La Cité Collégiale in Ottawa. She has more than fifteen years experience as a counsellor and 8 years experience as a French teacher. She has been with La Cité collégiale since 2005 primarily working on the delivery of programs to newcomers. She developed the first CLNA offered in French in Canada.

**Melissa Pedersen**
*Melissa Pedersen* is the Enhanced Language Training Coordinator at The Centre for Skills Development & Training in Burlington. She has had over twenty years experience in adult education, including LINC/ESL, curriculum development and corporate training, and is a certified CLBPT Assessor. She has delivered workshops and presentations at TESL Ontario Conferences, Peel Halton and other affiliate TESL Conferences, and was a presenter at last year’s CIC Conference in Ottawa.

**Victoria Poe**
Victoria Poe enjoys helping people to grow in their careers and their personal lives – and welcomes innovative approaches to learning. She is an educator, having honed her skills with extensive experience in Project Management, Teaching English as a Second Language, and Employment Training, including international experience. She has designed, implemented, and facilitated various programs including Enhanced Language Training for Professional New Canadians. She founded, 2 Lead Change, a business that offers comprehensive services in training, program development, and facilitation to improve business or career results. Specializing in Career Coaching, English Language Learning, and Equine Experiential Learning, 2 Lead Change enhances leadership and communication skills. A strategist as well as a teacher, Victoria has worked with the former Agribusiness and Trade Unit of Deloitte Touche Tohmatsu Emerging Markets providing support in project/proposal administration, marketing, and recruiting for international development projects. She holds a Bachelor of Education specializing in Teaching English as a Second Language (TESL), and is a certified Teacher of Ontario.

**Subhadra Ramachandran**
Subhadra Ramachandran manages the LINC Home Study program at the Centre for Education and Training. She received her doctoral degree in Linguistics from the University of Ottawa. Prior to taking up the current role, she had taught several levels of ESL and EAP at York University. She also currently holds the position of Academic Coordinator of the York English Language Test (in an honorary role) and has designed a course called *Pragmatics in Second Language Teaching* for York University’s B.Ed. program.

**Grace Scire**
Grace Scire is the Manager for the Automated Reservation System implementation for the Ontario region. She has worked at The Centre for Education & Training since 1999 in various positions. In 2006 she was promoted to Manager of the ARS team. Grace Scire has played a leading role in the re-engineering, implementation and deployment of the system throughout Ontario and has worked closely with all stakeholders.

**Karen Scott-Murray**
Karen Scott-Murray is currently writing the curriculum and teaching a specialized language training program for the Transport Industry at the St. Louis Adult Learning Center in Kitchener/Waterloo. She previously taught English as a Second Language in Tenerife, Spain and in Singapore. She has 10 years experience in the Canadian Transport Sector.
Presenters’ Profiles (cont’d)

Jean Séguin
Director, Settlement - Client Centered Programs - Integration Branch
Citizenship and Immigration Canada

Jean is the Director of the Settlement - Client Centered programs in Integration Branch at Citizenship and Immigration Canada. He is a career public servant with 25 years of service in areas ranging from environmental sciences, social marketing to the promotion of Canadian citizenship. His current responsibilities include providing specialized adaptation and settlement programs to Canada’s newcomers as well as developing special programming to improve the labour market integration of newcomers to Canada.

Anne Senior

Anne Senior is a consultant working with the Centre for Canadian Language Benchmarks on the WLA Pre-Screening Tool and other projects. Anne has over 20 years of experience working in the English as a Second Language field with the LINC program as well as with public and private sector clients. Anne consults on first and second language communication and cultural issues to a wide range of clients and is a highly experienced conference presenter on the Canadian Language Benchmarks.

John Sivell

John Sivell is a professor in the Department of Applied Linguistics and director of the Centre for Intercultural Studies at Brock University. As a faculty member interested in adult education, he is a member of the Learning Management Systems Committee, and chair the Senate Committee on Teaching and Learning Policy. In the Department of Applied Linguistics, he commonly teaches courses on ESL/EFL reading or reading-and-writing for the TESL Certificate and M.A. (TESL) programs. Mr. Sivell’s research focuses on qualitative study of the experience of year-one university students on academic probation (i.e. issues around engagement and involvement of online interaction). As a volunteer outside the university, he keeps in touch with ‘real-life’ adult ESL through team-teaching with his wife (Chirawibha Sivell) and others at the two Welland Heritage Council sites (Welland and Niagara Falls). He is also webmaster of a teaching materials site (The EFL and ESL Internet Filing Cabinet - www.brocku.ca/filingcabinet/) which distinguishes itself in part by the fact that everything on the site is graded according to the CLB.

Gail Stewart

Gail Stewart has been active in the Canadian ESL field for 23 years. She has taught in the University of Toronto’s Intensive ESL Program, Faculty of Education, School of Graduate Studies, and Woodsworth College TESL Certificate Program. Gail began working with the Canadian Language Benchmarks in 1995 when the draft document was undergoing its first round of field testing. Since then, her CLB-based projects have included the design and development of several assessment instruments for placement, diagnostic, and eligibility purposes. In her current role as an assessment consultant and advisor, she focuses on test development, standard setting, instrument adaptation, and validation research.

Andrea Strachan

Andrea Strachan has worked in the ESL field for 18 years in a range of areas including teaching, curriculum design, assessment & testing, language training policy, and bridging initiatives for internationally trained professionals. She has been a member of the Registry of CLB Experts and a CLBPT Assessor & Regional Trainer since 2002, and has contributed to a number of CLB-referenced research projects. More recently she has been involved in the development of occupation-specific teaching materials and language assessment tools. Andrea has also been an expert panel judge for TOEFL and IELTS standard setting sessions, and has advised regulatory bodies on language policy.
**Presenters’ Profiles (cont’d)**

**Aurelia Tokaci**
An accomplished public speaker and diversity trainer, Aurelia brings an extensive experience in project development and policy analysis focused on immigration and integration of global talent; along with expertise related to the development of sustainable partnerships including private, public and voluntary sectors. Education background includes a B.Sc. Degree, Law Studies and Not for Profit Management. Aurelia Tokaci is the Manager of Employment Services at Settlement and Integration Services Organization (SISO) in Hamilton.

**Antonella Valeo**
Antonella Valeo is a Program Consultant with the Adult Education Program and a Ph.D. candidate at OISE/UT. She has been involved in employment-focused language programs as an instructor, curriculum developer, teacher trainer and researcher.

**Monique Van der Leden**
Monique Van der Leden, a member of the Ontario College of Teachers, has been the ESL Program Manager for St. Louis Adult Learning Center in Kitchener/Waterloo since 2006. The program currently serves over 1200 students at 5 sites. Prior Monique owned and operated an ESL school in Japan for 12 years and coordinated an international home stay program. Monique has a strong background in Experiential Education.

**Riet Verheggen, R.P.F.**
**Director, Immigration Branch, Ministry of Citizenship and Immigration**
Riet Verheggen started her career in forestry in 1982 after graduation from Lakehead University with an Honours Bachelor of Science Degree in Forestry. Since 1993, she has worked in various senior management positions within the Ontario government in the Ministry of Northern Development and Mines, the Ministry of Natural Resources and the Ministry of Citizenship and Immigration. Riet served as President of the Ontario Professional Foresters Association for two consecutive terms. She also served on the Advisory Board to the Faculty of Forestry at Lakehead University. In September 2004, Riet became Director of the Immigration Branch, within the Ontario Ministry of Citizenship and Immigration. Her responsibilities include negotiating & implementing the Canada/Ontario Immigration Agreement, the Provincial Nominee Program, the Fair Access to Regulated Professions Act, Global Experience Ontario, Adult non-Credit English and French as a Second Language, settlement and bridge to work programs.

**Joyce Wayne**
Joyce Wayne is the Director of the Sheridan Centre for Internationally Trained Individuals. In 2007, she launched the Canadian Journalism for Internationally Trained Writers program, a graduate program for newcomer writers and journalists in Canada. The first of its kind in North American, this program became the model for other initiatives for internationally trained professionals developed by Wayne at Sheridan College. Wayne is also an award-winning journalist. She worked as the Editor at Quill & Quire magazine and as the Editorial Director of non-fiction at McClelland & Stewart Publishers. A member of PEN Canada and a published writer of fiction, Wayne is a human rights activist most interested in the barriers facing new immigrants to Canada. She holds a Master's Degree in English Literature.

**Julia Williams**
Julia Williams is the Assistant Director of Credit ESL at the English Language Institute, Renison College, University of Waterloo. She has taught EAP at Waterloo and Carleton Universities, Algonquin and Humber Colleges, and in secondary schools over the last 15 years. She is the author of Learning English for Academic Purposes, published by Longman, 2005. Her research interests include corrective feedback and enhanced language training.
Profiles - Employer Panel Members

Catherine MacEwen is currently the Senior Manager, HR, Safety and Marketing Communications for Toronto and Region Conservation, Ontario's largest environmental organization. Catherine has led the HR team in several initiatives to assist internationally trained professionals to find work in their field and in the environmental sector. These initiatives have included conducting workshops and managing mentorship and certification programmes and conducting volunteer activities to give new Canadians that important Canadian experience. Catherine holds a certification in HR, (CHRP) and has an MBA.

Daniela Mayol is the Senior Manager, Hbc Talent Planning and Acquisition at The Hudson's Bay Company. Since joining Hbc in 2005, Daniela has been a major force behind the drive for building partnerships with government agencies to support Hbc's recruitment strategy. She was previously the Divisional Staffing Manager for the Canadian Division of Home Depot. She has 22 years of Human Resources experience with emphasis on Workforce Planning and Recruitment and Selection strategies. Daniela immigrated to Canada from Italy in 1975, therefore is intimately aware of the challenges our new immigrants face with respect to language acquisition and integration into our culture. Speak four languages (Italian, French, Spanish and English) and has a passion for helping new Canadians integrate in the Canadian workforce.

Arsenio Bonifacio was asked to lead the marketing efforts for Edward Jones Canada in 2003. From October 2005 through February 2007, Arsenio assumed the additional responsibility of leading marketing efforts in the United Kingdom. With his focus back on Canada, Arsenio manages all advertising, public relations and new business development opportunities. One of his key responsibilities is partnering with the Edward Jones Recruiting teams to attract qualified candidates to the firm. Edward Jones is a financial-services industry leader recognized for providing excellent investor satisfaction. Arsenio joined Edward Jones in 1997 as a Product Specialist. As a Product Specialist, Arsenio led development of a variety of client products ranging from credit cards to RRSP loans. Prior to joining the firm he held sales positions with a major Canadian bank and an information services company. Arsenio has a Bachelor of Science in Psychology from McMaster University and a Master of Business Administration from Wilfrid Laurier University. He also holds a number of financial services industry designations including Certified Financial Planner (CFP) and Fellow of the Canadian Securities Institute (FCSI).

Susan Rogers is the Manager, Workplace Inclusiveness for Xerox Canada. She has the responsibility for leading inclusiveness initiatives in the company. Her 20-year professional career with Xerox includes several years in sales, marketing, management, and, most recently, human resources - each with increasing responsibility and employee span. In 2003, Susan joined the human resources department with the responsibility for developing management competencies primarily focused on enabling managers to build the critical people skills required to successfully lead teams. In 2005, Susan was assigned the responsibility for developing, implementing and leading inclusiveness initiatives nationally for Xerox Canada. Susan is an active member of the Conference Board of Canada, Council on Inclusive Work Environments, the Xerox Aboriginal Scholarship Committee and holds a master's degree in business administration.
Diane Finley was appointed Minister for Citizenship and Immigration on January 4, 2007.

Ms. Finley was first elected to Parliament in 2004 and was then re-elected in 2006. Since her election, she has served as Official Opposition Critic for Agriculture and Agri-Food. On February 6, 2006, Ms. Finley was appointed Minister for Human Resources and Social Development by the Right Honourable Stephen Harper.

Ms. Finley's professional career began as an administrator of The University of Western Ontario’s highly regarded French Immersion School. Prior to her election, she held several senior positions in both the public and private sectors encompassing health care, transportation, agricultural equipment manufacturing, printing and publishing, and aviation. While working with the Laidlaw group of companies, Ms. Finley built Canada’s largest publicly funded ambulance service company.

Beyond her work, Ms. Finley has been Board Chair of the Brant Community Care Access Centre, and has been active with a number of other organizations, including the Canadian Council for Public-Private Partnerships, The National Standards Committee of the Paramedic Association of Canada, the Aurora Club, the Canadian Strategic Leadership Forum, the Ambulance Service Alliance of Ontario, and the Ontario Government Health Policy Advisory Council.

Most recently, Ms. Finley has been working with the Thyroid Foundation of Canada to spread awareness of thyroid conditions and urge more Canadians to have their thyroid tested. Ms. Finley was diagnosed with Graves’ Disease, a hyperthyroidism condition, in February 2006—a condition which has led to her wearing tinted lenses at all times.

Diane Finley has received many awards for her activism, including the University of Western Ontario’s Coupe du président. She was also named “one of Canada’s future leaders” by the prestigious Governor General’s Study Conference 2000.

Ms. Finley has a bachelor’s degree in administrative studies and a master’s in business administration from the University of Western Ontario. Ms. Finley was raised in Port Dover and Charlottesville, Ontario, and today resides in Simcoe, Ontario, with her husband Doug.
The Honourable Michael Chan  
Ontario Minister of Citizenship and Immigration

Michael Chan was elected to the Ontario legislature in a by-election in 2007 and re-elected in a general election later that year. He previously served as Minister of Revenue. Before joining government, Chan owned his own insurance brokerage in Markham — the York Alliance Insurance Brokers/Financial Depot — with 30 employees and hundreds of agents.

He is a member of the Markham Board of Trade and the Canadian Chinese Insurance Professionals Association. He is honorary president of the Toronto Chinese Senior Health and Recreation Association and sat on the advisory council for the Ontario Medal for Police Bravery and the Toronto Ngun Lam Athletic Association. He has also been an active participant in annual food drives in support of the Markham Food Bank.

Chan is originally from Hong Kong. He and his wife, Elaine, have two sons, Alex and Brian.
**TUESDAY MARCH 25 – CONFERENCE SCHEDULE**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>PERSONNEL/PRESENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noon-9:00 pm</td>
<td>Check into Hotel and Conference Registration</td>
<td>Conference Registration Foyer of Great Room - 3rd Floor</td>
<td>Jangles Productions Staff Register Delegates</td>
</tr>
<tr>
<td>Noon - 4:00 pm</td>
<td>Agencies set up materials for display</td>
<td>Great Room B - 3rd Floor</td>
<td>Delegates Prepare Materials/Displays</td>
</tr>
<tr>
<td>4:00 - 6:00 pm</td>
<td>Reception</td>
<td>Great Room B - 3rd Floor And Foyer of 3rd Floor</td>
<td>Delegates Network and View Materials/Displays</td>
</tr>
<tr>
<td>6:00 - 8:00 pm</td>
<td>Dinner</td>
<td>Niagara Room Brock Hotel</td>
<td></td>
</tr>
<tr>
<td>7:20 - 7:25 pm</td>
<td>Introduction</td>
<td>Niagara Room Brock Hotel</td>
<td>Peter Larson (Facilitator) Introduces Darlyn Mentor</td>
</tr>
<tr>
<td>7:25 - 7:30 pm</td>
<td>Welcoming Remarks</td>
<td>Niagara Room Brock Hotel</td>
<td>Darlyn Mentor - Citizenship and Immigration Canada</td>
</tr>
<tr>
<td>7:30 - 7:35 pm</td>
<td>Introduction</td>
<td>Niagara Room Brock Hotel</td>
<td>Peter Larson (Facilitator) Introduces Barbara Burnaby</td>
</tr>
<tr>
<td>7:35 - 8:00 pm</td>
<td>Dinner Speaker</td>
<td>Niagara Room Brock Hotel</td>
<td>Barbara Burnaby</td>
</tr>
<tr>
<td>TIME</td>
<td>ACTIVITY</td>
<td>LOCATION</td>
<td>PRESENTER(S)</td>
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<tr>
<td>7:00 – 8:30</td>
<td>BREAKFAST</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>CIC and MCI Representatives</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>Plenary  Session</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>Marlene Meechen</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 1</td>
<td>Strategy Room 1 - 5th Floor</td>
<td>Carolyn Cohen and Gail Stewart</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 2</td>
<td>Great Room B - 3rd Floor</td>
<td>Victoria Seepersaud</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 3</td>
<td>Strategy Room 3 - 5th Floor</td>
<td>Andrea Seepersaud</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 4</td>
<td>Great Room A - 3rd Floor</td>
<td>John Sivell</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 5</td>
<td>Strategy Room 2 - 5th Floor</td>
<td>Sohail Khan</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 6</td>
<td>Great Room C - 3rd Floor</td>
<td>George V. Kairys</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 7</td>
<td>Strategy Room 2 - 5th Floor</td>
<td>Nicole Olivier and Hugues Jean-Francois</td>
</tr>
<tr>
<td>9:45 –11:00</td>
<td>Breakout 8</td>
<td>Upper Fallsview B - 5th Floor</td>
<td>Facilitator - Peter Larson</td>
</tr>
<tr>
<td>11:00 –11:15</td>
<td>BREAK</td>
<td>Fallsview ABC - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
</tr>
<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room 1 - 5th Floor</td>
<td>Aurelia Tokaci</td>
</tr>
<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room B - 3rd Floor</td>
<td>Joan Bartel</td>
</tr>
<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room A - 3rd Floor</td>
<td>Subhadra Ramachandran</td>
</tr>
<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room C - 3rd Floor</td>
<td>Melissa Pedersen and Sharon Hall</td>
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<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room D - 3rd Floor</td>
<td>Julia Williams</td>
</tr>
<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room E - 3rd Floor</td>
<td>Sheila M. Nicholas Katrin Alaves</td>
</tr>
<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room F - 3rd Floor</td>
<td>Nicole Olivier and Hugues Jean-Francois</td>
</tr>
<tr>
<td>11:15 – 12:30</td>
<td>Breakout</td>
<td>Great Room G - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
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<tr>
<td>11:45 – 12:00</td>
<td>Breakout</td>
<td>Fallsview ABC - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
</tr>
<tr>
<td>12:00 – 2:00</td>
<td>LUNCH</td>
<td>Great Room A - 3rd Floor</td>
<td>Loredana Bruni and Peggy Irwin</td>
</tr>
<tr>
<td>2:00 – 3:15</td>
<td>Breakout 18</td>
<td>Great Room A - 3rd Floor</td>
<td>Aurelia Tokaci</td>
</tr>
<tr>
<td>2:00 – 3:15</td>
<td>Breakout 19</td>
<td>Great Room B - 3rd Floor</td>
<td>Joan Bartel</td>
</tr>
<tr>
<td>2:00 – 3:15</td>
<td>Breakout 20</td>
<td>Great Room C - 3rd Floor</td>
<td>Subhadra Ramachandran</td>
</tr>
<tr>
<td>2:00 – 3:15</td>
<td>Breakout 21</td>
<td>Great Room D - 3rd Floor</td>
<td>Melissa Pedersen and Sharon Hall</td>
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<tr>
<td>2:00 – 3:15</td>
<td>Breakout 22</td>
<td>Great Room E - 3rd Floor</td>
<td>Julia Williams</td>
</tr>
<tr>
<td>2:00 – 3:15</td>
<td>Breakout 23</td>
<td>Great Room F - 3rd Floor</td>
<td>Sheila M. Nicholas Katrin Alaves</td>
</tr>
<tr>
<td>2:00 – 3:15</td>
<td>Breakout 24</td>
<td>Great Room G - 3rd Floor</td>
<td>Nicole Olivier and Hugues Jean-Francois</td>
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<tr>
<td>2:00 – 3:15</td>
<td>Breakout 25</td>
<td>Great Room H - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
</tr>
<tr>
<td>2:00 – 3:15</td>
<td>Breakout 26</td>
<td>Great Room I - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
</tr>
<tr>
<td>3:15 – 3:40</td>
<td>BREAK</td>
<td>Great Room A - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 27</td>
<td>Great Room B - 3rd Floor</td>
<td>Victoria Seepersaud</td>
</tr>
<tr>
<td>3:40 – 4:55</td>
<td>Breakout 28</td>
<td>Great Room C - 3rd Floor</td>
<td>John Sivell</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 29</td>
<td>Great Room D - 3rd Floor</td>
<td>Sohail Khan</td>
</tr>
<tr>
<td>3:40 – 4:55</td>
<td>Breakout 30</td>
<td>Great Room E - 3rd Floor</td>
<td>George V. Kairys</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 31</td>
<td>Great Room F - 3rd Floor</td>
<td>Nicole Olivier and Hugues Jean-Francois</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 32</td>
<td>Great Room G - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 33</td>
<td>Great Room H - 3rd Floor</td>
<td>Victoria Seepersaud</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 34</td>
<td>Great Room I - 3rd Floor</td>
<td>John Sivell</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 35</td>
<td>Great Room J - 3rd Floor</td>
<td>Sohail Khan</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 36</td>
<td>Great Room K - 3rd Floor</td>
<td>George V. Kairys</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 37</td>
<td>Great Room L - 3rd Floor</td>
<td>Nicole Olivier and Hugues Jean-Francois</td>
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<tr>
<td>4:30 – 5:45</td>
<td>Breakout 38</td>
<td>Great Room M - 3rd Floor</td>
<td>Victoria Seepersaud</td>
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<tr>
<td>4:30 – 5:45</td>
<td>Breakout 39</td>
<td>Great Room N - 3rd Floor</td>
<td>John Sivell</td>
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<tr>
<td>4:30 – 5:45</td>
<td>Breakout 40</td>
<td>Great Room O - 3rd Floor</td>
<td>Sohail Khan</td>
</tr>
<tr>
<td>4:30 – 5:45</td>
<td>Breakout 41</td>
<td>Great Room P - 3rd Floor</td>
<td>George V. Kairys</td>
</tr>
<tr>
<td>4:30 – 5:45</td>
<td>Breakout 42</td>
<td>Great Room Q - 3rd Floor</td>
<td>Nicole Olivier and Hugues Jean-Francois</td>
</tr>
<tr>
<td>4:30 – 5:45</td>
<td>Breakout 43</td>
<td>Great Room R - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
</tr>
<tr>
<td>6:00-8:00</td>
<td>DINNER</td>
<td>Niagara Room (Brock Hotel)</td>
<td>Niagara Room (Brock Hotel)</td>
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</table>

### THURSDAY MARCH 27 – CONFERENCE SCHEDULE

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<thead>
<tr>
<th>TIME</th>
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<th>LOCATION</th>
<th>PRESENTER(S)</th>
<th>TOPIC</th>
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<tr>
<td>7:00 – 8:30</td>
<td>BREAKFAST - Niagara Room (Brock Hotel)</td>
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<td></td>
<td></td>
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<tr>
<td>8:30 – 8:45</td>
<td>Plenary Session</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>The Honourable Diane Finley</td>
<td>Federal Minister of Citizenship and Immigration Canada</td>
</tr>
<tr>
<td>8:45 – 10:00</td>
<td>Plenary Session</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>Jean Séguin</td>
<td>National Perspective on the Enhanced Language Training (ELT) Initiative</td>
</tr>
<tr>
<td>10:00 – 10:45</td>
<td>BREAK (outside Great rooms on 3rd Floor)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10:50 – 11:00</td>
<td>Plenary Session</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>The Honourable Michael Chan</td>
<td>Ontario Minister of Citizenship and Immigration</td>
</tr>
<tr>
<td>11:00 – 12:40</td>
<td>Plenary Session</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>Employer Panel</td>
<td>Employers provide insight into newcomer hiring practices</td>
</tr>
<tr>
<td>12:40 – 2:00</td>
<td>LUNCH – Niagara Room (Brock Hotel)</td>
<td></td>
<td></td>
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<tr>
<td>2:00 – 2:15</td>
<td>Breakout 35</td>
<td>Great Room C - 3rd Floor</td>
<td>Enid Jorsling and Yvonne Hiney</td>
<td>ELT Program Profile: Office Management</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Breakout 36</td>
<td>Strategy Room 3 - 5th Floor</td>
<td>Joyce Wayne and Sandy McKean</td>
<td>Bridge to Work and ELT</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Breakout 37</td>
<td>Strategy Room 5&amp;6 5th Floor</td>
<td>Sharon Rajabi, Hanna Cabaj and Antonella Valeo</td>
<td>TCDSB: Profile of Two Specialized Language Training Courses</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Breakout 38</td>
<td>Great Room B - 3rd Floor</td>
<td>Judith Bond</td>
<td>Fast track to Technology Occupations Program</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Breakout 39</td>
<td>Strategy Room 2 - 5th Floor</td>
<td>Donna Hanson, Deborah Le Baron and Grainne O'Donnell</td>
<td>Specialized Language Training: Pre-bridging Program for Internationally-Trained Nurses</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Breakout 40</td>
<td>Great Room A - 3rd Floor</td>
<td>Gail Stewart and Andrea Strachan</td>
<td>Issues in Standardized and Custom-Designed Assessment</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Breakout 41</td>
<td>Upper Fallsview B - 5th Floor</td>
<td>Monique Van der Ledena and Karen Murray</td>
<td>ESL for the Transportation Sector: Specialized Language Training</td>
</tr>
<tr>
<td>2:00 – 2:15</td>
<td>Breakout 42</td>
<td>Strategy Room 7 – 5th Floor</td>
<td>Grace Scire</td>
<td>Description of HARTs</td>
</tr>
<tr>
<td>2:15 – 3:15</td>
<td>Breakout 43</td>
<td>Fallsview A,B,C - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
<td>Forum to Discuss Emerging Issues</td>
</tr>
<tr>
<td>3:15 – 3:40</td>
<td>BREAK (outside Great rooms on 3rd Floor)</td>
<td></td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 44</td>
<td>Great Room C - 3rd Floor</td>
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<td>(Repeat #35)</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 45</td>
<td>Strategy Room 3 - 5th Floor</td>
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<td>(Repeat #36)</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 46</td>
<td>Strategy Room 5&amp;6 5th Floor</td>
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<td>(Repeat #37)</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 47</td>
<td>Great Room B - 3rd Floor</td>
<td></td>
<td>(Repeat #38)</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 48</td>
<td>Strategy Room 2 - 5th Floor</td>
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<td>(Repeat #39)</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 49</td>
<td>Great Room A - 3rd Floor</td>
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<td>(Repeat #40)</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 50</td>
<td>Upper Fallsview B - 5th Floor</td>
<td></td>
<td>(Repeat #41)</td>
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<tr>
<td>3:40 – 4:55</td>
<td>Breakout 51</td>
<td>Fallsview A,B,C - 3rd Floor</td>
<td>Facilitator - Peter Larson</td>
<td>Forum to Discuss Emerging Issues</td>
</tr>
<tr>
<td>6:00–8:00</td>
<td>DINNER – Niagara Room (Brock Hotel)</td>
<td></td>
<td></td>
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### FRIDAY MARCH 28 – CONFERENCE SCHEDULE

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<th>TIME</th>
<th>ACTIVITY</th>
<th>LOCATION</th>
<th>PRESENTER(S)</th>
<th>TOPIC</th>
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<tr>
<td>7:00 – 8:30</td>
<td>BREAKFAST</td>
<td>Niagara Room (Brock Hotel)</td>
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<td>9:00 – 10:30</td>
<td>Plenary Session</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>Kathryn Brillinger</td>
<td>Intercultural Communication and Cross-Cultural Paralinguistics</td>
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<td>11:00 – 12:00</td>
<td>Plenary Session</td>
<td>Great Room B&amp;C - 3rd Floor</td>
<td>Jane Bradley</td>
<td>Compassion Fatigue</td>
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<td>12:00 – 1:00</td>
<td>LUNCH</td>
<td>Niagara Room (Brock Hotel)</td>
<td></td>
<td>CONFERENCE CONCLUDES</td>
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</tbody>
</table>
CONFERENCE ADVISORY COMMITTEE

Darlyn Mentor
Director, Settlement Programs
Citizenship and Immigration Canada-Ontario Region

Catherine Thai, CIC
Regional Program Advisor
Citizenship and Immigration Canada-Ontario Region

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