

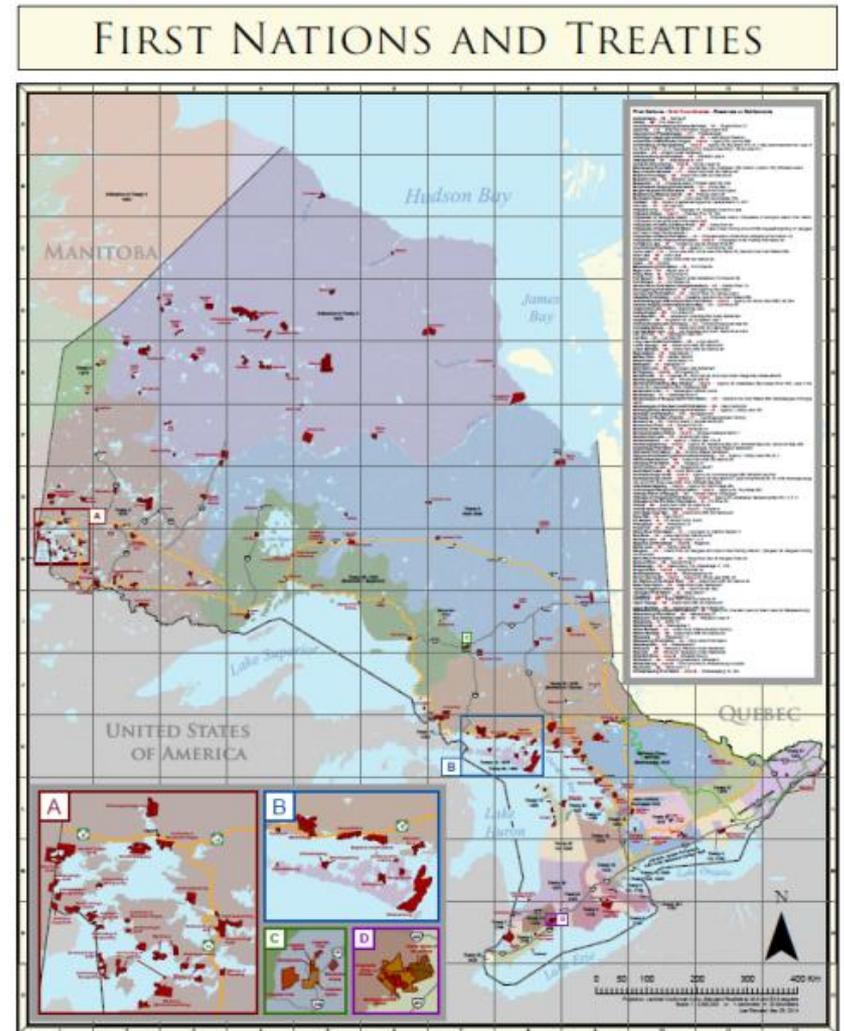
Ministry of Education

Supporting English Language Learners

Professional Development Program for
Teacher Candidates 2020-21

Curriculum, Assessment and Student
Success Policy Branch

Recognizing Traditional Territories



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Session Goals



An overview for teacher candidates of Ontario Ministry of Education policies and initiatives to welcome and support English language learners in Ontario's publicly funded schools.

The Ontario Context

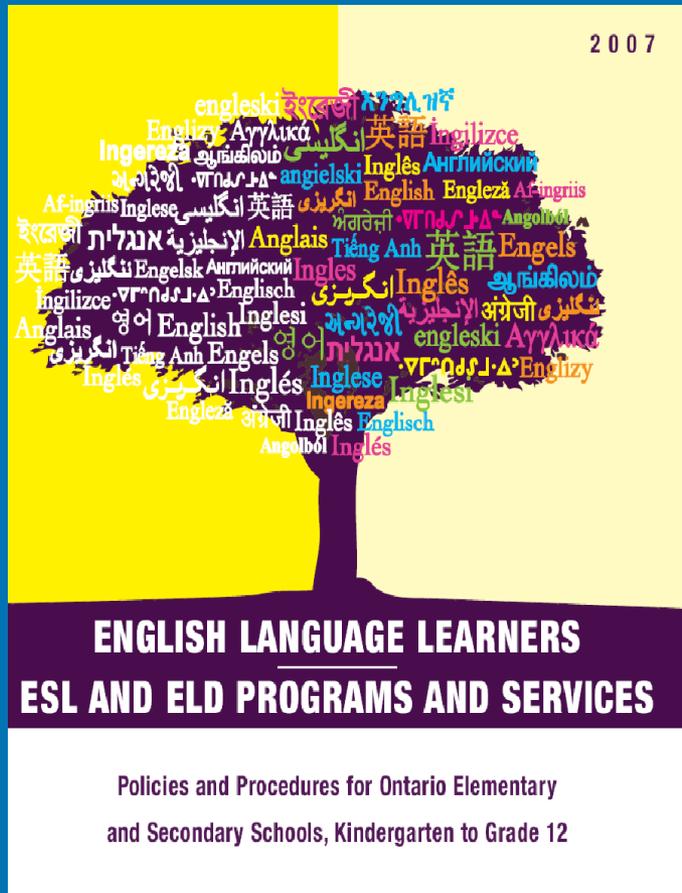


Population of Canada: 37 million+

Population of Ontario: 14.2 million

- Statistics Canada projects that by 2036, 31% of Canadians will use a mother tongue that is a language other than English or French. This is an increase of 11% from the 2011 projection of 20%.

English Language Learner Policy



- Sets out policies and procedures for the development and implementation of programs and supports for English language learners in English language elementary and secondary schools in Ontario, from Kindergarten to Grade 12.
- Guides and assists school boards in meeting the needs of English language learners.

The Vision of the English Language Learner



English language learners come with many assets and skills. They will:

- learn English at the same time as they learn the Ontario curriculum;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals;
- have opportunities to choose pathways that honour their strengths and interests.

Creating Schoolwide and Classroom Conditions for Multilingual Learners

- Culturally responsive and relevant pedagogy (CRRP) describes teaching practices that recognize all students learn differently and that these differences may be connected to background, language, family structure and social or cultural identity.
- Student diversity is seen as an asset and in terms of a student's strengths.
- Diversity is viewed as presenting multiple opportunities for enhancing learning rather than as challenges and / or deficits of the student or community.





English Language Learners in Ontario



- Born in immigrant communities
- Born in communities that have maintained a distinct cultural and linguistic tradition
- First Nation, Inuit or Metis children whose first language is other than English

The primary language spoken in the home is one other than English or is a variety of English that is significantly different from that taught in Ontario Schools

- Born in another country
- Arrived in Canada with their family as part of a planned immigration process
- Arrived in Canada as a result of war or another crisis and who may have left their homeland in extreme urgency
- International Visa students who are paying a fee to attend school in Ontario

What is Home Language?

- Home language and/or first language refers to the language spoken at home between family members. Generally, this is the first language that children learn.
- For the purpose of this session, the terms are referring to languages other than English and French, the languages of instruction in Ontario schools.



Learning About the Linguistic Diversity in the Classroom



Practical ideas may include:

- Conducting an interactive language survey at the beginning of the year to learn firsthand about the linguistic diversity in your classroom – and to give students opportunities for early conversations;
- Partnering with families and the community to find ways to incorporate, leverage and learn about the languages spoken and understood by students in your classroom;
- Embedding opportunities for students to reflect on their language learning using metacognitive tasks whereby students are encouraged to find connections, similarities and/or differences in their use of first language to the language of instruction; and asking,
- Are Indigenous students in your classroom learning languages outside of your classroom? Which languages are they learning? Where are these languages spoken?



2.5 PROGRAMMING FOR ENGLISH LANGUAGE LEARNERS

2.5.1 School boards will implement programs and services that will enable English language learners to continue their education while learning English.



- **English as a Second Language (ESL) programs**
- **English Literacy Development (ELD) programs**

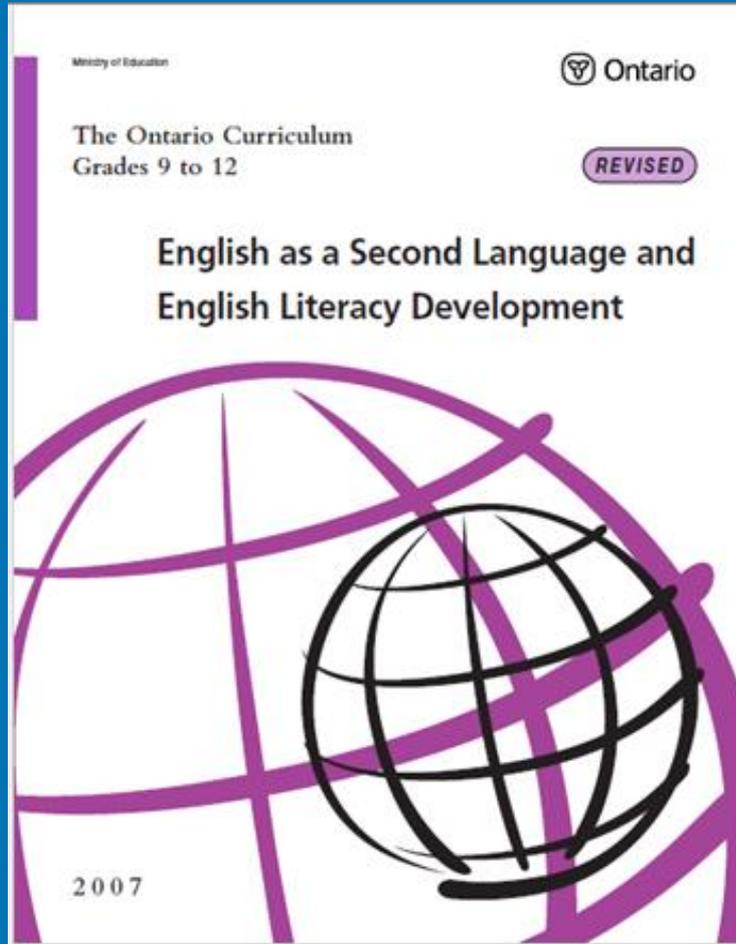
Examples:

- Cluster programs/classes
- Support within the mainstream classroom
- Provide core programs (taught by content-area teachers who also hold Teaching English Language Learners qualifications)
- Offer secondary courses in subject areas tailored for English language learners

English as a Second Language (ESL)	English Literacy Development (ELD)
Students who are born in Canada or newcomers.	Students who are newcomers.
Students whose first language is other than English or is a variety of English significantly different from that used for instruction.	Students whose first language is other than English or is a variety of English significantly different from that used for instruction.
Students have had the educational opportunity to develop age-appropriate first language literacy skills.	Students may have had limited opportunities to develop language and literacy skills in any language and students may have had limited access to formal education.



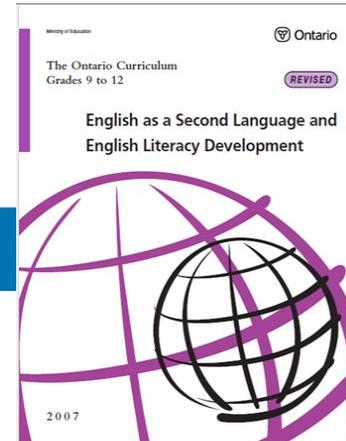
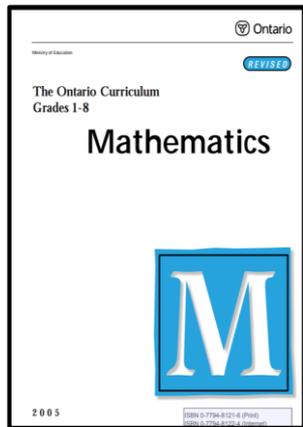
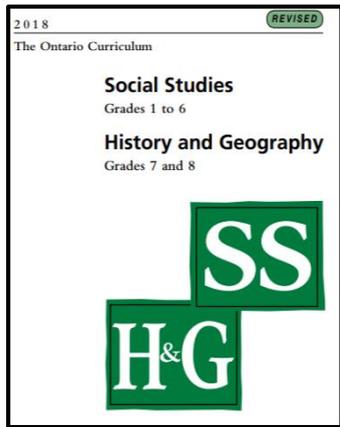
Secondary Courses



At the secondary level, English language learners may also need to take English as a second language (ESL) and/or English literacy development (ELD) courses.

A student entering the Ontario secondary school system at any grade level may be given credit for a maximum of 3 ESL/ELD credits towards the 4 compulsory English credits required for graduation. The remaining compulsory English credit(s) will be earned at the Grade 12 level.

Curriculum K - 12



ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. Among them are many English language learners – students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s English-language schools, and who may require focused educational supports to assist them in attaining proficiency in English. English language learners may be Canadian-born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.

Children who are English language learners may require additional supports as they make the transition to Kindergarten. Educators consider the instruction that might be necessary in their play- and inquiry-based learning environments that will maximize English-language acquisition.

Canadian-Born English Language Learners

Many English language learners were born in Canada and raised in families or communities in which languages other than English are spoken. They may include, for example:

- First Nations, Métis, or Inuit children whose first language is a language other than English;
- children who were born in communities that have maintained a distinct cultural and linguistic tradition and who have a first language that is not English;
- children who were born in immigrant communities in which languages other than English are primarily spoken.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately twenty per cent of the students in Ontario’s English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students’ English-language development.



Determining Starting Points

- Knowing the learner
- Building on strengths
- Adapting program based on ongoing assessment

Face to face conversations

Familiar content; Here and now

Describe “lived” experiences

High frequency words

Familiar vocabulary in simple sentence structures

Conversational language



Academic Language

Less familiar content; more abstract

Low frequency vocabulary

More complex sentences

Context-specific meanings of words

Less contextual support

Figurative language

Cultural references

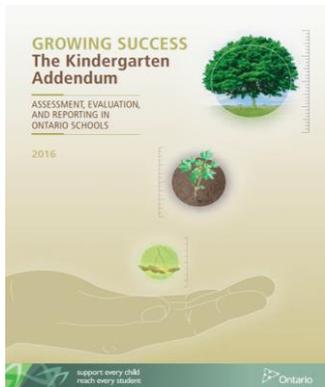
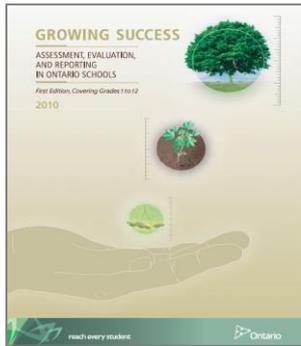
Key differences between everyday language and academic language

Everyday language proficiency includes:	Academic language proficiency includes:
<ul style="list-style-type: none"> - the ability to maintain a face-to-face conversation with peers and with a variety of school personnel in various settings, inside and outside the classroom 	<ul style="list-style-type: none"> - the ability to understand when there is less opportunity for interaction (e.g., when listening to a presentation or reading a textbook)
<ul style="list-style-type: none"> - the ability to talk, read, or write about familiar content or about what is happening here and now 	<ul style="list-style-type: none"> - the ability to talk, read, and write about content that has fewer connections to prior learning or personal experience, is more abstract, and is more distant in space or time (e.g., learning about the water cycle, studying the earth's crust, or learning about Canada's provinces)
<ul style="list-style-type: none"> - knowledge about basic vocabulary/high frequency words such as old, food, tired, cars, or trucks 	<ul style="list-style-type: none"> - knowledge of more sophisticated, low frequency vocabulary such as ancient, nutrition, fatigued, or vehicles
<ul style="list-style-type: none"> - the ability to use simple sentences and the active voice such as: We heated the water until it boiled. We used a thermometer to measure the temperature 	<ul style="list-style-type: none"> - the ability to use more complex sentences and grammatical structures such as: When the water was heated to the boiling point, a thermometer was used to measure the temperature

English Language Learners Supported through Program

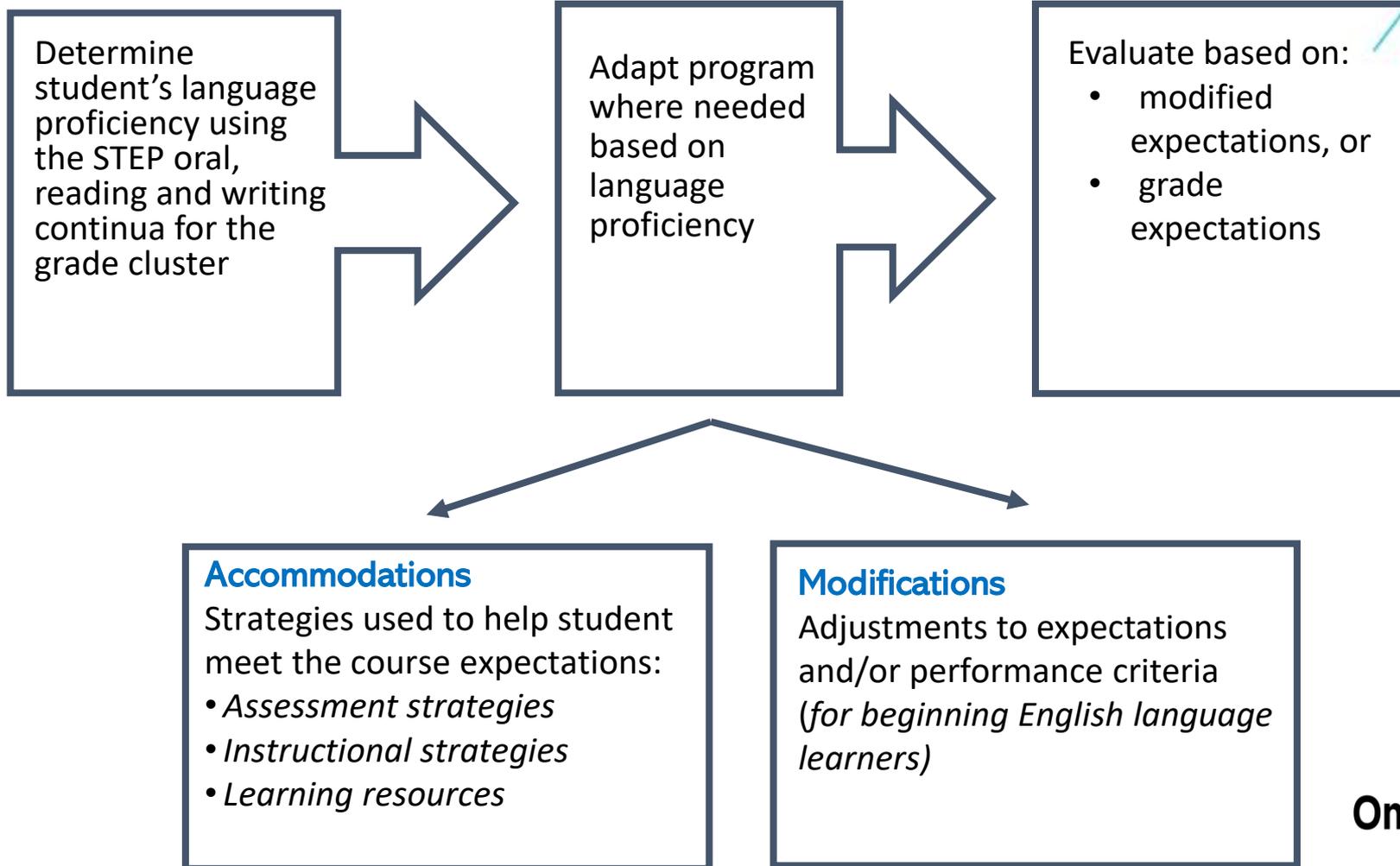


It is essential for all educators to understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English language learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment.



Growing Success, p. 77 (2010)

Adaptations



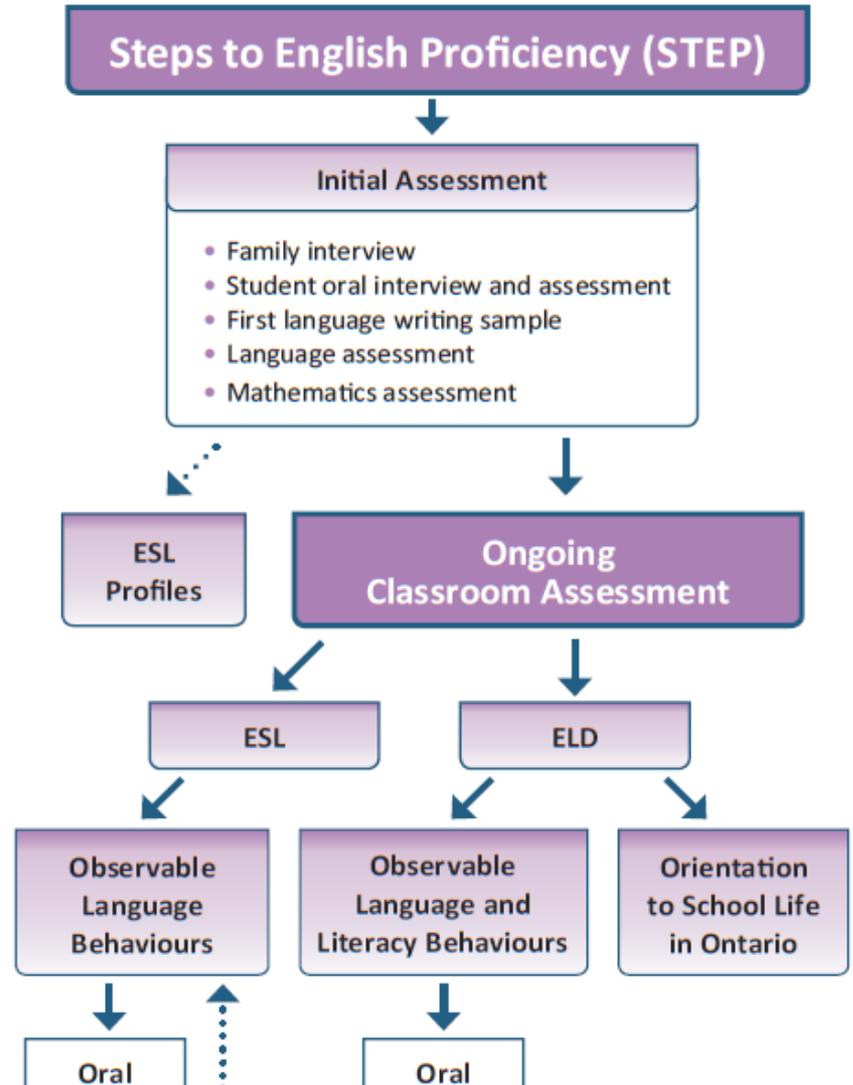
Steps to English Proficiency (STEP)

A resource to support ongoing classroom assessment

- ***Steps to English Proficiency (STEP)*** – is a framework consisting of **initial** and **ongoing** continua for assessing and monitoring English language learners' language acquisition and literacy development across the Ontario curriculum.
- This assessment framework is used by classroom and ESL/ELD teachers to address individual student learning needs from kindergarten to grade 12.



• *Steps to English Proficiency (STEP)*



Designing the Learning Environment



Consider designing the physical and social environment of the classroom through:

- abundant opportunities for classroom talk /dialogue including the use of home languages;
- spaces for inquiry and creativity;
- variety of groupings (heterogeneous, homogeneous, pairings, independent spaces);
- fostering and modelling metacognition; and
- authentic, multilingual texts/resources where students and families see themselves reflected.

(Adapted from The Third Teacher, Ontario Ministry of Education, 2012)

Differentiating Instruction

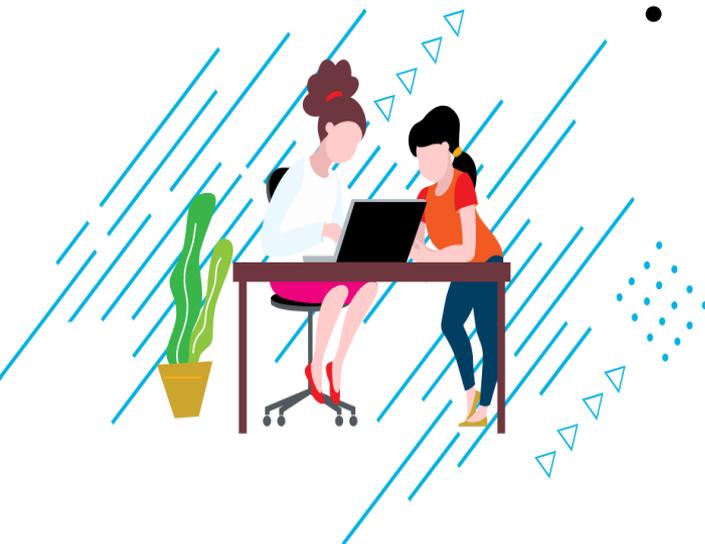


Teachers can differentiate instruction by adapting the language environment in the classroom by:

- providing a variety of texts and formats of text (e.g., dual language, authentic, wordless picture books);
- using oral language strategies, talk moves and wait time to support thinking and learning;
- engaging in open and parallel tasks which allow for multiple entry points in the learning;
- planning with graphic organizers to support learners in their writing;
- strategically using the first language to support learners to make sense of new learning; and
- co-creating word walls that are multilingual and graphic.

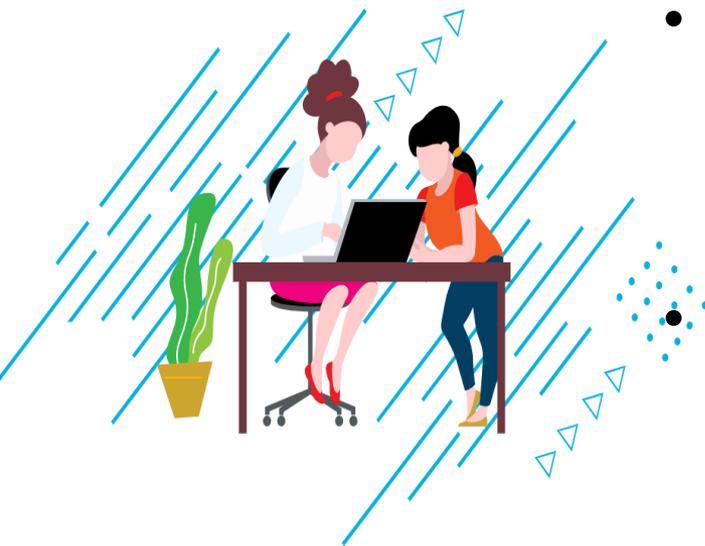
Keys to Success

- Educators use an asset approach
- Culturally responsive practices
- Home languages are a resource to be leveraged
- English language learners bring a multilingual advantage to Ontario schools



Keys to Success

- Commitment to success of every student
- English language learners learn English as they learn the curriculum
- Supporting English language learners is a shared responsibility
- Age appropriate placement



Ministry Resources



Supporting English Language Learners with Limited Prior Schooling
A practical guide for Ontario educators
Grades 3 to 12

reach every student. Ontario

2007

**ENGLISH LANGUAGE LEARNERS
ESL AND ELD PROGRAMS AND SERVICES**

Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12

Ontario Education excellence for all Ontario

Supporting English Language Learners
A practical guide for Ontario educators
Grades 3 to 8

reach every student. Ontario

Supporting English Language Learners in Kindergarten
A practical guide for Ontario educators

Ontario

**MANY ROOTS
MANY VOICES**

Supporting English language learners in every classroom
A practical guide for Ontario educators

2016

Welcoming ENGLISH LANGUAGE LEARNERS into FRENCH AS A SECOND LANGUAGE Programs

A Companion Resource to A Framework for ESL, K-12

support every child reach every student. Ontario

Capacity Building Series

K 1 2 3 4 5 6 7 8 9 10 11 12

RECOGNIZED SPECIAL EDUCATION

Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools

Some definitions ...
Diversity - The presence of a wide range of human qualities and attributes within a group, organization or society.
Equity - A condition or state of fair, balanced and equal treatment of all people.
Inclusive Education - Education that is based on the principle of acceptance and inclusion of all students.
Ontario's Equity and Inclusion (Education Strategy, 2016)

Some definitions ...
Culture - the process of a society's shared understanding of themselves, one and to form. An encompassing blend of identity and difference and it is reflected in an individual's multiple roles, interactions and their ways of knowing and being in the world in order to ensure that all students feel safe, welcomed and accepted, and engaged to succeed in a culture of high expectations for learning, schools and classrooms. Each is responsible to culture.

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reach every child reach every student. Ontario



Ministry Resources

Capacity Building Series K-12

K 1 2 3 4 5 6 7 8 9 10 11 12

SECRETARIAT SPECIAL EDITION # 36

English Literacy Development Supporting English Language Learners with Limited Prior Schooling

Feeling too low ...
"I'm standing alone in a new, strange world.
This is not my plan.
Discriminated.
Which way is up?
Afraid to ask.
Feeling too low.
No person I can talk with.
How employ make me?
Oh... I see.
I am just an invisible stranger."

—*Shirley Kaufman*
Writing a New Leaf: A Collection of Histories and Reflections from New Canadians

Ontario policy identifies all educators – classroom teachers, ESL/EFL teachers, guidance counsellors and administrators – as responsible for the social and academic integration of English language learners. But when there are large gaps in literacy and numeracy skills, what can educators do? This monograph, developed by a team of experienced ESL/EFL educators, provides an overview of promising practices to build and accelerate the acquisition of literacy skills so that all English language learners, including those with limited prior schooling, can begin to meet the expectations of the Ontario curriculum.

Imagine what it is like ...
Most educators in Ontario have had the experience of learning a second language and can relate to this experience when supporting students who have age-appropriate literacy skills in their first language and are learning English for the first time. Imagine what it is like to be not quite literate in your first language and then have to learn the linguistic system of another language in an environment that is very different from your own. This is the day-to-day reality for many English language learners in Ontario classrooms.

These students come from many regions of the world – born countries experiencing war, conflict or environmental catastrophes. They come from refugee camps and isolated rural communities and many have been in transit for a number of years. In all these circumstances, their formal education has been limited, interrupted or even non-existent (Boudaric, 2013). For many, discrimination, culture shock, isolation, identity issues and socio-economic constraints further complicate settlement and education (Dinkalova et al., 2008). Sometimes the chronic trauma they have experienced manifests in anger, inability to concentrate, avoidance and emotional unresponsiveness.

Related Information Website
The Capacity Building Series is produced by the Ministry of Education to support leadership and instructional effectiveness in Ontario schools. The series is posted at: www.edu.gov.on.ca/eng/learning/resources/step/. For information, contact: studentachievement@ontario.ca

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support every child
reach every student

Capacity Building K-12

K 1 2 3 4 5 6 7 8 9 10 11 12

SECRETARIAT SPECIAL EDITION # 45
July 2016

Supporting Students with Refugee Backgrounds A Framework for Responsive Practice

**Special Edition # 45
July 2016**

This monograph offers a framework for reflecting on current practices and taking a whole-school approach to the successful integration of students with refugee backgrounds in the school community.

"English language learners come from every country and every circumstance. They bring with them a valuable world perspective needed by all students to operate successfully in a global community. Their parents come with the hopes that their children will achieve what they could not have achieved elsewhere."

Supporting English Language Learners:
A practical guide for Ontario educators, Grades 1 to 8 (2006, p. 17)

Among the thousands of English language learners who attend Ontario schools, there is one group of students who bring both very specific challenges and very special gifts. These are students who, with their families, have fled war, conflict and environmental catastrophe and arrive in Ontario as refugees. They model perseverance and resilience, gratitude and a desire for education. And they come from all over the world – Afghanistan, Nigeria, Sri Lanka, Colombia, Haiti and most recently the newcomers from Syria. These attributes and global experiences will benefit every classroom.

Ontario educators have a rich history of welcoming and supporting refugee students. With each new world crisis and wave of refugees, they have been called upon to adapt their practice. They are asked to work creatively and strategically to meet the literacy and numeracy needs of large numbers of students with interrupted and sometimes limited prior schooling. They are also called upon to respond to experiences of grief and loss and provide space for students to rebuild identity and self-esteem. The framework for responsive practice shared here is based on their experience and work to date.

Becoming "Trauma Informed"
Many refugee students have experienced violent conflict, loss of home and country and the interruption of their education (MacNeivin, 2012; Stewart, 2011). Often, they have not

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Capacity Building Series K-12

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SECRETARIAT SPECIAL EDITION # 31

Canadian-born English Language Learners

Why focus on Canadian-born ELLs?
"Our study highlights that Canadian-born English language learners do not reach the same achievement level as their domestic and immigrant counterparts."
[Jung, Dunlop, Wagner, Youn-Hye Kim & Zhimei Gu, in press]

In Ontario schools, over 25 per cent of students are identified as English language learners, a percentage according to Statistics Canada that will continue to increase in years to come. Many factors – from country of origin to home language background to community involvement in education – contribute to the tremendous diversity of this student group. Yet two, perhaps surprising, factors cut across the differences: (1) most ELLs in Ontario classrooms are Canadian-born and (2) Canadian-born ELLs are underperforming academically not only in comparison with their English-speaking counterparts but also with more recently arrived immigrant students (Coelho, 2007; Jung, Dunlop, Wagner, Youn-Hye Kim, Zhimei Gu, in press; Ontario Ministry of Education, 2008).

While a wide range and combination of factors determines each individual student's strengths and challenges, for Canadian-born ELLs academic language proficiency is critical. This monograph therefore focuses on academic language proficiency as a starting point for school team discussions on how to set the stage for appropriate instruction for Canadian-born ELLs and in doing so to improve their opportunities for academic success.

Which students in my classroom are Canadian-born ELLs?
Presentation of Canadian birth certificates at school registration may imply that students are fluent in English, yet this is often not the case. Many Canadian-born ELLs are raised in families and communities where languages other than English are primarily spoken; for these students English is an additional language. To complicate the Canadian-born language profile further, many have adequate English for social interaction and are

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Steps to English Proficiency (STEP)



Thank You.