



PBLA Unplugged: Expectations of Students, Teachers and Administrators

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A bit about our program

- Small, rural program
- Classes across a fairly large geographical area overseen by 1 ESL administrator and principal with many other responsibilities
- Instructors often work by themselves – other centre staff around but they do not have ESL experience
- Multi-level classes (some of our classes have level 1 through 5 or 6 in one class)
- No separate literacy classes
- Continuous intake

Observations from ESL classes

- An instructor indicated she is at school late every Thursday evening updating student language companions...
- A student came to me and indicated they wanted to progress – but didn't have enough assessments (despite being **registered** in a class for the whole year)
- A teacher indicates that she is giving her students a break from PBLA and concentrating on grammar and spelling instead

Administrator Reflections

- Belief that instructors are doing the best they can. Look for ways to support and encourage- this is more positive and supportive than always finding fault
- Need to get out and about- by visiting ESL classes I see what they do, rather than what they tell me they do
- PBLA requires that we keep trying and trying and trying – reflect, learn and move on – best practice doesn't end. Continuous cycle.

PBLA Expectations

- Wanted instructors to know that they don't carry the PBLA expectations by themselves
- Students, instructors, and administrators all have a role to play
- All roles are important
- Decided that next PD day with staff...go back to the basic expectations – teachers don't have to shoulder all the burden themselves. Students, administrators and teachers all have a role to play
- I had to reflect on what the expectations were for all first

Quartz Keystone concepts review

- ESL programming:
 - Is learner-centered
 - Is goal-directed
 - Is accountable
 - Is evidence-based
 - Uses a communicative approach
 - Has explicit learning outcomes
 - Has assessment that measures course outcomes
 - Facilitates access and referral



Activity #1



Activity #2



Thank you!

“High achievement takes place in the framework of high expectations.”
Charles Kettering

“Nobody rises to low expectations.”

“Great teachers have high expectations for their students, but even higher expectations for themselves.”
Todd Whitaker