



PROJECT NEWS

Finding Your Voice, Knowing Your Rights

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Finding Your Voice, Knowing Your Rights Stakeholder Resources

This spring our team concluded the project's active research, analysis, and development phases of the Finding Your Voice, Knowing Your Rights research plan. From the outset, the plan fostered a socially innovative approach with an aim to improve newcomer youth's experiences in the labour market. Specifically, the project embodied the social innovation principle of working with the intended audience to co-create and prototype solutions. The research analysis and output development were guided by an evidenced-based understanding of the worker, English language instructor, and employer perspectives and experiences.

To ensure the project remained grounded in lived experiences, we engaged workers, instructors, and employers in the co-creation of real-world, tangible solutions. All three perspectives contribute to safe and equitable workplaces, and their collective contributions helped to create a holistic approach to understanding and addressing the issues.

Over the last six months we worked with stakeholders, workers, English language instructors, and employers to pilot the three resources developed. The pilots operated as both an extension of our co-creation methodology and as an iterative evolution of the resources with an aim to respond to the research questions while addressing worker health and safety for newcomer youth workers. In our last newsletter we featured our partnership with our colleagues in the School of Technology and the development of the worker mobile app. In this issue we're pleased to share more about the classroom material created for English language instructors and the awareness building toolkit developed for employers (see page two).

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As we move beyond the daily research, development, and piloting, the team is excited to share our learnings and the resources developed. Our knowledge mobilization plan includes stakeholder presentations and demonstrations, partner workshops, and academic conferences and publications. This work will begin as early as March 2021 and will be sustained beyond our two-year project plan.

We welcome any opportunities to share this work and invite you to contact us about how these outputs can support your work, your learners, or your employees. If you, your colleagues, or your networks are interesting learning more, please email sgareserach@bowvalleycollege.ca.

Watch for our final newsletter as we share more about our knowledge mobilization work and wrap up the project.

Research Outputs in Focus Instructor Classroom Material

To support youth, newcomer workers in the language classroom, a comprehensive set of course work addressing workplace occupational health and safety has been created for language instructors. Working closely with our researchers and supported by data collected in 10 interviews with English language instructors, a School of Global Access language instructor developed three class modules addressing different aspects of the workplace: 1) physical hazards, 2) psychosocial hazards, and 3) employment standards. Each module has four assessments (one each for reading, listening, speaking, writing) and vocabulary, skill-using and skill-building tasks as well as an instructor guide. The classroom materials are designed for language instructors teaching Canadian Language Benchmarks (CLB) 5/6.

With the course work developed, we held the first of two pilots with 15 part-time English language instructors, who committed to using one or more of the modules. The pilot took place from May to July 2020 and participating instructors completed a comprehensive evaluation. That feedback helped refine the materials that were then piloted with another small group of Bow Valley College and external language instructors. With the final feedback gathered, instructors were given a final opportunity to participate in focus groups discussing the course material and their experience working with it in their classrooms. Additionally, our co-creation team, comprised of four research participants and three research assistants, contributed feedback throughout the process.

This classroom material, while including references to some specific provincial regulations, is designed to be incorporated to support instructors' existing class work and can be used in part or in whole and will be widely available on the School of Global Access website. See next page for more details.

Employer Toolkit

In late 2020, the team shared and gathered feedback on an employer online toolkit that had been developed earlier in the year. This resource was designed to provide employers with information on how to support workplace integration and safety for newcomer workers. Employers from various sectors reviewed the toolkit, filled out a survey, and talked with researchers after working with the material. Their feedback saw additional resources added and some key concepts expanded as the output for employers was finalized.

Informed and developed by our project partners, employers, and the co-creation team, this resource provides employers with meaningful supports that addresses youth newcomer worker health and safety needs in the workplace. The research shows that due to intersecting factors like age and language ability newcomers are more likely to get hurt on the job. This toolkit aims to help employers respond to youth newcomer workers' unique needs and to ensure that employers and newcomer workers are better prepared to meet the health and safety challenges of workplaces.

Please visit our project page on the School of Global Access website, <https://globalaccess.bowvalleycollege.ca/our-research/applied-research-projects/finding-your-voice-knowing-your-rights>, to be directed to the instructor classroom material, the employer toolkit, and the worker mobile app (featured in our last newsletter).