



Position Description

EAL Instructor (Foundational CLB 1-4) — Pre-Employment Language Training

EFT / Hours	1.0 EFT (37.5 hours/week)
Program Context	8–10 week foundational language training prior to transition into OSES and English for Work at OFE.
Reports To	Program Manager (or designate)
Location	Opportunities for Employment (OFE), Winnipeg (with occasional offsite partner/community activities as required)
Start Date	To be determined

Position Summary

The EAL Instructor (Foundational CLB 1-4) provides participant-centered, trauma-informed English language instruction to refugees and other newcomers who are developing early English skills (CLB 1-4). The position delivers an intensive 8–10 week foundational language training period designed to build listening, speaking, reading, and writing skills for real-life situations that are relevant to settling in Canada, navigating community systems, and preparing for employment and training pathways.

Instruction is delivered using the Canadian Language Benchmarks (CLB), Portfolio-Based Language Assessment (PBLA), and an applied model that ensures employment and education are regularly included in language learning (e.g., workplace communication basics, learning-to-learn strategies, training readiness, and job seeker vocabulary and routines). Learners are supported to build confidence, functional communication, and foundational language strategies that prepare them to transition successfully into the OSES and English for Work stage at OFE.

Qualifications

Education and Training

- Post-secondary education in a related field (e.g., Adult Education, TESL/TEFL, Linguistics, Education, Social Sciences, Human Services) or an equivalent combination of education and experience.
- TESL Canada certification/recognition (required).
- PBLA training/experience (asset; willingness to complete/refresh PBLA training as required).
- Training and/or experience in trauma-informed, culturally responsive practice (asset).
- Strong digital literacy skills and comfort using common office applications and learning technologies.



Experience and Competencies

- Demonstrated experience teaching adult EAL/ELL learners, ideally at lower CLB levels (1-4) and/or with learners with varied literacy and digital skill levels.
- Strong lesson planning and curriculum design skills; ability to differentiate instruction and scaffold for multilevel classes.
- Ability to build trust quickly while maintaining professional boundaries, confidentiality, and a respectful classroom culture.
- Strong documentation, organization, and time-management skills; ability to track learner progress and maintain PBLA portfolios.
- Experience supporting learners who may face complex barriers (e.g., trauma impacts, housing instability, childcare challenges, transportation barriers) in a strengths-based way (asset).

Requirements

- Satisfactory Criminal Record Check (and other checks required by OFE policy as applicable).
- Availability to align schedule with cohort delivery, assessments, and occasional program events/visits as required.

Key Result Areas and Outputs

1) Foundational EAL Instruction (CLB 1-4) — 1.0 EFT

Purpose: Deliver high-quality foundational English instruction that builds functional communication for settlement and employment preparation, and supports learner readiness for OSES and English for Work.

- Develop and deliver a CLB-aligned, PBLA-informed 8–10 week foundational language curriculum for CLB 1-4 learners.
- Teach and scaffold listening, speaking, reading, and writing through relevant, real-life tasks (e.g., asking for help, appointments, forms, basic emails/texts, workplace routines, following instructions, safety language, teamwork basics).
- Use participant-friendly, low-barrier instructional strategies (visual supports, modeling, repetition, simplified texts, realia, role plays, community/workplace scenarios) and adapt for diverse learning needs, including low literacy and interrupted formal education.
- Ensure employment and education are regularly integrated into language learning (e.g., job seeker vocabulary, training readiness, workplace expectations, learning strategies, goal-setting language, self-advocacy).
- Build learner confidence and participation through inclusive classroom routines, predictable structure, and culturally responsive facilitation.
- Incorporate applied activities and guest speakers/partners where appropriate to reinforce settlement and employment themes (e.g., workplace safety, transit, libraries, community supports).

2) PBLA / Assessment and Learner Progress Tracking

Purpose: Support meaningful assessment for learning and document progress to inform transitions into the next stage of training.

- Implement PBLA approaches, including the collection and assessment of learner artifacts aligned to CLB competencies.
- Develop and maintain learner portfolios, including assessment evidence, feedback, and documented progress over the 8–10 week period.
- Administer and document required language assessments (as per program model) and contribute to individualized learning goals and transition planning.
- Provide clear, supportive feedback to learners, using plain language and strengths-based coaching.

3) Transition Planning and Cross-Team Collaboration

Purpose: Ensure continuity and readiness as learners move from foundational training into OSES and English for Work.

- Coordinate with relevant OFE staff to align language instruction with employment readiness milestones and program expectations.
- Provide transition notes and learning summaries (as appropriate) to support a warm hand-off into the OSES and English for Work stage.
- Participate in cohort planning and debriefs to identify learner needs, barriers, and supports that promote attendance and completion.
- Provide substitute coverage for other Instructors/Facilitators

4) Classroom Administration and Program Documentation

Purpose: Maintain accurate records, organized learning environments, and required program data.

- Track attendance, participation, and progress; enter required data into OFE systems (database/LMS as applicable).
- Prepare training materials and maintain organized classroom resources and learning tools.
- Maintain timely documentation consistent with OFE standards and privacy/confidentiality requirements.
- Collect participant feedback and contribute to continuous improvement of curriculum and delivery.

Working Conditions

- Classroom-based instruction with some computer-based/blended learning delivery as required.
- Periods of standing, walking, and light lifting of materials (e.g., binders, learning supplies).
- Occasional offsite activities with partners/community organizations (e.g., orientation, learning visits, settlement/employment-related activities) as required.
- Schedule flexibility may be required to align with cohort delivery and assessment timelines.



Team Building: At OFE, we as staff in our desire to serve, commit to:

1. Achieving excellence - every time

- deliver more than asked for, early, and always

2. Embracing change - today

- be creative, open minded and an intentional influencer of positive change

3. Improving expertise - first

- constantly strive to improve personally and professionally, growth is a by-product

4. Doing more with less - continually

- be frugal when possible, conservative where necessary and grateful for everything

5. Inspiring joy - every day

- smile often, laugh frequently and find real joy in both work and life

6. Valuing relationships - always

- invite others in, respect others contribution and treat others with care

7. Being passionate - constantly

- do all that we do with a higher calling in mind because, life change matters

8. Being humble - daily

- realize and acknowledge our source, each day and always

Workplace Safety & Health Role and Responsibilities:

Employees, volunteers and practicum students play a key role in their personal safety and health and that of their co-workers. They are required to know and comply with all safety and health rules, policies and procedures. They are responsible for following all safe work procedures and are responsible for requesting help and education whenever they are not clearly informed or are unsure of a safe work procedure. Above all, employees, volunteers and practicum students are responsible to set a good example and cooperate in all safety and health matters and initiatives. Commitment to workplace safety and health will be demonstrated by:

- Understanding and following the OFE Workplace Safety and Health Program, its rules and its regulations.
- Following all safe work procedures as set out by the OFE Board, Executive Director, directors, managers or supervisors and the Safe Work Procedure process.
- Caring for and wearing all Personal Protective Equipment provided by OFE and as applicable to the task performed.
- To use safety equipment as provided by the employer.
- To report all accidents, incidents, dangerous occurrences, unsafe acts or conditions, near-misses and work refusals to their direct report immediately.
- To inform their direct report of any workplace hazards that are identified.
- To cooperate with the Workplace Safety and Health Committee and others involved in safety initiatives.
- To participate fully in safety training and education programs.
- To protect the safety of co-workers and participants of OFE and never knowingly put co-workers or participants at risk.

This position description reflects the general responsibilities and requirements of the role and may be adjusted to meet program needs.