



**Cultivating Innovation and Inclusion
47th TESL Ontario Conference**

**14TH ANNUAL PANEL DISCUSSION
Shifting Perspectives
December 6, 2019**

14th Annual Panel Discussion: Shifting Perspective

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Joanne Prior, Bilingual Service Delivery Manager, Employment and Training Division – Central Region, Ministry of Labour, Training and Skills Development

Yvonne Ferrer, Director of Program Management and Evaluation, Citizenship & Immigration Division, Ministry of Children, Community, and Social Services (MCCSS)

Yves Saint-Germain, Director, Language and Francophone Policy, Immigration, Refugees and Citizenship Canada (IRCC)

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Overview

As immigration levels continue to rise, Canadian and provincial ministries continue to provide the supports that newcomers need to settle and become integrated into daily life in Canada, including language training.

The new Ministry of Labour, Training and Skills Development is transforming employment services in Ontario and renewing its focus on apprenticeships.

The Ministry of Children, Community and Social Services supports adult language training through school board-administered ESL and FSL programs, Coordinated Language Assessment and Referral System (CLARS) agencies, and projects to enhance program delivery. The organization is conducting a program review to address issues raised by the 2017 Auditor General's report.

Immigration, Refugees and Citizenship Canada provides language training to newcomers through its Settlement Program. The success of this program requires collaboration with provincial stakeholders. Improving instruction quality is an organizational priority.

The Ministry of Education is focusing heavily on prior learning assessment and recognition as a means to reduce the time needed for learners to earn credentials. Regional education and dual credit programs are also seen as promising ways to improve efficiency in the education system.

Context

Speakers representing different government entities discussed how their programs are serving Canada's fast-growing immigrant population. The presenters highlighted current trends, provided updates about various initiatives, and shared recommendations.

Ministry of Labour, Training and Skills Development

Joanne Prior discussed priorities for the new Ministry of Labour, Training and Skills Development. These include new approaches to employment services, focus areas for literacy and basic skills, and modernization of apprenticeship.

The new Ministry of Labour, Training and Skills Development is launching an employment services transformation.

Training, Skills Development (Employment Ontario), and apprenticeship have moved to the new Ministry of Labour, Training and Skills Development. Ms. Prior discussed key aspects of the ministry's employment services transformation:

- **A service system manager model will be in three regions.** The ministry is launching a new approach to delivering employment services in Hamilton-Niagara Peninsula, Muskoka-Kawartha, and the Peel Region.
- **Work is underway to streamline employment services under the Employment Ontario umbrella.** This will include employment services programs from Ontario Works and Ontario Disability Support Program (ODSP).
- **Literacy is recognized as an important intervention to help learners transition into employment and training.** At this time, the ministry doesn't plan to make changes to the literacy and basic skills program service delivery. On November 22, 2019, Employment Ontario announced its business planning launch and key priorities include literacy and basic skills.

2020-2021 Literacy and Basic Skills Focus Areas for Provincial Support Organizations

The Ministry of Labour, Training and Skills Development has asked provincial support organizations to focus on several areas related to literacy and basic skills (LBS) including:

- Strengthening learner pathways through learner-centered literacy planning and service coordination between LBS and the broader adult education system.
- Supporting higher-quality delivery of workforce and workplace literacy to learners who are either employed in or seeking to enter the skilled trades.
- Developing innovative approaches to digital literacy training.

Modernizing Apprenticeship is a key priority for the Ministry of Labour, Training and Skills Development.

In December 2019 and January 2020, the ministry is engaging with stakeholders to inform future delivery of the apprenticeship program.

To raise awareness about apprenticeships, the Ministry of Labour, Training and Skills Development has developed a two-page flyer. This document was debuted in October 2019 at a job fair in Oshawa.

Ministry of Children, Community and Social Services (MCCSS)

Yvonne Ferrer discussed the three components of MCCSS's Adult Language Training Program. She reviewed the 2017 Auditor General's Report and recapped MCCSS's response, including a comprehensive program review.

Ontario's Adult Language Training Program helps newcomers address language barriers and succeed in the labour market.

In Ontario, immigrants tend to be highly educated, but under-employed. Nearly 75% have post-secondary education. In comparison, on average 67% of Canadian-born citizens have post-secondary education. Language barriers and foreign qualification recognition barriers remain key obstacles to effective integration.

Language proficiency is a key indicator of labour market success. This is why providing language training services to newcomers is so critical to help them succeed in their integration journey in Canada and in Ontario. To address language barriers, the Ontario government uses the Adult Language Training Program. The program has three funding streams:

1. **ESL and FSL training is delivered through 35 school boards.** School boards deliver over 4,000 courses at various levels to approximately 70,000 learners annually.

2. **MCCSS and IRCC support 15 CLARS agencies.** They assess language proficiency and make referrals to the appropriate language training courses. Over 76,000 newcomers are assessed annually by CLARS centres. Training is available at over 300 locations and learners are assessed using Portfolio Based Language Assessment (PBLA). Progress is measured based on the Canadian Language Benchmarks (CLB) framework.
3. **MCCSS funds 30 projects to support innovation, resources, and tools to enhance program delivery.** They are delivered by school boards and key language training stakeholders including the Centre for Education and Training, CESBA, TESL Ontario, and the Centre for Canadian Language Benchmarks (CCLB).

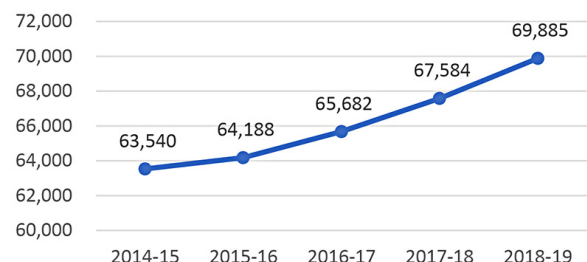
The projects fall into four broad categories:

1. Development of new curricula and programs for targeted populations
2. Professional development for language instructors and modules to support Portfolio Based Language Assessment
3. Development and pilot testing of online learning platforms and curricula
4. Management and maintenance of the HARTs database

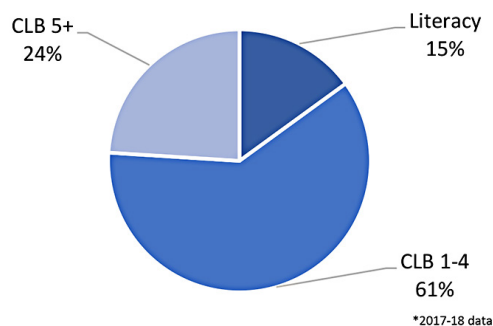
Enrollment Trends & Learner Profile: 2018-2019

- Learner enrollment levels have been increasing steadily. There was a 10% increase from 2014-15 to 2018-19.
- The majority of classes are at beginner levels. Close to two thirds (61%) are CLB levels 1 to 4.
- Most learners are working age. Over 80% are working age.
- Learners have varying levels of education. Over half of all learners (54%) have post-secondary education, while 46% have high school education or less.
- Learners are diverse in terms of gender and age mix. This suggests a need for targeted approaches to meet the needs of women returning to the workforce.

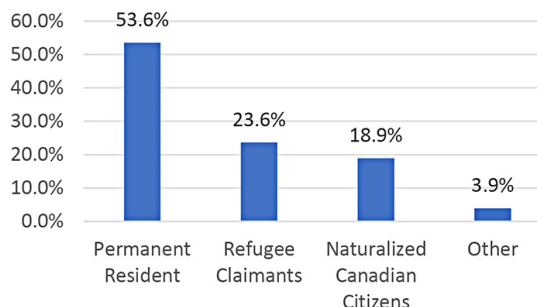
Enrollment Trend



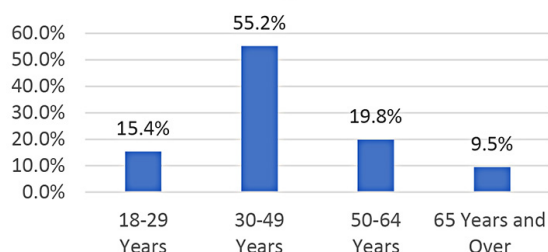
Course by Type*



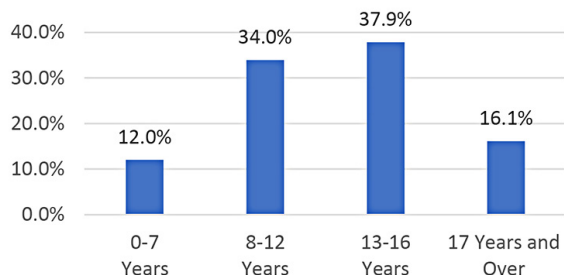
Immigration Status



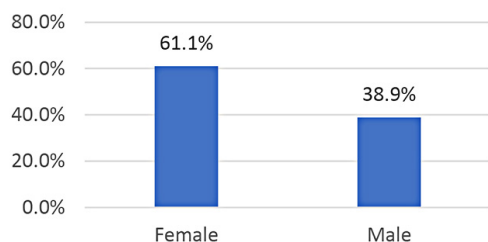
Age



Years of Education



Gender



In response to the 2017 Auditor General's Report, MCCSS has initiated a program review.

The 2017 Auditor General's Report audited provincial settlement and language training services. It covered the Adult Language Training Program, the Newcomer Settlement Program, and the Bridge Training Program. The Bridge Training Program has now moved to the new Ministry of Labour, Training and Skills Development.

The audit made 10 recommendations clustered around four broad themes:

1. Reduce duplication between provincial and federal language services, including language training.
2. Enhance program management and accountability and performance measures. Examples include learner retention, learner progression, and wait times.
3. Raise awareness among newcomers about services available to support their settlement and integration.
4. Enhance inter-ministerial collaboration and information sharing, since multiple ministries play a role in supporting newcomer integration.

To address some of these areas, especially related to accountability and wait times, MCCSS has implemented a number of changes starting in the beginning of the 2019-2020 school year (i.e., September 2019). These include the following:

- **Funding caps to facilitate budget planning and ensure program sustainability.** Funding levels were capped at the 2018 levels. Within that funding cap, school boards have the flexibility to determine how best to manage. Decisions can be made locally based on what makes sense within different regions and communities. PBLA leads can be funded within the ESL/FSL funding allocation. There is a professional development line and school boards can allocate funding for those functions within the overall budget.

- **Monitoring waitlists.** Given rising demand and funding caps, MCCSS will be monitoring waitlists very closely. It will work with school boards to maximize available seats, as well as to optimize federal and provincial coordination of language training services.
- **Better data management to understand service provision in real time.** MCCSS is tracking service targets on a regular basis. The ministry knows what courses are offered, how full they are, and who is attending them. All school boards are required to enter all course registration, attendance, and learner progression data into the HARTs database by the 15th of each month.

MCCSS has also launched a program review to look at program effectiveness and efficiency over the last five years. The review analyzed the degree of alignment between the program, government priorities, and the ongoing need for the program. The review reaffirmed the ongoing relevance of the program and alignment with government priorities.

The review examined the extent to which the program is delivering on its intended outcomes, as well as how effectiveness and efficiency could be improved. MCCSS analyzed rich data available through HARTs, developed case studies, conducted a jurisdictional scan, scanned the research literature, and held focus groups with learners.

The program review identified three key findings:

1. **Most learners take language training for the purposes of employment or further education.** Yet, most of the courses are at the foundational level. As a result, a mismatch exists between learner goals and offerings.
2. **Limited offerings meet the specific needs of learners who aren't labour market bound.** For example, seniors may want to learn English or French to function in their communities.
3. **Retention and progression through the CLB levels must be improved.** Many learners fail to advance the CLB benchmark in a year. The challenge is that MCCSS uses benchmark progression to assess outcomes, but benchmark progression is not a good measure to assess incremental learning that may occur between CLB levels. More work is needed to identify other measures of learner progression.

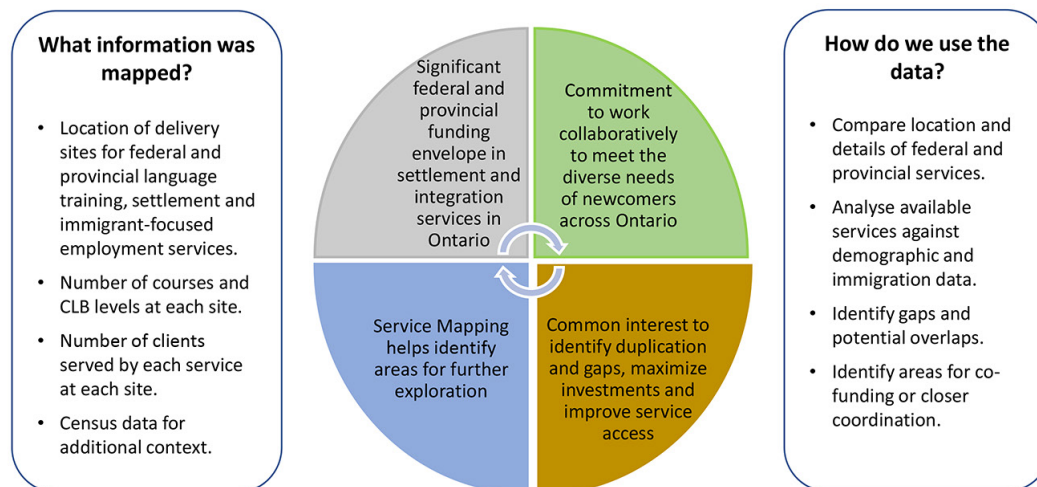
"There is a link between the number of class hours attended by newcomers and language progress. We're very interested in unpacking this to better understand how we might improve current outcomes."

Yvonne Ferrer

Federal – Provincial Coordination

- MCCSS and IRCC continue efforts to better coordinate and align language training services in Ontario.
- In 2018-19, MCCSS and IRCC worked together to map all language training and settlement services (using data from the 2017-18 fiscal year).

Why Map Services?



Immigration, Refugees and Citizenship Canada (IRCC)

Yves Saint-Germain discussed the central role that language training plays in Canada's Settlement Program. He reviewed policy priorities, work related to e-learning, and the need for collaboration with provinces, territories, and other key stakeholders.

Language skills are critical for successful settlement, economic, and social integration.

There is a huge body of evidence about the immediate and life-time links between language ability and employment outcomes. This led the Government of Canada to establish minimum language requirements for skilled workers. For example, federal skilled workers must meet CLB-7 and federal skilled trades must meet CLB-5.

The vast majority of economic immigrants self-identified as having knowledge of English or French. However, 27% of sponsored families and nearly one half of resettled refugees admitted in 2017 self-identified as having knowledge of neither English nor French. Language skills are needed for basic social interactions and to apply for citizenship.

Language skills may also be necessary for labour market integration and advancement and some individuals need to bridge that gap or to pursue an academic education.

IRCC's Settlement Program offers a variety of language training.

IRCC offers formal and informal language training to help newcomers settle in Canada. Individuals can select programming best suited to their needs and preferences. There are three types of language training:

1. **Formal language training.** Language Instruction for Newcomers to Canada (LINC) and Cours de langue pour les immigrants au Canada (CLIC) offers a unique combination of settlement content-based instruction for adult second language learners. It is preceded by placement assessments and the courses are standardized based on the Canadian Language Benchmarks and the Portfolio-Based Language Assessment.
2. **Employment-related language training.** Language instruction is contextualized for the workplace. The focus is on improving communications skills for work.
3. **Informal learning.** The emphasis is on social interaction. Topics are chosen by participants and learning takes place outside the classroom or workplace.

The Settlement Program is evolving through the 2019 Call for Proposals, which established new priorities identified through extensive engagement and consultations, and the introduction of new tools and approaches such as the Service Delivery Improvement Fund new delivery approaches.

The Rural and Northern Immigration Pilots is meant to help fill regional labour shortages, the Visible Minority Newcomer Women Pilot, which supports employment and breaks down barriers to labour market integration, and the Welcoming Francophone Communities Initiative focuses on how communities can better welcome, retain, and integrate Francophone newcomers through funding and new approaches. This initiative includes a new stream of language training that has been developed to specifically address the needs of French speaking newcomers settling in Francophone minority communities.

Program delivery continues to improve through various initiatives...

By funding...	In order to provide...
CLB online self-assessment <i>NCLC Autoévaluation en ligne</i>	Informal assessments of language proficiency in reading and listening, available to anyone with access to the internet
CLB Literacy Placement Test	A new streamlined test aligned to the revised ESL literacy framework (2014) – development completed, implementation underway
CLB Placement Assessment	A national placement assessment tool (to replace CLBA/CLBPT) and training – development completed, to be rolled out in 2020-21
Remote assessments	An alternative to in-person administration of placement assessments – currently 13 sites offering CLBPT-remote, 5 sites offering BTC
EduLINC, LearnIT2teach, and Tutela	Online courseware for learners, training and professional development for instructors, and a repository/community of practice for ESL/FSL professionals
LINC Home Study <i>CLIC en ligne</i>	Continued expansion of distance learning options for learners who are unable to attend classes – available across Canada
Support for portfolio-based language assessment (PBLA)	Training, ongoing professional development, and resources for instructors – 10 regional coaches, over 400 lead teachers, 2,500 instructors using PBLA
Milestones test <i>Batterie de test de rendement</i>	A rigorous, CLB/NCLC-based test validated for high-stakes contexts – recently piloted to inform the settlement language training evaluation

Several national projects are underway to advance e-learning.

A national, open source online learning management system (LMS) is being developed to support delivery of online and blended programming. This is a new Moodle LMS (www.avenue.ca) which is integrated with the Tutela repository featuring e-portfolios, a courseware builder, teacher file storage, and more.

A framework for adapted national curriculum guidelines is also being developed to improve national consistency and incorporate best practices.

Work is ongoing to improve Tutela, which will be integrated into the national learning management system. Caching, interactive resources, and a webinar system will enhance performance. Other developments will improve quality through processes for resource vetting.

Support for PBLA is also being strengthened through additional tools and resources, training, and ongoing professional development for instructors to support sustainability.

The 2019 Settlement Program call for proposals confirmed priorities for the next funding cycle.

These include:

- **Flexible, accessible training up to CLB/NCLC level 4.** This will help newcomers acquire the basic language skills needed to settle in Canada.
- **Opportunities to improve employability with training up to CLB/NCLC level 8.** These will focus on Canadian workplace language, culture, and practices.
- **Expansion of workplace-based language training.** This will enable newcomers to improve communication skills in line with employers' needs, while fostering welcoming and diverse workplaces.

A thorough evaluation of the Settlement language training program is expected to be completed in 2020. It builds on and responds to the 2017 program evaluation which found that language training works in different ways to varying degrees for different populations.

In addition, IRCC commissioned several studies including a public opinion research, which focuses on attitudes toward lifelong official language learning. According to this study, free language training is a key decision factor for many newcomers who immigrate to Canada. IRCC also commissioned a study with TESL Canada to review professional standards for teachers of English as a second language.

Effective collaboration with the provinces is critical for success.

Key bilateral agreements with provinces and territories facilitate coordination. For instance, the Canada-Ontario Immigration Agreement (COIA) was signed in December 2017. It includes an agreement to work together to explore the development and implementation of alternative service delivery models for language training, online learning, and training in the workplace. The Annex on French Speaking Immigrants focuses on implementing language training, e-learning, and ESL/FSL literacy.

Working groups, like the Federal-Provincial-Territorial (FPT) Language Forum, facilitate multilateral efforts. Bilateral work is also underway with the province of Ontario. This includes service mapping to determine where gaps and oversupply exist. The goal is to better co-plan and improve program outcomes and efficiency.

Opportunities exist for stakeholders to engage in policy work.

Participation is critical to informing program efficiency issues, challenges, lessons learned, and best practices. The Newcomer Language Advisory Body, for example, is a national forum of experts that informs IRCC policy development through sharing of information and perspectives.

Other opportunities for engagement include meetings, conferences, and events, the National Settlement and Integration Council, umbrella organizations, and other stakeholder groups. On the global front, work is underway to align the Canadian Language Benchmarks to the Common European Framework of Reference. It is important to recognize that the different systems need to work together. We're pleased to see that the theoretical underpinnings of the CLBs and the CFR are very close.

Improving instruction quality is a high-priority policy area.

Formal language training delivered through IRCC's Settlement Program is taught by qualified instructors. Although most instructors have advanced degrees, there is significant diversity since no program standard for qualification exists.

More investment is needed in professional development and qualifications. One hurdle, however, is building the evidence base to show how professional standards impact learning outcomes. Work is also ongoing to support the development of a national professional development strategy for the settlement language sector. This will be guided by a framework to set out a common vision, objectives, and areas of focus.

"Language skills matter. They are critical for successful settlement, economic and social integration, and inclusion. Together we can make a huge difference for newcomers to Canada."

Yves Saint-Germain

Ontario Ministry of Education

Pauline McNaughton discussed adult credit programs available in Ontario and the importance of prior learning assessment and recognition.

The Ontario Ministry of Education funds the adult credit program.

This program enables students to move beyond what is available in more general language training programs to earn an Ontario Secondary School Diploma and/or the prerequisite courses required for further education and training. This program is offered by up to 60 school boards, as well as the Independent Learning Centre. Adult day schools typically serve primarily students ages 18 to 20, as well as many students age 21 and over. They offer guidance counseling and a wide array of programming. Continuing education day credit programs serve primarily those age 21 and over and are funded at a continuing education rate, and consequently may not offer as many services and supports.

School board-delivered adult credit programs offer significant flexibility in program delivery options. For the most part they are continuous intake, since classes are scheduled through quadesters instead of semesters. Many courses offer blended learning, with some lessons provided in the classroom and others online. This is helpful for students who can't go to a classroom several times a week. E-learning is also offered extensively across Ontario. Many adult credit programs incorporate pre-apprenticeships and other employment-related opportunities.

In 2017-2018, around 64,000 adults participated in Adult, Alternative & Continuing Education Programs. Around 50% were between 18 and 25 years of age. In 2017-18, \$69.5 million was provided to school boards to support Adult and Continuing Education programs and \$2.15 million was provided to recognize prior learning for mature students.

Prior learning assessment and recognition for mature students can dramatically reduce the time to earn credentials.

Prior learning assessment and recognition for mature students (PLAR) is critical. If a school board offers adult education, it is required to offer PLAR. Prior learning assessment is a process whereby knowledge and skills that adults have acquired in formal and informal ways outside secondary school are recognized for credit. It is a formal evaluation process that is authorized by a principal, but usually conducted by a guidance counselor.

PLAR can significantly reduce the time it takes to earn credentials. For example, with PLAR it is possible to earn up to 26 of the 30 credits required for an Ontario secondary school diploma. The grade 9-10 assessment enables individuals to get up to 16 high school credits. It is also possible to earn additional credits through grade 11 and 12 assessments. These look at documentation of prior employment experiences and other formal and informal experiences such as parenting.

For instance, a 42-year old Russian immigrant who was a teacher in Chechnya had no documentation. She spent 3,250 hours on classes to earn a high school diploma. If she had been offered PLAR, she could have earned the degree in 550 hours instead.

Katina's Current Pathway		Potential PLAR Pathway	
Courses	Time	Courses	Time
<ul style="list-style-type: none"> Grade 11 credit based ESL English Presentation / Speaking Skills 	220 hours	<ul style="list-style-type: none"> Subject Based Assessments (English, Geography, History, math, Science) to potentially grant 16 grade(s) 9/10 credits 	Up to 110 hours
<ul style="list-style-type: none"> Grades 9/10 English, math, literacy, tech Grades 11/12 English, math, literacy, ESL, and business 	1,540 hours	<ul style="list-style-type: none"> Senior Equivalency Application to potentially grant up to 10 grade(s) 11/12 credits 	Up to 10 hours
<ul style="list-style-type: none"> Grade 10 science, Grade 11 math Grade 12 literacy 	330 hours	<ul style="list-style-type: none"> 4 grade 11/12 credits 	440 hours
<ul style="list-style-type: none"> STILL OUTSTANDING: 7 compulsory and 6 elective credits 	1,430 hours	<ul style="list-style-type: none"> Ontario Secondary School Diploma 	
Current Pathway TOTAL		PLAR Pathway TOTAL	550 hours

The Independent Learning Centre has a good intake process and offers some prior learning support for recognizing credits earned outside of Ontario. The Ontario Ministry of Education has been striving to increase prior learning assessment across the province and to standardize it.

"If you have one takeaway from this presentation, it should be the importance of prior learning and recognition. It enables learners to gain credit for what they already know, and plan for what courses they need to finish high school and prepare for transition to post-secondary education, training, employment, or a career path."

Pauline McNaughton

Regional education and adult dual credit initiatives have the potential to improve learning outcomes.

The Ontario Ministry of Education has funded a three-year regional adult education strategy. This includes regional partnerships in which school boards work together and support one another. For instance, multiple school boards might share a guidance counselor to administer prior learning assessments or they might explore a more centralized PLAR-type intake process. These types of collaborations could help with transitions from adult ESL and adult literacy into credit programs.

The Dual Credit School College Work Initiative allows eligible students in high school to take college or apprenticeship courses that count toward their Ontario Secondary School Diploma and a postsecondary certificate, diploma, degree, or a Certificate of Apprenticeship. Participating in dual credit programs helps students make a successful transition to college or an apprenticeship program. It also increases awareness of the various pathways available to them. In the last couple of years, the Ontario Ministry of Education has extended this program to adults with joint funding from the Ministry of Labour, Training and Skills Development and the Ministry of Colleges and Universities.

Discussion

After the presentations, the audience raised several key areas of discussion which were addressed by Ms. Ferrer, Mr. Saint-Germain, and Ms. McNaughton.

- **Balancing basic skills training and occupation-specific training.** The first priority of newcomers is to find work. As a result, evening ESL programs are in high demand. Offering courses tailored to occupation-specific language may make training more relevant for people who want to quickly join the labour market. One attendee observed, however, that the majority of learners are in CLB levels 1 to 4. Shifting to academic- or occupation-specific programming may erode courses targeted at CLB 1 to 4.
- **Optimizing training system capacity and reducing waitlists.** One participant noted that LINC classes are full, especially in the morning sessions. Waitlists for permanent residents may increase if priority must be given to refugee claimants. MCCSS is working closely with IRCC to improve coordination and alignment. Some classes have waitlists, while others have underutilized capacity. Efforts are being made to keep wait time for language training under 60 days.
- **PBLA-related challenges.** One attendee suggested that instructors aren't compensated enough to execute PBLA. The panelists agreed that the PBLA model will benefit from increased flexibility and that issues such as compensation for prep time should be reviewed. They recognized that IRCC, CCLB, and other partners are investing time and money to create a PBLA toolbox. Instructors will be able to adapt those tools to their specific environments.
- **PLAR and student mobility.** Once students have an initial learning assessment, some programs—especially in smaller cities—are reluctant to lose government funding. As a result, they try to hang onto students, even when learners would be better served by other programs. The Ministry of Labour, Training and Skills Development has posted more information and resources on the Ontario government website so learners can learn about different options and make their own decisions.

Biographies

Yves Saint-Germain

Director, Language Policy and Francophone Communities, Immigration, Refugees and Citizenship Canada (IRCC)

Mr. Yves Saint-Germain holds an M.A. (Political Science). Since 2007, Mr. Saint-Germain is Director, Language and Francophone Policy Division, Settlement and Integration Policy Branch, Immigration, Refugees and Citizenship Canada. He is responsible for establishing directions for the settlement program including language training program policy (LINC), responsible for the Francophone Immigration Policy Hub to achieve IRCC Francophone Immigration Strategy and implementing the Francophone Integration Pathway as part of the Canada's Action Plan for Official Languages 2018-2023.

Yvonne Ferrer

Director of Program Management and Evaluation, Citizenship & Immigration Division, Ministry of Children, Community and Social Services (MCCSS)

Throughout her professional career, Yvonne has held a number of managerial roles within the Ontario Government, the broader public sector and the philanthropic community. Yvonne is responsible for establishing directions for the design, development and implementation of immigration and citizenship programs, including language training, bridge training and settlement programs. Yvonne also holds responsibility for the development and delivery of Refugee Resettlement and Integration Programs. Yvonne joined the Ontario Public Service in 2006 and has held managerial positions at Ministry of the Attorney General, in addition to MCI. Before joining the OPS, Yvonne worked at the municipal level leading planning and development work related to housing and spent ten years at the Ontario Trillium Foundation managing programs and initiatives that addressed priorities in the environmental, social and arts and culture sectors. Yvonne has a Bachelor of Arts in Sociology from the University of Toronto and a Master of Public Administration from Queen's University.

Joanne Prior

Service Delivery Manager, Ministry of Labour, Training and Skills Development

Joanne Prior is a Bilingual Service Delivery Manager with the Ministry of Labour Training and Skills Development's Employment and Training Division – Central Region, Toronto. Joanne has 15 plus years' experience working in Adult Education in both the private and school board sectors. Prior to joining the Ministry in 2011, Joanne held different positions at the Simcoe County District School Board: Night School ESL Instructor, Day School Literacy and Basic Skills Instructor and Literacy Basic Skills Instructor at Central North Correctional Centre in Penetanguishene, Ontario for 4 years. Since joining the Ministry in 2011, Joanne has worked as a Bilingual Employment and Training Consultant in Barrie, Ontario, a Program Delivery Coordinator for Central Region as a Subject Matter Expert for Literacy and Basic Skills and Labour Market Programs and recently started her new role as a Service Delivery Manager in Toronto in October 2019.

Pauline McNaughton

Director, Skills Development and Apprenticeship Branch, Student Achievement Division, Ontario Ministry of Education

Pauline McNaughton is interim Director of the Skills Development and Apprenticeship Branch in the Ministry of Education, collaborating closely with the Ministries of Training, Colleges and Universities and Children, Community and Social Services to deliver policies, strategies and programs to support engagement, transitions and pathways for all learners from Kindergarten to Adult. Previous to her past 12 years with the Ontario Government, Pauline previously worked in the adult education sector, serving in various capacities at the Centre for Canadian Language Benchmarks, AlphaPlus Centre, Continuing Education department of the Ottawa-Carleton District School Board as well as with Arctic College on Baffin Island.



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