

Languages Canada Strategic Plan 2020-2024



Planning is both an art and a science. No one can be certain of the future, especially in the international arena. But there are two points we can be clear about – who we are and the commitments we make based on who we are and what we value.

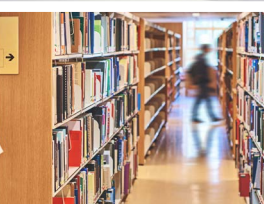
We can also bring the desire for understanding the world into our planning process. Equipped with these three elements – knowing who we are, commitment to our values, and an understanding of our environment – the leaders of Languages Canada crafted this Strategic Plan to guide the work of our association over the next five years. The result is a vision that recognizes the true value of language and language education and seeks to make this a better world and to support our members' growth. We recognize that many and powerful external forces will

impact our efforts, sometimes adversely and sometimes positively, and we are prepared to be nimble and to adapt according to the concept of "anti-fragility". Given the role of language education, we also seek to be even more inclusive, and at the same time more demanding of quality.

Recognition needs to be given to the Languages Canada Executive Committee for their commitment of time and care in the process of creating this Plan, to the Board of Directors for their continuous and invaluable

input, and to the members of the LC team for their research and support. While data was gathered from a number of sources in developing this Plan, I would like to particularly acknowledge the insights from Randall Martin (BCCIE) and Samuel Vetrak (BONARD). A special note of gratitude to Pamela Fox Rollin, master facilitator and strategy specialist for guiding our efforts.

Gonzalo Peralta
Executive Director



1



Who:
Languages
Canada

1

2



Why:
Purpose and
Development

3

3



In a World:
The Changing
Landscape

6

4



**Guiding
Principles**

11

TABLE OF CONTENTS

5



What:
Goals

15

6



Tying It All Together:
The Logic Behind
Our Strategy

27

7



**Commitments
& Appreciations**

30

8



Glossary

32



1

Who: Languages Canada

Languages Canada (LC) is a national, not-for-profit, non-government, member-based association representing over 210 English and French language education programs in 185 study locations across Canada.

Membership is comprised of English and French language programs in public universities and colleges and private language schools. Languages Canada is also Canada's only national accreditation body for English and French language education; membership in the association is limited to programs that meet the rigorous quality standards of the association and abide by its commitments to ethical practice and exceptional student experience. More information on the association, our quality assurance framework and accreditation is available on the Languages Canada website at www.languagescanada.ca.

Purpose:

To represent and uplift the collective of Canada's quality French and English language education programs that are aligned with our vision and mission.

Vision:

To create a better world through language education in which language serves as a tool to promote understanding; support diversity and inclusiveness; and increase access to opportunities.

Mission:

To act as the voice of our members and champion quality language education in Canada through influence, leadership, community building, and commitment to exceptional student experience.

2

Why: Purpose and Development



The *Languages Canada Strategic Plan 2020-2024* outlines the association's strategic goals for the next five years. It provides the foundation for defining objectives, developing annual programs and systems, and undertaking activities over that period.

We believe language plays a key role in promoting cross-cultural understanding within Canada and worldwide. Our world is built on relationships; relationships are built on communication; and effective communication is facilitated by language. Mutual understanding leads to stronger relationships in which diversity is accepted and peace and prosperity can thrive. We believe that language education is foundational to cultural and social integration.

2020 is a critical time for the association to lay out medium-term strategic goals, amidst

a shifting international geopolitical landscape, evolving student trends, a challenging domestic policy environment, and a maturing global language education sector (*see Section 3 – The Changing Landscape.*) Canada's language education sector, and Languages Canada as an association, must evolve and innovate in order to remain relevant, competitive, and prosperous.

During the board meeting following the February 2019 Languages Canada Annual General Meeting, LC committed to gathering the Executive Committee for an in-person,

two-day session to set the association's direction for the next five years.

The preparation for this session included actions in three important areas. First, we consulted with members and stakeholders, primarily through an email questionnaire and telephone interviews. Board members, who represent all member segments and regions, had particular input. Second, we gathered data and analysis both internally and externally. Some of the most evidently important data came from reliable sources in other language education provider countries. We also stepped outside of the sector, and even

Why: Purpose and Development

the education sector at large, to look at major political, economic, social, and immigration and labour market trends. Third, we reached out to a subject matter expert, Pam Fox Rollin, to guide and facilitate the strategy creation process.

In September 2019, the Executive Committee gathered for the session and used the collected research, member input, and expert guidance to develop the strategic plan outlined in this document.

During this process, the Executive Committee reviewed the history of the association, asked hard questions, and challenged one another. From October through January, the board, committed to the service of our entire membership, took an active role in ensuring that the direction responds to the vision outlined and sets a path for all Languages Canada member programs to succeed.

The result of this process is a five-year strategic plan that is both lofty and practical,

starting with revisiting the vision and mission statements of the association, affirming the principles that should guide our work, and identifying a series of well-rounded goal areas on which the efforts and resources of the association will focus during the period of 2020-24.

3



In a World: The Changing Landscape



The overall number of international students in Canada is at a record high, and LC member programs welcomed over 156,000 students in 2018. Some of this recent growth is undoubtedly the result of a low Canadian dollar, progressive policy and support from Canadian governments, and riding the tailwinds of challenges faced by competitor countries.

However, Canada's language education sector has also been impacted by crosswinds from other competitors who have a broader and more appealing offer in some respects – such as language students' right to work – as well as by the headwinds of negative diplomatic relations and unfavourable policies. As the domestic and global landscapes continue to change, the successful implementation of this strategic plan will depend on LC's ability to anticipate and navigate these changes. In adopting a model of anti-fragility, the following external factors have been

identified as the most important to consider and monitor over the course of this strategy's five-year trajectory.

1. Immigration is increasingly vital for addressing Canada's skilled labour shortage and securing Canada's long-term prosperity.

Regional economic development authorities across Canada report and anticipate insufficient skilled employees to meet labour force demands. Canada's federal and provincial governments acknowledge that an economically,

socially, and culturally vibrant Canada depends on skilled workers steadily immigrating from diverse source countries. Effective English and French language skills will continue to be critically necessary for immigrants' success. It will be increasingly important for LC to participate in immigration policy dialogue. Skilled labour recruitment, immigration channels, and settlement programs all present opportunities for LC member engagement.

2. Student demographics and demand are shifting.

English and French language learners' profiles and education requirements are changing. Globally, education supply and demand are both up, but this is not consistent across countries; in some places demand far outstrips supply (e.g. India, Turkey) and/or resources (e.g. Mexico, Brazil). Learners have growing impatience, demanding "just in time" education and shorter programs, which puts pressure on quality. Students are also getting younger, with LC's annual survey showing a growing number of junior students.

3. The drive for internationalization is apparent around the world.

Governments and educational institutions are heavily prioritizing internationalization, for which language education is essential. This has resulted in unprecedented growth in the delivery of English and French language programs in traditional sending countries (e.g. Japan, Korea), which has consequently negatively impacted student flow to Canada (and other destinations) as students are increasingly able to learn English at home. While the global English language travel (ELT) market is declining, there are growing opportunities for LC to market Canadian expertise in support of capacity-building for teacher training, curriculum development, testing, evaluation, and English as a Medium

of Instruction (EMI). These areas and others all support internationalization. Governments are increasingly investing in programs to develop English language proficiency, which presents opportunities for LC to serve as a conduit for our members to participate in these programs. Canada needs to position itself as a partner in French and English language education, not just a recruiter of students.

4. Canada's language education sector has reached maturation.

The global ELT market is a mature sector, and has demonstrated decline in the number of student weeks in the last two years. Due to factors cited above, Canada has experienced slowed growth from traditional sending countries, such

as South Korea and Japan, while new potential growth markets are emerging, such as Mexico and Vietnam. However, any growth from those markets is dependent on gaining market share from other hosting countries, such as the UK and Australia. Another characteristic of a mature sector, increased competition, is apparent in Canada as well; there's been an increase in the number of large investor-backed chains, with smaller, independent schools feeling the squeeze of shrinking profit margins. Education agents remain the most important distribution channel for students, but commissions are skyrocketing and large school chains are buying agencies in order to own distribution channels, further pressuring smaller operations.

Language education providers compete not only on the basis of price, but also on their ability to offer customized experiences to learners. Languages Canada is likewise facing an increasingly competitive environment, with other associations and service providers offering low-cost, value-add services to LC members. LC members demand an increasing level of sophistication and return on investment for services offered by the association. In order to remain effective, LC must take our member services and branding to the next level.

5. Issues of quality, access and inclusion remain important considerations.

Amidst intensifying competition, Canadian language programs face

pressure to drive prices down while upholding the industry's highest quality standards. With the proliferation of English and French language education providers around the world, quality assurance itself has become more globalized; this presents challenges in determining whose standards are valid. Furthermore, as programs vie for market share, maintaining focus on access and inclusion issues becomes increasingly difficult. While language education is identified as a tool for improving employment prospects and quality of life, how much of the industry is genuinely motivated by the betterment of society, rather than profit?

6. Forces of technological innovation and disruption are inevitable yet uncertain.

Much as the global taxi industry was not prepared for the ridesharing revolution, it is hard to predict how technological innovation will impact the global language education sector, especially in the medium-term. Connectivity and access to virtually everything through our handheld devices continues to increase. Already disruption is happening for both course delivery (e.g. Moodle, Uber for tutors) and distribution channels (e.g. Apply Board.)

7. The global political environment is shifting and unreliable.

Just as Canada's language education sector has seen an increase in students from some markets as a result of recent US and UK foreign policy, so could changes to more liberal governments easily reverse the recent diversion of students to Canada. Canadian language programs have recently experienced downturns in student flows due to foreign government program cuts (e.g. Brazil); bilateral political tensions (e.g. KSA, China); and currency crises (e.g. Turkey.) The sector will continue to be vulnerable to the ever-changing global geopolitical climate, making diversification of source markets, products, and distribution channels increasingly important.

8. The effects of climate change on the sector, and the sector on climate change, are unavoidable.

Science clearly projects severe climate change within the next 50 years, requiring all industries to anticipate and attempt to mitigate various negative impacts. For the language education sector, some of these impacts could include increased difficulty of travel due to extreme weather; reduced demand due to economic impact in source countries; and reduction in the attractiveness of Canada as a destination due to climate change-related disasters, such as wildfires and flooding. LC members should also acknowledge the carbon footprint of the sector and take steps to minimize its contribution to climate change (e.g. through the purchase of carbon offsets for recruitment staff and student flights.)

4

Guiding Principles



Following are the underlying principles we hold as most relevant to guide LC to maximum positive impact over the next five years. The ability to accomplish the objectives set out in this strategic plan depend on these interrelated principles, each of which reinforces the others.

A. Diversification

A continuously changing landscape, economic interconnectedness, internationalization of education and industry, and access to travel and technology bring greater and more varied opportunities for language education across Canada and the world.

We are committed to helping our members diversify in many ways, including:

- Bringing more learners to LC members and to regions across Canada;
- Continuing to open new student source markets, both abroad and from within Canada;
- Finding more international opportunities for Canadian learners and teachers;
- Expanding distribution channels to engage potential learners and teachers;
- Including more member programs from segments other than international education;
- Identifying new revenue-generating opportunities; *and*
- Developing new educational program offerings.

B. Quality

As we support our members in expanding program offerings and explore possibilities for extending LC membership to new segments of Canada's language education sector, we also deepen our commitment to quality. Particularly important is adherence to the values and standards in the association's strengthened membership criteria, including peer-to-peer review. LC's rigorous standards and quality assurance give international and domestic students, academic partners, education agents, and governments the confidence to invest in Canadian language education programs. This is a crucial competitive advantage for Canada. LC's quality standards are essential in maintaining credibility with federal and provincial government bodies and domestic partners, and in advancing advocacy efforts for

policies friendly to language-learners. They also provide our members with a framework for continuous quality improvement.

C. Partnership

Languages Canada is fundamentally a partnership of Canadian language education programs committed to academic quality and exceptional student experience. This remains the foundation for LC's future; nothing is more important than the engagement of our members. Our members create and sustain language programs, earn trusting relationships with traditional and emerging source and distribution channels, advocate with local and regional governments, and build Canada's reputation at home and abroad as a tremendous location to learn, work, and live. Increasingly and importantly, LC is the collaborative forum where members

are supported and encouraged to experiment with fresh approaches and share their data and insights to the benefit of all.

Partnership beyond our membership is increasingly critical to our collective success. We depend on productive relationships with government in Canada and abroad, industry, funding bodies, sponsors, and educational associations and institutions that serve students and educators.

D. Leadership & Innovation

In this plan we extend LC's commitment to innovation and sector leadership. Building on our demonstrated success in establishing an environment conducive to mutual learning and professional development, we commit to accelerating our members' capacity to innovate by:

- Serving as a vigorous hub of data, research, and insight for Canada's language education sector;
- Guiding members in new international marketing, partnership, and commercial activities;
- Strengthening professional development to nurture the next generation of leaders; *and*

- Connecting members with emerging resources and networks in and beyond our sector.

E. Sustainability & Adaptability

The health of our association heavily depends on effective staff and volunteer leaders in service of the full membership. We have learned that, to succeed, LC can be scrappy but not skeletal; efficient but not emaciated; and stretched but not over-stressed. We will support our volunteer members and leaders (executive, board, committee members) with the necessary resources and professional development tools. To ensure that LC attracts and retains a high-quality team in a tight labor market, we commit to investing in organizational development and appropriate staffing resources and benefits.

We also recognize that our ability to sustain LC programs depends on both our continued focus and on cultivating even greater adaptability. We embrace "discovery-driven planning," where we stay vigilant about our dynamic landscape; continue learning from members and partners; and evaluate our priorities and activities on an ongoing basis.

5

What: Goals



Five goals we intend to accomplish will drive Languages Canada's activities over the next five years:

- 1 Showcase Canada and LC member programs as top choice English and French language education providers and partners.**
- 2 Influence legislation, regulations, and policies that support members, protect students, and enable innovation and growth within the language education sector.**
- 3 Drive quality across all aspects of Canada's language education sector.**
- 4 Support and accelerate the ability of the association and our members to innovate.**
- 5 Create a stable, sustainable, vibrant organizational foundation for LC.**

Each goal serves as a foundational pillar upon which the long-term success of LC and our member programs is built. This document expands on these goals with a set of high-level objectives, actions, and desired outcomes. These are presented at a strategic level and will serve as the basis for subsequent annual plans, which will articulate more specific activities and deliverables.

The five goals are presented here as distinct areas of focus, although it is acknowledged that they are, in practice, highly interdependent and interrelated. How they interconnect (the strategic logic model) to advance the mission and vision of the association, is addressed in *Section 6, The Logic Behind Our Strategy*.

Goal 1

Showcase Canada and LC members as top choice English and French language education providers and partners.

Rationale: A coordinated approach is needed to support branding, growth, and diversification for LC member programs within the context of: a shrinking global English Language Travel market (not the case for French LT market); increasing competition from traditional and emerging language education destinations; changing dynamics in student distribution channels; and increasing demand for language education capacity-building to support internationalization and workforce development abroad. LC’s services for members in this goal area include: reducing cost and risk of members’ business development efforts; generating intelligence that fosters and informs innovation (Goal 3); and leveraging the LC quality assurance “stamp” to set member programs apart from competitors.

Objectives	Actions	Desired Outcomes
<p>Grow student numbers and student weeks within LC member programs and Canada’s global market share of English and French language learners.</p>	<ul style="list-style-type: none"> • Lead and participate in a variety of high-impact business development initiatives that target a diversity of student source markets, expand the diversity of student distribution channels, and promote a diversity of Canadian study destinations. • Establish strong, targeted branding for Canadian English and French language education and promote via effective traditional (in-person) and digital communication channels (e.g. social media.) • Develop programs and distribution channels that increase the number of domestic (Canadian or PR) students in LC member programs. • Foster strategic domestic partnerships that drive student mobility to LC member programs through the positioning of English and French language learning as a foundation for study, employment, and immigration opportunities in Canada. 	<ul style="list-style-type: none"> • Consistent growth in student numbers, weeks, and market share from countries targeted by LC business development activities. • Sustained profitability of LC member programs from student enrollments. • Broader diversity/nationality mix of students within LC member programs, including increased proportion of domestic learners. • More balanced growth and distribution of students across all regions of Canada. • Members receive students via a broader range of distribution channels. • Expanded global reach of LC marketing, promotion, brand, and partnership activities. • Enhanced global and national reputation of Canada as a destination of choice for language education.

Objectives	Actions	Desired Outcomes
<p>Establish an outbound mobility program for Canadian students as a component of Canada’s new International Education Strategy (IES).</p>	<ul style="list-style-type: none"> • Work with Canadian and international partners to develop and roll-out a government-funded Canadian Language Teaching Assistant mobility program. • Create and offer a Language Teaching Assistant Certificate and TA toolkit. • Leverage outbound learners as Canadian brand ambassadors. 	<ul style="list-style-type: none"> • Language TA program is established with sustained government investment over span of IES. • Improved integration of language education in Canada’s international education landscape (e.g. as pathway to education.) • TA Certificate and toolkit are sought-after tools for Canadian institutions and students. • A revenue stream is established for Languages Canada to sustain the program.
<p>Create and increase LC members’ access to participate in commercial and partnership opportunities for English and French language education abroad.</p>	<ul style="list-style-type: none"> • Foster strategic international partnerships with governments, industry, and academic institutions in targeted countries to identify and develop initiatives to support internationalization, capacity-building, and workforce development (e.g. teacher training, curriculum development, scholarship programs, in-country and distance teaching, professional development of language educators, English as a Medium of Instruction.) • Refine processes, policies and tools to enable effective, equitable dissemination of opportunities to LC members. • Establish this form of international work as a consistent, revenue-generating, high value-add activity. 	<ul style="list-style-type: none"> • Strong and productive partnerships are established in the majority of targeted countries - namely “mature” markets for student recruitment and those with heavy policy emphasis/investment in internationalization and increased English and/or French language proficiency. • International recognition as the go-to partner and central point of contact for accessing Canadian English and French language education expertise. • Regular dissemination of valuable opportunities through a well-established, streamlined, revenue-generating “Requests for Proposals” process.
<p>Make promotion and business development activities more accessible and affordable to the association and LC members.</p>	<ul style="list-style-type: none"> • Identify new sponsorship revenue sources to offset costs of business development efforts. • Secure CanExport – Associations grant funding each year to offset costs of business development activities. • Inform and aid members in obtaining funding to support business development efforts. 	<ul style="list-style-type: none"> • Consistent and robust sponsorship of all LC-led business development activities. • Minimum of \$250,000 in CanExport – Associations funding secured each year. • Active, regular collaboration with members to obtain supplemental funding (e.g. CanExport – SME program.)



Goal 2 **Influence legislation, regulations, and policies that support members, protect students, and enable innovation and growth within the language education sector.**

Rationale: Government policies and programs have a profound impact on the language education sector; consequently, advocacy has been at the core of the LC mission since inception. We remain committed to working with governments and stakeholders at all levels – national, provincial, and regional – to foster positive long-term relationships and build an environment that supports growth and innovation for our members.

Objectives	Actions	Desired Outcomes
<p>Increase Canada's competitiveness as a study destination through policies that improve access to student source markets.</p>	<ul style="list-style-type: none"> • Work with provincial partners and federal government (IRCC) to establish a language and work program for international students as an offer to the international market. • Advocate for access to designation for private sector member programs in Quebec. • Ensure implementation of biometrics in visa processing considers needs of LC members and their potential students. • Advocate for a dedicated and user-friendly visa and study permit system for pathway students. • Advocate for expansion of Student Direct Stream, IEC work-holiday, and other such programs in countries targeted by LC and members. 	<ul style="list-style-type: none"> • Successful province-by-province roll-out of Experiential Language Learning program across Canada. • Private sector programs in Quebec are able to obtain their own Designated Learning Institution number without having to rely on affiliation agreement with public members. • Issues arising from implementation of biometrics in important markets are communicated and corrected. • Multi-year “pathway” visa established: one permit that will allow students to learn English/French and then continue onto post-secondary studies. • A variety of relevant, high-traffic visa programs are in place to facilitate and increase student flows from various targeted countries into Canada and LC member programs.

Objectives	Actions	Desired Outcomes
<p>Position English and French language skills as critical for education, employment, immigration, and integration in Canada; as such, language education will be a fundamental success factor in addressing Canada's labour force and immigration needs.</p>	<ul style="list-style-type: none"> Align LC advocacy efforts with federal, provincial, and municipal economic, immigration, and labour policies and initiatives. Demonstrate the importance of language as a pathway for international students and the role of language programs in attracting, educating, and retaining international students. Establish strategic partnerships, alliances, and coordinated initiatives with regional economic development bodies and Chambers of Commerce. 	<ul style="list-style-type: none"> Language education is identified as a critical facet in federal and regional labour force development strategies. More frequent and influential engagement between LC and government at all levels. Increased number of fruitful partnerships between LC members and Canadian employers. A balanced distribution of students across Canada that's aligned with regional economic development priorities.
<p>Assert language education as a fundamental and valuable segment of Canada's international education sector and LC as the trusted voice and indispensable focal point of the sector.</p>	<ul style="list-style-type: none"> Advocate for inclusion of and consultation with Canada's English and French language education sector within Canada's new International Education Strategy. Create a partnership group of Canadian international education stakeholders to collaborate on issues suited for collective action. 	<ul style="list-style-type: none"> An Outbound Language TA program is established as a component of Canada's IES (Goal 1). IES investment in IRCC supports the desired outcomes in Objective 1. LC's annual federal budget submission represents federal advocacy priorities. International education stakeholders are mobilized to present a strong collective voice that increases the impact of advocacy efforts.
<p>More effectively communicate the value of the language education sector in Canada and accordingly gain traction for LC's advocacy priorities.</p>	<ul style="list-style-type: none"> Leverage activities (e.g. LC Annual Conference) to engage persons of influence such as politicians, senior public servants, and journalists. Continuously improve LC research (e.g. Annual Survey) and presentation of results. Engage and mobilize LC members and their students to enhance regional advocacy efforts. Increase impact of LC's online and social media presence. 	<ul style="list-style-type: none"> Engaged IRCC, Global Affairs, and regional government representatives are present at all LC conferences. LC research supports LC's credibility and advocacy messaging and evolves to provide timely, relevant data to LC and members. World Student Day and/or other events convene members, students and government. LC's website and social media are populated with relevant, impactful content and generate an increasing number of hits and followers.



Goal 3 **Drive quality across all aspects of Languages Canada's membership and lead Canada's language education sector.**

Rationale: Quality has been a central and fundamental care for LC since our foundation, and we thrive when finding, creating, and applying new ways to improve ourselves and our offer to the world. In the next five years, we commit to expanding our high standards to include new membership segments; to using the program evaluation process as a learning tool for members; to fostering the growth and quality of leaders within our member programs; and to recognizing those who make outstanding contributions to our sector.

Objectives	Actions	Desired Outcomes
<p>Raise the bar on standards to support continuous improvement and create the best possible member experience.</p>	<ul style="list-style-type: none"> • Adapt LC standards to new membership segments: e.g. new Canadians, corporate, online. • Conduct a gap analysis to identify areas of weakness in the standards and accreditation scheme and subsequently propose and implement solutions. • Provide clarity in the standards to support an improved accreditation process. • Effectively communicate standards and their implementation to membership. • Create tool to measure the impact of changes. 	<ul style="list-style-type: none"> • New standards are created for identified new member segments. • Accreditation schemes are created for new member segments. • Clarity is improved for all standards and accreditation schemes. • An improved and easier (streamlined) accreditation process is implemented.

Objectives	Actions	Desired Outcomes
<p>Provide members more ways to self-assess and strengthen their quality.</p>	<ul style="list-style-type: none"> • Provide members with a reflection and analysis tool as part of the accreditation process. • Create and launch peer review process through LC’s network. 	<ul style="list-style-type: none"> • A functional reflection and analysis tool is created; members are able to effectively use it. • Members readily apply tool to improve quality in programs. • A peer-review network is created and productively functioning. • Continuous, observable improvement in member programs’ quality.
<p>Recognize and celebrate quality initiatives.</p>	<ul style="list-style-type: none"> • Create quality recognition awards for LC members. • Support sharing of quality improvement success stories across LC membership. 	<ul style="list-style-type: none"> • LC Awards become a celebrated component of the annual conference. • A network of sector experts for best practices is identified. • Visibility for LC and sector within Canada and abroad.
<p>Support senior staff in member programs with leadership training.</p>	<ul style="list-style-type: none"> • Create a “leadership institute” focused on professional development within Canada’s language education sector. 	<ul style="list-style-type: none"> • The next generation of leaders is supported, engaged, and invested in the future of the sector and association.
<p>Provide scientific basis to our work in language education to support learning and development in pedagogy and methodology.</p>	<ul style="list-style-type: none"> • Create a volunteer research advisor position to guide the association in supporting research. • Offer professional development for teachers and pedagogical directors. • Encourage participation in scientific publications. • Create a measurement tool to evaluate impact. 	<ul style="list-style-type: none"> • Improved program and teaching quality. • More accessible language education methodology expertise available to members. • Enhanced visibility in the academic sphere. • Members reporting support in enhancing quality.



Goal 4 **Support and accelerate the ability of our members and the association to innovate and grow.**

Rationale: Innovation is defined as “the introduction of something new, often the application of better solutions to meet new requirements, unarticulated needs, or existing needs.” In the changing landscape and a mature sector, innovation and adaptation is essential for LC and members to achieve the necessary diversification and remain relevant and prosperous

Objectives	Actions	Desired Outcomes
<p>Develop a culture of innovation.</p>	<ul style="list-style-type: none"> • Explore and recommend tools and processes to support innovation. • Create forums for member engagement and discussion to encourage collaboration and peer support for innovation. 	<ul style="list-style-type: none"> • LC and members are engaged in relevant think tanks, incubators, communities of practice, and discussion forums in support of innovation. • Recognition for innovation is built into LC Awards (see Goal 3, Objective 3.)
<p>Develop innovation initiatives to create new offers or access to markets.</p>	<ul style="list-style-type: none"> • Determine what innovation initiatives would be most impactful for our members. • Find programs, partnerships, and services. 	<ul style="list-style-type: none"> • Innovation initiatives are continuously identified and offered to members and stakeholders. • New programs, partnerships and services are regularly developed and offered to members.

Objectives	Actions	Desired Outcomes
<p>Innovate through collaboration with people and agencies outside the language education sector.</p>	<ul style="list-style-type: none">• Connect with innovation hubs from other sectors to foster the intersection of innovation in language education with other education fields and industries.	<ul style="list-style-type: none">• Connection and collaboration with at least three innovation groups or industry initiatives.• New programs, technologies, applications, and intellectual property are created for teaching and delivery outside of the traditional language education classroom.

Goal 5 **Create a stable, sustainable, vibrant organizational foundation for LC.**

Rationale: In order to achieve goals one through four, LC will need the appropriate quantity and quality of focused resources. Our association’s most important resource is our people. The caliber of our staff and member volunteers and their continued engagement is essential to achieving our vision. The objectives outlined below include only one related to financial resources, as it is understood that LC has an ongoing commitment to continue our track record of excellent financial health and responsibility. The other objectives demonstrate our dedication to simply being better across the board by cultivating better leaders, better colleagues, better staff, and better members.

Objectives	Actions	Desired Outcomes
<p>Find/create new and sustained funding sources for LC activities outlined in the above four goal areas.</p>	<ul style="list-style-type: none"> • Explore, recommend, and implement solutions to attract new funding, such as sponsorships, grants, and sale of products, services, and intellectual property. 	<ul style="list-style-type: none"> • New and sustained sources of funding are identified and secured in support of new initiatives (e.g. innovation) and a stable, high-performing team.
<p>Increase number and engagement of members.</p>	<ul style="list-style-type: none"> • Improve communications within the association, including better member feedback mechanisms and tools for measuring satisfaction and success with LC initiatives and performance. • Develop strategy for member engagement and attraction and retention, including new member segments. 	<ul style="list-style-type: none"> • Increased member leadership and participation in LC initiatives. • Increased number of members in our traditional segment (international) and in new segments (national). • Targeted messaging is established for members, including clearly articulated value statements for various segments. • Improved processes in place for soliciting member feedback and incorporating it into ongoing member services improvement.

Objectives	Actions	Desired Outcomes
<p>Build capacity for LC staff to meet the strategic goals of this plan.</p>	<ul style="list-style-type: none"> • Invest in staff professional development and growth within LC. • Encourage diversity in the team. 	<ul style="list-style-type: none"> • Staff members remain with the association for minimum three years. • Staff are happy and proud to work at LC.
<p>Develop a collaborative learning culture within the LC board to more easily achieve the strategic objectives.</p>	<ul style="list-style-type: none"> • Identify, develop, and support the most effective working and governance practices for volunteer boards. • Engage LC board members in the “leadership institute” (Goal 3, Objective 4.) • Invest in board leadership, team-building, learning and practices. 	<ul style="list-style-type: none"> • Highly engaged and collaborative board members. • High-performing board. • Board members happy and proud to serve LC.

6

Tying It All Together: The Logic Behind Our Strategy



The long-term success of our members is the ultimate desired impact of the goals, objectives, and actions outlined in this Strategic Plan.

Critical to achieving member success are a **positive student experience** and ensuring the **relevance and competitiveness of our member programs**, now and in the future.

A positive student experience relies on the continued **quality of our members** and how **relevant our member programs** are in meeting the students' needs.

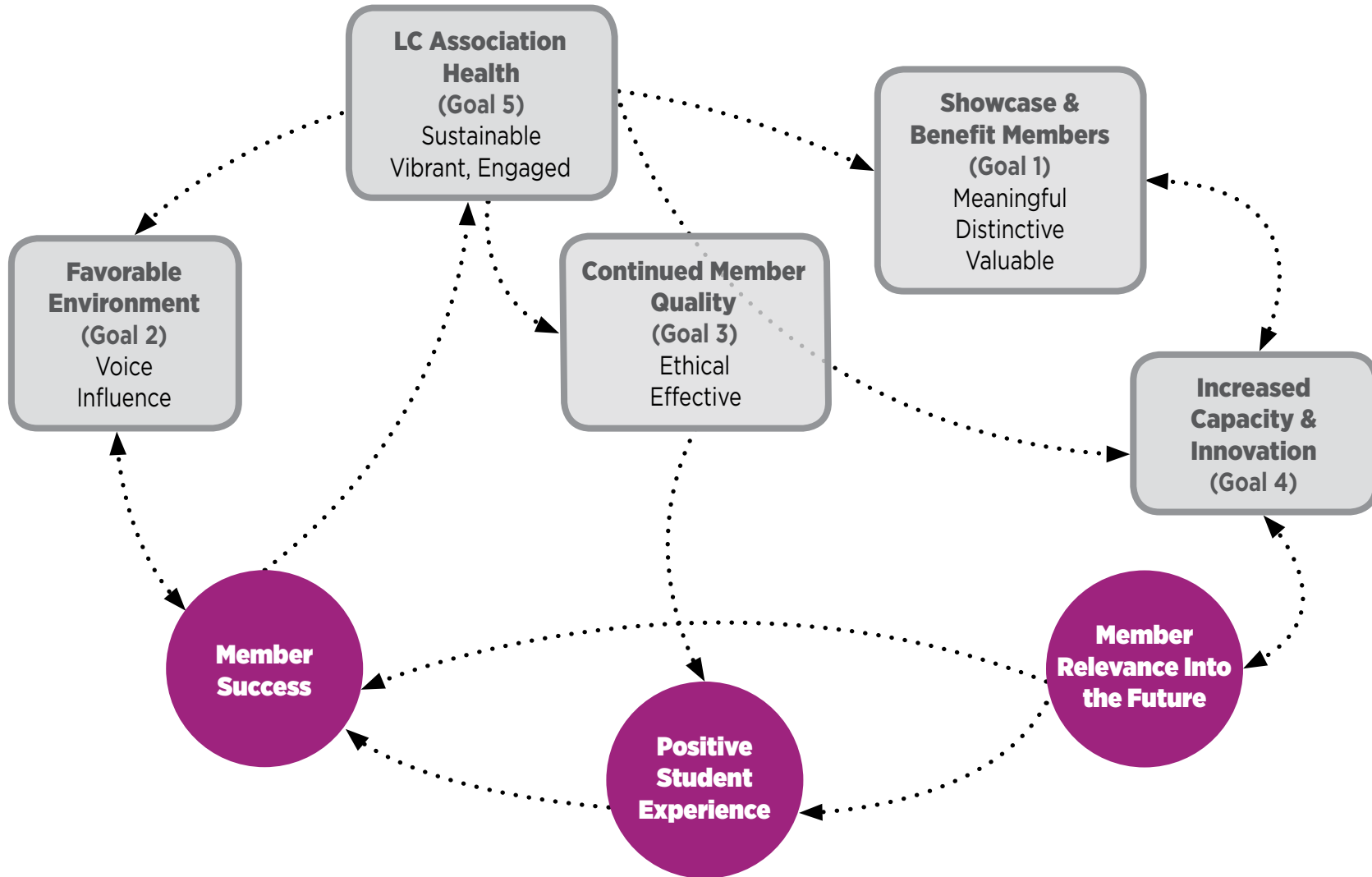
Communicating the **relevance of our member programs** means showcasing them as meaningful, distinctive, and valuable. It's important for Languages Canada to create and showcase the relevance of intellectual property (IP), a community of learning, and student access to information and insights, effective support services, and distribution channels.

In a world of continuously changing landscapes, the **increased capacity to innovate** is important to maintain **member relevance** and is part of the **member benefits** we aim to provide.

Member success necessitates a **favourable environment** where our voice and advocacy efforts impact and influence policy and showcase our members' and sectors' contributions.

In order to create all the conditions for **member success** (and a positive student experience and member relevance) a **favourable environment, effective member quality, capacity to innovate, and meaningful member benefits**, members need a **healthy association**: a sustainable, vibrant, and engaged Languages Canada that both leads and serves members.

Tying It All Together: The Logic Behind Our Strategy



7



Commitments & Appreciations



We, the board of Languages Canada, on behalf of our membership, are committed to:

- Focusing ourselves and the work of LC toward accomplishing these strategic objectives.
- Continually assessing the state of our landscape and considering at least annually whether any shifts in our context require changes in our strategic activities.
- Keeping our membership apprised of and involved in evaluating the state of our landscape and the progress of these objectives and adjusting as needed.
- Expanding LC funding to enable these outcomes as quickly as is reasonably possible while maintaining the financial health of our organization.
- Continuing to make LC a force for positive change to benefit our members, their students here and abroad, and Canada's economy and society.

We are grateful for the insights and support of many within and beyond our membership, including:

- LC Executive Committee and board members;
- The LC membership;
- Randall Martin and Samuel Vetrak; *and*
- LC staff.

8

Glossary



Glossary

CALDO A consortium of nine of Canada's leading universities, offering top-ranked graduate programs in English and French to students from all over the world.

CECN Canadian Education Centre Network

EAP English for Academic Purpose

EFL English as a Foreign Language

EQA Education Quality Assurance (British Columbia)

ESP English for Specific Purpose

ICEF International Consultants for Education and Fairs

IELTS International English Language Testing System

IES International Education Strategy

IRCC Immigration, Refugees and Citizenship Canada

MENA Middle East and North Africa

PSE Post-secondary Education

SDS Student Direct Stream

TEAL Teachers of English as an Additional Language

TESL Teaching English as a Second Language

TOEFL Test of English as a Foreign Language



Languages Canada

27282 12B Avenue
Aldergrove, BC V4W 2P6 Canada
info@languagescanada.ca
www.languagescanada.ca

Langues Canada

27282, avenue 12B
Aldergrove C.-B. V4W 2P6 Canada
info@languescanada.ca
www.languescanada.ca