



2 0 1 2

Resource Guide

International Languages Elementary (ILE) Program



Contents

About This Guide	2	6. ILE Instructors	29
1. Why Ontario Communities		<i>Selecting ILE Instructors</i>	29
Need an ILE Program	3	<i>Professional Development for</i>	
<i>The Benefits of Multilanguage Learning</i>	4	<i>ILE Instructors</i>	31
2. What We Know about ILE Students	5	7. Parents, Volunteers, and	
<i>Meeting the Needs of Students</i>	6	Community Partners	33
3. Roles of Participants in		<i>What Parents Can Do</i>	33
an ILE Program	7	<i>What Volunteers Can Do</i>	36
<i>Ministry of Education</i>	7	<i>What the Community Can Do</i>	37
<i>School Board Senior Administrators</i>		8. Responsibilities within the	
<i>and Trustees</i>	7	ILE Classroom	40
<i>Program Administrators</i>	8	<i>Responsibilities of ILE Instructors</i>	40
<i>Field Coordinators, Curriculum</i>		<i>Responsibilities of ILE Students</i>	43
<i>Supervisors, and Site Administrators</i>	8	9. Classroom Resources	44
<i>Day School Staff</i>	8	<i>Planning an ILE Program</i>	44
<i>ILE Instructors</i>	9	<i>Creating a Welcoming and</i>	
<i>Parents and the Community</i>	9	<i>Safe Learning Environment</i>	49
<i>ILE Students</i>	9	<i>Developing Language Teaching</i>	
4. Starting an ILE Program	10	<i>Strategies and Approaches</i>	52
<i>Weekend Programs</i>	11	<i>Engaging Students in Their Learning</i>	61
<i>Integrated Extended-Day Programs</i>	12	<i>Finding, Developing, and</i>	
<i>After-School Programs</i>	14	<i>Evaluating Resources</i>	63
<i>Late-Afternoon and Evening Programs</i>	15	<i>Assessing and Reporting on</i>	
<i>Before-School and Lunchtime Programs</i>	16	<i>Student Progress</i>	68
<i>Summer School Programs</i>	17	<i>Planning for Professional Development</i>	72
5. Running a Successful ILE Program	18	10. Instructor Resources	73
<i>The School Board</i>	18	<i>Resources for Planning</i>	73
<i>Field Coordinators, Curriculum</i>		<i>Resources for Managing</i>	
<i>Supervisors, and Site Administrators</i>	22	<i>Classroom Dynamics</i>	80
<i>The Principal</i>	24	<i>Resources for Language Instruction</i>	84
<i>School Office Staff</i>	26	Glossary	104
<i>Custodial Staff</i>	27	References	108
<i>Day School Teachers</i>	27		

About This Guide

This resource guide will help you to plan and deliver the International Languages Elementary (ILE) program in your community. It is designed for both administrators and instructors and contains information on these topics:

- why Ontario communities need an ILE program
- what we know about ILE students
- who participates in an ILE program and what their roles are
- how to start an ILE program
- how to run a successful ILE program
- how to choose ILE instructors and provide them with professional development
- what the responsibilities of instructors and students are inside the ILE classroom
- how to form partnerships with parents/ volunteers, and communities

In addition, the guide includes a wide range of resources in the Classroom Resources and Instructor Resources sections. These will give ILE instructors the tools they need to offer students a successful and rewarding classroom program.

The program discussed in this guide applies to all languages other than Canada's official languages. It is open to all students in elementary schools in Ontario whose parents want them to learn a language in addition to English or French, where enrolment numbers permit.

Schools that succeed in bringing issues related to cultural and linguistic diversity from the periphery to the centre of their mission are much more likely to prepare pupils to thrive in the interdependent global society within which they will live. These schools will communicate to pupils and communities that their access to more than one culture and language is a resource that can enrich the entire school.

Jim Cummins, "Cultural and Linguistic Diversity in Education: A Mainstream Issue?", 1997.

1. In this document, the term *parent(s)* is used to refer to both parent(s) and guardian(s).



Why Ontario Communities Need an ILE Program

The International Languages Elementary (ILE) program has evolved over the years. It began as a way to help Ontario elementary school students maintain and develop their heritage language, or first language. Today, students enrolled in ILE have a variety of linguistic and cultural backgrounds. They participate in the program for numerous reasons. This program has played a vital role in the lives of many young Ontarians and continues to do so.

A broad history of the ILE program contains several landmark developments:

- 1969 The Royal Commission on Bilingualism and Biculturalism releases its report.
- 1971 The federal government sets out its policy of multiculturalism and forms the Non-Official Languages Study Commission.
- 1977 The Ontario government introduces the Heritage Languages Program, to be administered through the continuing education departments of school boards.
- 1989 Legislation is passed to govern non-official language programs in elementary schools.
- 1990 The Ministry of Education issues Policy/Program Memorandum No.7, "Heritage Languages Program", June 29, 1990.
- 1991 The ministry releases the *Heritage Languages, Kindergarten to Grade 8* resource guide.
- 1993 The Heritage Languages Advisory Work Group releases its report. The Heritage Languages Program becomes the International Languages Program (Elementary).
- 1995 The ministry releases the *International Languages Program (Elementary)* resource guide. The guide outlines considerations for boards, schools, and instructors in planning and developing an ILE program.



The International Languages Educators' Association of Ontario has identified four pillars of international language education: language learner support, identity, personal growth, and career enhancement. You can find materials about the benefits of learning languages at www.ilea.ca.

The Benefits of Multilanguage Learning

Families choose ILE to enhance the overall education of their children in many ways.

The program gives students an opportunity to develop their first language and allows heritage languages to flourish. This can help students to communicate with members of their family and community. The program can also deepen their cultural awareness, foster pride in their heritage, and strengthen their self-esteem and self-image. Students also feel more included in their schools when they see their identity reflected in school programs.

Also, in an increasingly interdependent world, bilingual or multilingual individuals are in demand and their skills can greatly benefit society. The ILE program helps all students to communicate more effectively with people of diverse backgrounds. It builds language skills that they will be able to use locally, nationally, and globally, giving them more opportunities to represent Canada in the global village.

Finally, research has shown that students who study languages in addition to English and French perform better in other school subjects. As well, when students develop both their first language and other languages, their overall intellectual functioning improves.

Students with well-developed skills in their first language have been shown to acquire an additional language more easily and fully and that, in turn, has a positive impact on academic achievement.

Fred Genesee, Kathryn Lindholm-Leary, William Saunders, and Donna Christian, *Educating English Language Learners: A Synthesis of Research Evidence*, 2006.

If we want that part of our country which is humane and tolerant to continue on into the future, we need to educate the next generation to be tolerant, open. What better way to do this than through learning languages?

Roseann Runte, "Surviving the Perils of Politics: The Language Classroom of the Next Century", 1996.



What We Know about ILE Students



ILE students have a range of experience. Some students entering the program have no previous knowledge of the target language. Of these, some have no ancestral link to the language but may simply wish to study it to enrich their lives. Others are second- or third-generation Canadians whose cultural background is related to the target language but who have never learned it.

At the other end of the spectrum, some students have a high degree of competence in the language of study. They are new to Canada, or have had more opportunity to use the language than other learners have. For instance, their parents may have encouraged the use of the language at home or in the community.

Many students fall somewhere between these extremes. Some speak or hear the target language at home to an extent. Some have learned the language earlier but not maintained it; they may want to recover it or their parents may be eager for them to do so. Some wish to improve their knowledge of the language and ability to use it. These students' competence and learning needs will vary.

Some children may have learned both English and French to a degree and have some ability in other languages as well. When these students come to school, their competence in each of these languages is likely to differ. Also, they may understand more than they can express in the target language. Instructors need to be aware of students' prior comprehension as it provides a foundation for building their competence in the language.

6 International Languages Elementary (ILE) Program

Other students have learned a variety (or dialect) of the target language. Because their identity and self-esteem are tied to their language use and other people's reactions to it, instructors should accept the variety while also presenting and modelling a standard version of the language.

Meet some ILE students

Ahab is a newcomer to Canada. He has limited schooling in his country of origin. The goal for this student is to further his education in first-language literacy.

Svetlana was born and raised in Canada. Her family is in regular contact with relatives abroad. This student wants access to her culture of origin.

Miriam's parents realize that we are in a global community. They want her to improve her chances for career success by learning other languages.

Marc was born and raised in Canada. He is interested in learning the language of his friends who speak another language and in learning about their culture.

Meeting the Needs of Students

In addition to having a range of language abilities and backgrounds, ILE students are diverse in many other ways:

- developmental stage, such as age and stage of readiness
- learning style
- learning strengths and needs
- ethnocultural background

School boards are responsible for delivering a program that meets the needs of all types of students and fulfils the goals of Ontario education. The goals are as follows:

- to help all students improve their learning and achievement
- to close the achievement gap between learners
- to increase public confidence in education



Roles of Participants in an ILE Program



The ILE program is an important educational experience and opportunity for students. It is also a core part of the academic, social, and cultural fabric of communities across the province. Several stakeholders are key to the success of the program. This section identifies the main participants and describes their respective roles.

Ministry of Education

The role of the ministry is to:

- set policies and guidelines for all education in Ontario;
- establish a theoretical framework for all educational programs;
- mandate and fund ILE programs for elementary schools;
- provide guidelines for program practice.

School Board Senior Administrators and Trustees

Superintendents, directors of education, and trustees have several responsibilities. Their role is to:

- put a system in place for promoting, operating, and supervising the program;
- make arrangements for the staff, technology, and facilities necessary to run an accountable program;
- ensure the program is delivered in a way that meets the ministry mandate;
- apply ministry grants for program instruction, assessment, and supervision.

Program Administrators

Principals, managers, and program consultants form the school board's program administration. Their role is to:

- act as a bridge between the ILE program and other departments and schools within the school board and in the community at large;
- lead program development and liaise with other ILE providers within the region and throughout Ontario;
- oversee all program operations, including coordination, instruction, and community and school relations;
- provide guidance and direction in pedagogy and staff development.

Field Coordinators, Curriculum Supervisors, and Site Administrators

The role of field coordinators, curriculum supervisors, and site administrators is to:

- lead program development in terms of curriculum, instruction, and assessment;
- maintain contact with staff, community representatives, parents and caregivers, and day school staff;
- foster parent engagement that supports student learning at home and at school;
- manage all aspects of the on-site delivery of the program before, during, and after class;
- ensure the safety and well-being of students and staff.

Day School Staff

This category includes day school administrators (principals and vice-principals) and teaching staff, custodial staff, and curriculum and resource teachers. Their role is to:

- communicate with families and promote the services of the ILE program to them;
- maintain contact with ILE staff to support the program and its students in such areas as English as a second language instruction, special education, human resources, and communications;
- share space, resources, and best practices with ILE colleagues.

ILE Instructors

The role of ILE instructors is to:

- plan, deliver, and coordinate a program that is optimal for language learning and that reflects current teaching practices in Ontario;
- ensure the safety and well-being of students;
- communicate about student progress to administrators, other educators, parents, and students themselves;
- encourage parent involvement in student learning at home and at school.

Parents and the Community

The role of parents and other members of the community is to:

- promote and support the ILE program within the community at large;
- work cooperatively with school board and program staff to enhance the ILE program;
- culturally enrich the program by being active partners with ILE instructors;
- volunteer within the program in line with school board procedures.

ILE Students

The role of ILE students is to:

- attend classes and meet the requirements set by instructors;
- communicate with program staff about personal matters that affect how much and how well they learn, such as learning styles, interests, and challenges;
- share responsibility for their own learning with instructors and program staff;
- participate in classes following a code of conduct similar to any other educational program, such as showing respect for others and for school property.



Starting an ILE Program

The responsibility for creating and maintaining ILE programs rests with the publicly funded school boards, which are mandated to do so by the Ministry of Education. **If** a school board receives a request from the community for language instruction in which at least 23 students want to participate, it must offer an ILE program.

A board may also determine other reasons that such a program would benefit students. For example, the board may decide to offer a particular program for very few students because it is the only one for that language within the region. To create a balance within its overall allocation of resources, the board may also offer programs for which demand is greater and enrolments are larger.

This section outlines the considerations involved in choosing the right model for a successful ILE program. The following are the most common models for ILE learning:

- weekend programs
- integrated extended-day programs
- after-school programs
- late-afternoon and evening programs
- before-school and lunchtime programs
- summer school programs

School boards must offer the program for a maximum of 2.5 hours per week in each case, or 2.5 hours per day during the summer.

School boards are encouraged to work with other schools, other boards, and the community at large to:

- provide the types of programs that will best serve their ILE students;
- ensure that school and classroom facilities are appropriate;
- avoid costly duplication of services.

Weekend Programs

The weekend model has been the most popular program format over the years because it allows parents and the community to be more engaged. Classes are usually offered once a week on a Saturday or Sunday and can attract students from areas outside the school community. Students think of the site of a weekend ILE program as their language school.

In choosing a location for weekend classes, boards need to consider whether a facility is the best fit for the students enrolled in the program. For instance, the physical environment of elementary schools is better scaled to the needs of elementary-age students. It is also important to ensure that ILE programs are given equitable access to any school board property, resources, and equipment necessary to enrich the learning experience.

Advantages

A weekend program has many benefits:

- It encourages the use of school facilities by the whole community.
- It is accessible to students from a wide geographical area.
- It may be the only means by which very small linguistic communities can gain access to a language program.
- It offers the members of a linguistic community an opportunity to engage in a common activity.
- It attracts community volunteers who are not available during the week.
- It often makes it possible to recruit staff more easily than other models do.
- It may attract enough students to allow classes to be structured by grade levels, permitting age-appropriate placement of learners to match their needs.
- It allows students to attend when they are rested rather than tired from the school day.

In general, a weekend program provides opportunities to extend language study into other community activities and allows school boards to run several language programs at one site. Adult programs related to language or culture that are run concurrently, for example, could encourage the involvement of whole families in language learning and help to create an environment that promotes intercultural exchange.

Challenges

A weekend program may present some challenges:

- School boards may need to provide alternative on-site administrative and support staff.
- Administrators may find it complex to establish and maintain continuity between the day school program and the language program.
- The day school principal and staff may not feel significant interest in and ownership of the program.
- Students may find that having week-long intervals between classes slows their development of proficiency in the language.

It is suggested that day and weekend school staff conduct meetings to discuss and address these issues.

Try this!

Day school staff can take various simple measures to show their commitment to ILE. For instance, they can ensure that the program is visible throughout the week by disseminating information about it to both students and parents and by sharing:

- bulletin boards;
- school newsletters;
- storage space;
- multilingual materials.

When students see their day schools recognizing their weekend language programs, they feel that their studies and/or heritage are validated.

Integrated Extended-Day Programs

Language classes may be offered during the school day if it is extended by 30 minutes for all children within the school. This extension enables schools to meet the requirement for five hours of curriculum instruction.

The integrated extended-day model works best when the local school community is involved in the decision to adopt the program and all children within the school are encouraged to participate, ideally so that students can be placed in age-appropriate classes. Offering the program during the regular

school day gives it a higher profile and permits ILE instructors to take cues from what students are doing in other subject areas as they develop themes for their own classes.

To protect the integrity and control the cost of the ILE program in this format, boards are encouraged to develop guidelines for student exemptions. For instance, they may set a deadline for students to ask to be exempted from the program.

Advantages

An integrated extended-day program has several benefits:

- It improves the relationship between the school and the local community.
- It recognizes children's linguistic and cultural backgrounds and enhances the image of the community's languages within the school.
- It encourages all students to participate in both language learning and cross-cultural sharing within the school.
- It gives language learning the same status as other curriculum areas.
- It furthers language learning by increasing opportunities for students to use the target language regularly.
- It strengthens the day school's commitment to and ownership of the ILE program.
- It encourages interaction between the day school staff and the ILE instructors.
- It allows ILE instructors to become familiar with the school program as a whole.
- It permits language classes to be taught at any time within the extended school day.
- It may enable the same ILE instructor to handle several classes throughout the day, providing the program with a better flow.

Overall, the model encourages students' acceptance of language learning and strengthens their interest and sense of commitment by offering daily exposure to the target language within the regular school setting.

Challenges

An integrated extended-day program may present some challenges:

- Implementation requires the school board to carry out extensive consultation with both school staff and the community.
- It extends the instructional day for all students and staff at the school, whether or not they are involved in the language program.

After-School Programs

Language instruction may be offered immediately following the regular school day. In most cases, students who attend such a program are enrolled in day school at the same location or at a nearby school within easy walking distance.

Most schools schedule a break of 15 to 30 minutes between the end of regular classes and the beginning of the language class. The break gives students time to get to language classes offered at a nearby school or community centre and not available at their own day school.

Because language programs are offered by a school board, board policies and procedures for the regular school program apply to after-school classes. These classes are usually under the jurisdiction and responsibility of the day school principal.

Advantages

An after-school program offers a number of benefits:

- It strengthens links between the school and the local community, advancing the school's role as a community focal point.
- It directly addresses not only the needs of students in a particular school but also those of students from other schools.
- It recognizes students' linguistic and cultural backgrounds and enhances the image of language study within the school, encouraging all students to participate in both language learning and cross-cultural sharing.
- It promotes the effective use of school resources and equipment.
- It encourages the day school principal and staff to feel ownership of and commitment to the program.
- It facilitates communication and interaction between day school and language program staff, improving continuity and enabling the classroom teacher and the ILE instructor to discuss students' learning needs.
- It frees students to engage in other activities in the evening and on weekends.
- It allows classes to be held with the frequency that best supports student learning.

Overall, the after-school program model can strengthen students' sense of belonging to and interest in their school. This is especially true if a program is offered in the first or heritage language of many students in the school.

Such a program also enables English language learners to develop literacy in their first language. The after-school model can also enhance the reputation and profile of the school within the community. For example, a school might offer an after-school international language program to enrich its overall program or to strengthen links to an international project or partner.

Challenges

An after-school program may present some challenges:

- The potentially low number of students from small catchment areas may make it necessary to accommodate a wide range of ages and abilities within each class.
- Students' ability to participate in after-school co-curricular activities may be reduced.

Late-Afternoon and Evening Programs

The day program and language classes may be separated by a longer break than in the after-school model. The late-afternoon and evening model allows students enough time to go home and return to school or another facility where language classes are held, or to travel from schools some distance away. Late-afternoon and evening classes are often longer than 30 minutes and may be held once, twice, or three times a week.

Advantages

A late-afternoon or evening program offers a number of benefits:

- It makes it possible to run concurrent adult programs or community activities.
- It can attract children from a larger catchment area, increasing the number of students and making it easier to place them in age-appropriate classes.
- It provides language classes with access to a wider range of facilities, resources, and equipment than other models because they do not have to compete with as many co-curricular activities as after-school programs do.
- It gives students a break after the regular school day that may benefit their learning.
- It may make it easier to recruit qualified ILE instructors who are unavailable during the day.

Generally, this model often gives more parents and community members access to the ILE program, encouraging the participation of whole families and community organizations.

Challenges

A late-afternoon or evening program may present some challenges:

- The school board may need to provide alternative on-site administrative and support staff.
- The day school principal and staff may not feel significant interest in and ownership of the program.
- ILE students may not have as much opportunity to use the target language as students in other models do, depending on the frequency of classes.
- The structured day may be unduly long for young students.

Before-School and Lunchtime Programs

Language classes can be offered either before the start of the regular school day or during the lunch period where local needs make it difficult to offer other models. This type of program can include students who are not able to participate in programs offered at other times or in other locations.

Advantages

A before-school or lunchtime program offers some specific benefits:

- It ensures that administrative and support services staff are available.
- It may be offered to Junior and Senior Kindergarten students enrolled in half-day morning programs, as a 30-minute class before they return home for lunch.
- It is accessible to rural students who must catch buses scheduled immediately before and after school and can attend language classes only during the lunch period.
- It may enable students who take part in co-curricular activities to participate in ILE as well.
- It can accommodate an ILE instructor who is free only before school or during lunch or a day school staff member who also teaches the ILE program.

A before-school or lunchtime program also shares many of the advantages of the after-school and integrated extended-day programs.

Challenges

A before-school or lunchtime program may present some challenges:

- The number of staff available at the required times may be limited.
- Students who do not have a significant break at lunch time may not function at their best in their day school program during the afternoon.

Summer School Programs

Language classes may be offered as a summer program for up to 2.5 hours each day. The school board sets the times, location, and duration of the program in cooperation with the community. The student body generally comprises both new students and those from the previous school year.

Advantages

A summer school program offers specific benefits:

- It allows the community and the school board to explore options to offer a full-day educational program in the target language, such as morning ILE classes combined with fee-based cultural or leisure activities in a summer camp format in the afternoon.
- It offers access to school resources and equipment that are often unavailable in other organizational models.
- It gives students an option for language learning during the summer.
- It permits ILE instructors to develop themes in depth.

A summer school program offers students an intense focus through daily classes to improve language learning. It can include alternative cultural activities and events not possible during the regular school year.

Challenges

A summer school program presents unique challenges:

- Students who participate in a language program only in the summer may find it difficult to maintain their learning from one year to the next.
- Where the language program is the only class taking place in a school during the summer, school boards have to make special arrangements to supervise students, provide access to the building, and respond to emergencies or accidents.



Running a Successful ILE Program

This section examines the roles and responsibilities of those involved in running an ILE program:

- the school board
- field coordinators, curriculum supervisors, and site administrators
- the principal
- school office staff
- custodial staff
- day school teachers

The roles and responsibilities of ILE instructors are discussed in depth later in this guide.

The School Board

School boards operate language programs according to the Education Act and its supporting regulations and memoranda. Thus they are responsible and accountable for establishing, introducing, designing, administering, and supervising all aspects of these programs. ILE programs are often considered to be a form of continuing education and so some, though not all, school boards assign continuing education staff to administer them.

School boards are responsible for providing up to 2.5 hours of instruction each week for each language, or 2.5 hours each day within a summer school program. With the cooperation of a school board, community groups may arrange for extra instruction. In doing so, they must assume full financial responsibility for all aspects of the additional program time.

Some responsibilities are solely the domain of the school board. Others, such as determining the times and locations of classes, developing course outlines, establishing hiring criteria, and selecting ILE instructors, may be carried out in cooperation with the community.

INSIGHT

The effectiveness of an ILE program depends on a partnership between the school board and the community. School boards take overall responsibility for the program, contribute resources and educational expertise, and establish a structure and procedures to facilitate cooperation with the community. The community is an important source of linguistic and cultural expertise.

.....
School boards are reminded that, for grant purposes, they must not report additional instructional time as part of ILE programs as defined by Ontario Regulation 154/89.

Program Promotion

Active promotion can increase student enrolment and attract the best possible instructors, contributing to the success of the program. The community needs to be made aware that a program is available and open to all elementary school students, whether they wish to study the language for enrichment or to maintain or recover their ancestral language.

Promotion should be done in conjunction with the local community, which shares this responsibility. The school board should:

- advertise and promote awareness of existing or potential programs;
- have senior administrators or trustees attend special events or days to recognize programs;
- foster positive attitudes towards learning language and developing cultural consciousness.

Program Development

The school board should:

- develop procedures and guidelines for all aspects of program development (e.g., course outlines, lesson plan templates, assessment, evaluation practices);
- select class times and locations;
- ensure that school and classroom facilities are appropriate to the age and physical size of the students in the program;
- perform administrative duties such as registering students, maintaining attendance registers, and managing program budgets;

- select and hire instructors;
- provide resources and supplies;
- establish a policy for the use of space and equipment;
- establish a policy for the secure storage of program materials and equipment;
- establish procedures to ensure the supervision and safety of all students;
- establish a code of behaviour for ILE classes that is consistent with the code of conduct for the regular school system.

Staffing and Staff Development

The school board should:

- supervise and evaluate instructors and other personnel;
- establish a policy for recruiting, selecting, assigning, and supervising volunteers;
- appoint a staff person to be responsible for the language program;
- provide in-service programs for ILE instructors;
- encourage ILE instructors to pursue their own professional development and to create learning materials that speak to the program's learners.

Community Relations

The school board should:

- advertise programs in both mainstream and community newspapers in English, French, and various community languages, emphasizing the advantages of language learning;
- survey community needs and identify linguistic communities that might require programs;
- respond to parental requests for language programs;
- establish a procedure whereby parents can voice their opinions about the program.

INSIGHT

If ILE is to be valued as an educational program, school boards must be seen to

- recognize the importance of language study;
- be committed to the program.

Bridges between school board staff and the ILE program

Senior administration, trustees, and all other system leaders can take steps to recognize the ILE program more officially. These include:

- creating special events or days to recognize the value of the program and attending such events;
- interacting regularly with community organizations that are advocates for the program;
- ensuring ILE access to school board resources and facilities similar to all other programs and guaranteeing unrestricted use of space in schools;
- promoting the expansion of the program to additional schools.

All school board staff can actively support the ILE program, and many will also find that being engaged with it supports their own activities. Here are some helpful tips:

- Day school teachers and principals can build connections with local communities as a way to bring cultural enrichment to day school classes and increase parent engagement. They may invite community organizations that are actively involved as advisers to the ILE program to assist.
- Communications department staff may consider tapping into community involvement in the ILE program as a way to reach out to communities – for example, when conducting surveys of community needs or establishing ethnocultural equity committees.
- Educators in programs for English language learners (ELLs) can better track student progress by communicating with ILE instructors and coordinators. Progress reports from ILE instructors can help mainstream educators to assess the needs of language learners within the school system.
- Educators in all subject areas, including other languages, can share ideas with ILE instructors for mutual development and innovation. For instance, it can be very rewarding to bring together language educators from a range of target languages (ESL, FSL, IL) for professional development.
- Information technology staff can support ILE staff access to school board email systems, the Internet, and other media. In particular, they can help ILE staff to get access to word-processing services in the target language.
- Human resources staff can accommodate the particular needs of ILE program staff to ensure that they are included in the board system even if their working conditions are quite different from those of most other school board employees.



Field Coordinators, Curriculum Supervisors, and Site Administrators

Field coordinators work as supervisors for all sites that offer ILE programs, often travelling between sites to oversee the overall functions of the program. Their responsibilities may include general administrative duties and/or curriculum initiatives. In larger programs, field coordinators may report to the principal and/or a manager who is not always available on weekends.

Curriculum supervisors take guidance from system leaders of ILE and are responsible for overall program development with regard to curriculum development and instructor training, which includes facilitating selection and development of materials and professional development opportunities.

Site administrators are responsible for the programs that run within a specific location. They ensure that safety procedures are being met and that curriculum initiatives are being implemented. They also act as a liaison between ILE central management, day school staff, and community representatives. When ILE programs are offered in the evening, on weekends, or during the summer, the school board may appoint site administrators to supervise the classes in place of day school principals. A site administrator may be responsible for classes in more than one location. Site administrators are often chosen for the following strengths:

- leadership
- understanding of multilingual and intercultural education
- strong interpersonal and diplomacy skills

Field coordinators, curriculum supervisors, and site administrators may all be involved in program promotion and development, staffing and staff development, and community relations.

INSIG hT

Many ILE providers consider it vital to involve curriculum resource specialists in the creation of a program. Specialists with a strong background in language education can help with both program and professional development.

Program Promotion

Field coordinators, curriculum supervisors, and site administrators should work with day school administrators to ensure that instructors have the resources they need to promote the school's ILE program, such as the following:

- storage space for promotional materials
- access to a designated mailbox
- display space within the classroom
- a bulletin board at the school to display information on the languages taught
- flyers or brochures on the ILE program
- announcements in school newsletters and/or on school websites
- special events to bring day school staff and ILE program staff together

Program Development

Field coordinators, curriculum supervisors, and site administrators should:

- supervise the school and building during language classes (e.g., monitoring the comportment of students, handling emergencies);
- support cooperation between ILE staff and other users of the school facilities;
- assign classroom space that is suitable for the age of the ILE students and the needs of the program;
- facilitate ILE instructors' use of learning aids, equipment, and other resources within the school.

Staffing and Staff Development

Field coordinators, curriculum supervisors, and site administrators should:

- participate in selecting ILE instructors;
- assist one another in assessing both the ILE program and the instructors;
- encourage ILE instructors to participate in program and school professional development activities whenever possible.

Community Relations

Field coordinators, curriculum supervisors, and site administrators should:

- maintain a close working relationship with both the day school staff and community groups involved in the program;
- listen and respond to parental comments, concerns, or questions about the ILE program;
- inform community representatives about the program as needed;
- recognize and encourage community involvement and instructor–community collaboration.

Day school administrators and staff

ILE classes are typically held in a school building. Sharing such a facility requires the cooperation of all participants. This is true whether the language program is integrated into and extends the regular school day or operates outside regular school hours. A positive relationship between the day school and ILE staff is crucial.

Day school administrators and teaching staff, custodial staff, and curriculum and resource teachers need to:

- acknowledge the value of the program;
- collaborate regularly with ILE staff to support the program and its students in areas such as English as a second language, special education, human resources, and communications;
- share space, resources, and best practices with ILE colleagues;
- promote the ILE program to families.

The Principal

The principal of the day school is also the principal of all continuing education programs in the school unless the school board assigns someone else. In most cases, the day school supervises ILE programs that are held as part of an extended school day or after school. At these times, the principal is normally responsible for programs and activities taking place in the school and may have a number of responsibilities in connection with the ILE program. It is therefore essential that the principal understands its purpose.

Program Promotion

The day school principal should:

- allocate adequate display space within the school and classrooms to increase the visibility of the ILE program;
- provide information to the ILE program supervisor and instructors about new students in the school who might want to know about the program;
- acknowledge students' linguistic and cultural backgrounds and aspirations in positive ways;
- encourage students to participate in the ILE program and support parent engagement in their children's learning.

Try this!

Use school events and newsletters to recognize ILE programs within the school. Ask your community to acknowledge school teachers and administrators who make an effort to involve ILE staff.

Program Development

The day school principal should:

- provide ILE instructors with storage space and a mailbox and facilitate their use of school resources;
- inform ILE instructors about early-dismissal and fire-drill procedures;
- provide opportunities within the day school curriculum for teachers to emphasize the value of language learning;
- assign classroom space that is suitable to the age of the ILE students and the needs of the program;
- schedule school events to avoid the cancellation of any ILE classes and to allow those enrolled to participate.

Staffing and Staff Development

The day school principal should:

- maintain contact with the ILE program administrator;
- facilitate interaction between the ILE instructors and day school staff;
- support cooperation between program staff and other users of the school facilities;
- encourage ILE instructors to participate in professional development activities and special events within the day school whenever possible, such as orientation sessions for new staff;
- ensure that day school teachers maintain a classroom setting that can help ILE instructors to foster language learning (e.g., blackboard space, arrangement of furniture);
- ensure that all staff know which languages are available and which students are participating in the ILE program;
- encourage staff to select material for the resource centre that reflects the linguistic and ethnocultural composition of the school.

Community Relations

The day school principal should:

- recognize events held by the communities that are connected to the ILE program, both within and outside of the school, such as by attending events or including photos of them in school newsletters;
- know the key members of community associations connected to the ILE program;
- post a welcome and directions at the school entrances in the languages being studied by ILE students in the school;
- provide notices for parents about the ILE program, written in the languages of study and in English or French as appropriate;
- ensure that school display areas include materials or projects from the ILE program.

INSIGHT

All day school staff share the responsibility for supporting programs in their schools that have been initiated by the school board. All students benefit when day school teachers and ILE instructors pursue a positive and respectful working relationship.

School Office Staff

School office staff are responsible to the principal. Their responsibilities for the language program may include:

- learning about the ILE classes offered in the school in order to support ILE instructors;
- responding to requests for information about the ILE program;
- receiving telephone calls and taking messages for ILE staff;
- receiving and distributing mail for ILE staff;
- providing ILE staff with the information they need about the use of office equipment, computers, voicemail, and servers;
- receiving reports about student attendance and progress in the ILE program and ensuring that these records are available to day school staff;
- undertaking other duties as required by the school board.

Custodial Staff

Among the responsibilities of custodial staff are:

- providing support to the on-site supervisor and ILE instructors equal to that given to the day school staff;
- ensuring that ILE staff understand emergency and safety procedures during program hours (e.g., fire drills, locking of doors);
- maintaining the cleanliness and safety conditions of the school;
- demonstrating a positive attitude towards the ILE program and those who take part in it.

Day School Teachers

When a day school classroom is used for the ILE program, the teacher and the ILE instructor need to communicate with each other regularly. It is also important to the success of the ILE program that its activities are reflected in the life of the day school. This will help to create a learning environment that acknowledges and values the diversity of student backgrounds.

The responsibilities of a day school teacher may include:

- ensuring that the teaching area is ready for the language class;
- establishing communication with the ILE instructor and facilitating ongoing interaction, such as through a designated notebook or email exchanges;
- encouraging ILE instructors to act as resources in the day school classroom;
- ensuring that work displayed by the ILE class is acknowledged and valued by students in the day school class;
- making reference to learners' linguistic and cultural knowledge in developing lesson plans;
- inviting ILE students to share their language knowledge with the day school class;
- encouraging parents to contribute materials and resources that reflect their languages and cultures to the school and the ILE program;
- inviting parents to become involved in school events that showcase their language and culture.

In general, the day school teacher has a role to play in developing a professional working relationship with ILE staff and acknowledging the positive effect of ILE in the school.

INSIGHT

Teachers can support first-language development by encouraging parents to provide a rich first-language environment at home (e.g., by telling stories and reading to children in their first language, participating in formal and informal first-language community events, watching and discussing current affairs programs on TV, and reading first-language newspapers). Teachers can also encourage parents to enroll their children in . . . international language programs and can show support for these programs by visiting classes and developing links with the teachers.

Elizabeth Coelho, *Adding English: A Guide to Teaching in Multilingual Classrooms*, 2004, p. 154.





ILE Instructors



Although human resources are the responsibility of the school board, the board and the community may wish to work together to recruit ILE instructors. The goal is to find instructors who have appropriate pedagogical skills, linguistic ability, and cultural understanding. Community organizations may recommend potential candidates, and school boards may place advertisements for instructors, written in the relevant language.

This section of the guide explores the following topics:

- the process of selecting ILE instructors and the criteria used
- professional development for ILE instructors

Selecting ILE Instructors

Selection Process

Forming a joint school board-community advisory committee has sometimes proven to be an effective way to select staff. The members of such a committee might include:

- the administrator of the ILE program of the school board;
- the day school principal (if the day school administration is responsible for or very involved in the program);
- site administrators or field coordinators;
- a representative from the language community or cultural association that is linked to the program, ideally someone with a background in elementary education.

In advance, the committee should establish the steps to be taken and the criteria by which candidates will be chosen, including appropriate academic qualifications. The selection process might include these steps:

- an initial screening to assess candidates' reading, writing, and oral language skills in English or French and the language of instruction
- an interview in which committee members ask questions in their areas of interest and expertise

Board and school representatives should assess candidates' knowledge of elementary education, including instruction and assessment skills. Community and parent representatives might evaluate candidates' language competence and cultural knowledge. More than one candidate should be interviewed for a position whenever possible.

INSIGHT

ILE instructors need to have the confidence of the school board, parents, and the community. The board and the community should therefore agree on who will select instructors and how.

Understanding hiring principles

Throughout the recruitment process, the community and the candidates must understand that the final responsibility for hiring rests with the school board. ILE instructors are employees of the board and are responsible to it. Those referred by community organizations and people who volunteer to help start the program or to teach are subject to the same screening and selection procedures as all other candidates.

Selection Criteria

The selection criteria may focus on the following:

- a strong ability to read, write, and speak in the international language
- some ability to write and speak in English or French
- empathy with the relevant language community
- familiarity with language teaching methodologies
- knowledge of how children learn

- a commitment to teaching young children
- willingness to participate in professional development activities
- a commitment to inclusive teaching practices

In addition, a candidate might have one of the following types of formal academic qualification:

- Ontario teaching certificate, plus training in teaching the target language
- Ontario teaching certificate, plus training in teaching languages (e.g., ESL, FSL)
- training in the language of study from a program outside of Ontario, plus a knowledge of elementary education in Ontario

Other relevant qualifications are the following:

- teacher training in a country where the target language is the language of instruction
- proof of experience in teaching language to children
- completion of training courses designed for language instructors

— — — — —
Instructors in ILE programs are not required to have an Ontario teaching certificate. School boards need to consider the best candidates available and take responsibility for developing staff skills.

Professional Development for ILE Instructors

School boards should ensure that their instructors know how to implement board, ministry, and school policies in such areas as:

- diversity;
- equity;
- inclusive education;
- school safety.

To determine what sort of in-service training is required, boards can:

- assess ILE instructors' knowledge of the relevant policies and procedures;
- assess instructors' needs with regard to instructional techniques, classroom management, and identification of student learning styles.

To cultivate the professionalism of ILE program staff, boards can:

- schedule information sessions about relevant policies and procedures;
- offer in-service programs and professional development events;
- encourage membership in related professional associations.

Try this!

To address the training needs of ILE staff, including potential instructors, school boards can work with:

- other school boards to provide professional development opportunities such as workshop days and in-service courses;
- the International Languages Educators' Association (ILEA) of Ontario to develop training materials and resources and share best practices.

See www.ilea.ca to learn more about ILEA.

When offering an integrated extended-day program, boards may:

- invite ILE instructors to participate in the professional development activities of day school teachers that relate to the ILE program;
- encourage ILE instructors to visit other language classes and regular day school classes to ensure a consistent approach and practice;
- contact ministry regional offices for help in developing in-service training programs for ILE instructors;
- work with schools and other boards or faculties of education to develop and offer a joint in-service program.





Parents, Volunteers, and Community Partners



Parents, volunteers, and community members have played a vital role in developing Ontario's ILE program. Although ultimate responsibility lies with the school board, the involvement of parents, volunteers, and community members is key to the success of any ILE program.

These partners can approach the school board to help plan and promote the program. They can participate either through parent groups at the local level or through organizations that represent the broader linguistic or ethno-cultural community.

This section of the guide explores the roles and responsibilities of:

- parents;
- volunteers;
- community members.

It also describes how ILE instructors can support and work with these partners.

What Parents Can Do

Parents can help students to consolidate and expand their language knowledge in many ways, especially in consultation with the ILE instructor or supervisor. Together, parents and instructors can ensure that help is appropriate to students' ages and learning styles and preferences.

Parents Who Speak the Target Language

Parents who speak the target language can work with children at home by:

- telling and reading stories, then discussing the themes and connections to the larger world;
- listening to their children read in the target language;
- providing music, film, texts, and other media in the target language;
- modelling the target language in both oral and written form during activities such as cooking or shopping;
- discussing what happened in class or at school with their children;
- encouraging their children to communicate with speakers of the target language in both the family and the community;
- modelling pride and confidence in using the target language;
- reminding their children of the benefits of multilingualism.

Parents Who Do Not Speak the Target Language

Parents who have limited or no knowledge of the target language can also participate by:

- asking their children about what they learned in the ILE class;
- listening to their children read aloud in the target language;
- having their children teach them some key words or phrases in the target language;
- providing music, films, texts, and other media in the target language;
- encouraging their children to use the target language regularly;
- encouraging their children to participate in cultural activities connected with the target language;
- celebrating their children's achievements;
- reminding their children of the benefits of multilingualism.

INSIGHT

Not all parents can read their children's written work in the target language or speak it with instructors, volunteers, or community representatives. But parents who know how the ILE program works will often be more committed to it, and a welcome letter asking them to become involved may encourage their participation.

Responsibilities of Parents

Parents can provide a home environment that complements the objectives of the ILE program. They have a responsibility to set aside time to discuss their children's language education and assist them with their study. Whether parents are familiar with the target language or not, showing interest will help their children's learning.

Parents have a responsibility to their children to:

- ensure their regular and punctual attendance in the ILE program;
- encourage them to adopt appropriate classroom attitudes and behaviour;
- encourage them to share their class experiences with family and community members;
- provide them with opportunities to practise their language skills and to act on feedback from the instructor;
- support their completion of home assignments;
- promote a positive attitude towards language learning and reinforce the concept of language learning in the home.

Parents have a responsibility to ILE program staff and the school to:

- communicate with the instructor when their children cannot attend class;
- inform program staff if their children have particular learning needs or health issues;
- confer regularly with the language instructor about their children's progress;
- communicate with ILE staff and the school board through appropriate channels about their hopes and expectations with regard to the philosophy, aims, objectives, content, and operation of the language program;
- follow procedures for expressing their concerns about the program;
- act as a resource when possible.



how ILE instructors can support parents

All parents need to know that, simply by providing opportunities for their children to use the target language, they are involving them in valuable experiential learning. But some parents may doubt their ability to contribute, and instructors can help them understand how their involvement in the learning process is important by:

- assuring them that students benefit when parents are involved;
- explaining the nature and significance of their contribution;
- giving them ideas about ways to intensify their engagement in their children's learning.

Parents also need to know what their children are doing at school. ILE instructors should ensure that parents are aware of the language learning goals, activities, tasks, and related success criteria. Sending home an information sheet describing some of the classroom activities, with space for a comment and a parent signature, can provide a regular flow of information to parents. It also forms a basis for instructor–parent communication about student progress.

What Volunteers Can Do

Volunteers can provide invaluable support to an ILE program, working with instructors and community organizations. Recruiting, placing, briefing, and supervising volunteers and documenting their activity should be done only with the knowledge and approval of the principal or site administrator.

Instructors should ensure that volunteers understand the philosophy of the program and the classroom code of behaviour and routines, and that they are prepared to support them. Volunteers also need to commit themselves to an agreed length of time when they offer their assistance.

Volunteers outside the Classroom

Volunteers may:

- act as a resource for cultural activities;
- help to organize special school functions such as concerts, parents' nights, field trips, or other events connected to the program;
- participate in a parent–instructor committee;
- act as monitors in the hallways, lunchroom, schoolyard, or parking lot;
- help to prepare and reproduce classroom materials;

- assist in office duties connected to the language program;
- assist with small-group activities that focus on special projects, such as choir, drama, or dance practice.

Volunteers inside the Classroom

Volunteers may also work in the classroom. With the instructor present, they may:

- assist individual students;
- contribute to discussion groups;
- read with small groups;
- act as storytellers or career role models;
- exercise any special skills in cultural activities such as music, dance, or art, or in sports.

What the Community Can Do

The community's role is to work with the school board to plan and promote the language program. Community members may participate in the program through:

- organizations that represent broader linguistic or ethnocultural communities;
- parent groups at the local level.

Community Organizations and Groups

Community organizations and local community groups are a valuable resource to a school board. They can promote and support the ILE program in key ways as requested by the board and may be invited to contribute to many aspects of it. Both organizations and less formal groups can:

- provide input (if asked by the school board) into the selection of instructors, such as by determining their language proficiency;
- make local community resources available for use in the program;
- collaborate on the development of appropriate courses of study;
- suggest and help to acquire resources;
- develop locally produced learning materials to supplement courses of study that reflect Ontario's diversity;
- act as a liaison with parents and community members.

In many cases, centralized organizations above the local level have access to a broad base of experience and expertise that is useful in planning an ILE program. In addition to the activities just listed, and if invited by the school board, these organizations may:

- fund extra training opportunities for instructors;
- plan and implement in-service training programs for instructors in partnership with the school board;
- resolve local or system-wide concerns or problems.

Parent Groups

Parent groups comprise the parents of any students who are learning the target language, and as such they represent the students. These parents may belong to the linguistic community of the language of study, or they may be interested in having their children participate for other reasons, such as educational enrichment. Membership in parent groups is therefore not limited to parents who are registered members of a specific community organization.

Parent or guardian groups can be actively involved in the ILE program. For instance, they can:

- assess the needs and expectations of the local community over issues such as the type of program and the location, number, and schedule of classes;
- recruit parent volunteers and resource people;
- encourage parents to follow established procedures for expressing concerns about any aspect of the program;
- get involved in committees that support the work of the ILE program and instructors;
- assist in the development of age-appropriate learning experiences for all ILE students;
- form connections with parents, volunteers, and community representatives of their own and other ILE programs for the overall development of the entire ILE program.

These suggestions are not exhaustive. Other opportunities for community participation will arise naturally as ILE programs evolve. Nor are the suggestions made here for parent groups and community organizations meant to be exclusive to each group.

INSIGHT

Where a community program is added on to the school board ILE program, cooperation between the two partners will be necessary to ensure consistency and quality. Community-run cultural, religious, music, dance, or other classes that follow the mandated 2.5-hour ILE program are to be considered as a separate program. ILE students may wish to participate but are under no obligation to do so.

Frequently asked questions

how can schools, parents, and community partners foster positive relationships within the ILE program?

Parents and community partners can attend meetings, special events, and open houses for each language program and for the ILE program as a whole. They may also help the community to understand its value, the benefits for students, and the importance of stakeholders' cooperating with one another to improve the program.

how can school boards and their partners educate the wider community about the ILE program?

They can use a range of communication tools, such as a school newsletter and first-day-home package, school and board websites, board marketing brochures, continuing education course calendars, newspaper, radio, and transit advertising, flyers, and signs outside schools.

how can communities help promote the program?

Community partners can distribute flyers, write articles about the program for community newspapers, or include program information in announcements at community events or on community websites. Finally, they can form connections with organizations outside the immediate community that may have an interest in the target language.

how can parents support their children in their ILE studies?

Parents can talk to their children about the importance of languages, providing personal insight about how they learned languages themselves, what the experience has meant in their own lives, and what it means for them to have their children learning the target language today. They can explain what acquiring the language will mean to their children's future.

Parents should ask children to tell them what they learned in their ILE classes (speaking in the target language, if they wish) and how they need to prepare for the next session.

Parents should find time to talk to program staff about their children's progress, attend program events for parents and guardians, and take an active interest in helping to promote, expand, and enrich the program.

how can parents find materials in the target language to support extended learning at home?

Parents can attend community gatherings or functions sponsored by community organizations and ask for suggestions. They can speak with the ILE instructor and program staff. And they can use the Internet to find professional organizations about teaching the target language or language teaching in general.

To help parents evaluate resources for use at home, please refer to the Classroom Resources section of this guide.



Responsibilities within the ILE Classroom

The heart of the ILE program is the experience of learners in their classrooms. This experience begins with the instructor. With an understanding of the benefits of multilingualism, a clear picture of the learner profiles in the class, and the support of the school board and community, the instructor makes the best possible effort to create an enriching, comfortable, respectful, dynamic, and interactive learning environment.

This section of the guide reviews:

- the responsibilities of ILE instructors;
- the responsibilities of ILE students.

The Classroom Resources section of this guide then describes the design of the classroom experience, and the Instructor Resources section contains extensive suggestions for instructional strategies and approaches.

Responsibilities of ILE Instructors

Instructors directly support the language learning of each student. They have responsibilities related to the program, the students, the parents, the community, and the classroom.

Responsibility to the ILE Program

An instructor's responsibility to the program includes acquiring knowledge, preparing and planning instruction, supporting student learning, and supporting program success.

Acquire knowledge

The instructor must understand:

- the concepts of equity and inclusiveness in the Canadian context;
- the purpose of the ILE program;
- school board policies and procedures related to the ILE program.

Prepare and plan

The instructor should:

- use a variety of assessment strategies to identify students' needs and develop long- and short-term plans to meet these needs and program objectives;
- prepare a range of appropriate teaching resources to encourage language learning;
- use a variety of appropriate instructional strategies, and design activities and tasks to guide and further student learning.

Support student learning

The instructor's support of student learning is a responsibility to both the program and the students. To support the program, the instructor should:

- identify what students are expected to know and be able to do (learning goals) and what it looks like when they are successful (success criteria), and share this information with students and parents;
- provide descriptive feedback based on the goals and criteria to help students identify what they are doing well and where they need to improve;
- help students to set personal learning goals and determine how to meet them;
- maintain a positive environment that emphasizes child-centred and activity-based learning in line with other ministry policies;
- discuss student progress and next steps with parents and other educators;
- with students, develop classroom routines and expectations aligned with the school code of behaviour;
- ensure that volunteers understand instructor expectations and direction when they engage with students.

Support program success

The instructor should:

- act as a team member in developing and running the ILE program;
- participate in orientation sessions, professional development activities, and administrative meetings as established by the school board;
- ensure that required records and registration forms are maintained and are available on request.

Responsibility to Students

An instructor's responsibilities to students include supporting their achievement and ensuring their safety and well-being.

Support student achievement

In addition to the support for student learning described as a responsibility to the program, the instructor should:

- provide students with a language program appropriate to their ages, abilities, and learning styles;
- employ individual, pair, small-group, and whole-class grouping strategies and provide cooperative learning experiences;
- use methodologies that promote interaction and develop literacy skills;
- use the target language in instruction and communication whenever possible;
- ensure that students understand established learning goals and success criteria;
- provide each student with feedback based on the learning goals and success criteria, his or her strengths and areas for improvement, and the next steps to be taken;
- encourage students to use the success criteria to provide feedback to peers (peer assessment) and to monitor their own learning progress (self-assessment);
- promote positive attitudes towards language learning;
- promote parent engagement in support of student achievement and well-being.

Ensure student safety and well-being

The instructor should:

- supervise students to ensure their safety and well-being before and during class and after class while they are waiting to be picked up;
- demonstrate and promote respect for human rights and dignity.

Responsibility to Parents and the Community

The instructor should:

- make contact with the community using approved communication channels such as school or board websites and newsletters;
- find ways for parents and community members to share their experiences with the language class and the school;
- foster a welcoming school climate in which parent perspectives are encouraged and valued;

- develop an understanding of the role the language plays in the families of individual students;
- encourage students and parents to participate in school and community activities such as curriculum writing events, assemblies, parent nights, and cultural ceremonies;
- share language learning goals and success criteria with parents so they are able to support their children's learning;
- track student attendance and report to parents;
- report formally to parents on student progress as required by the school board;
- communicate informally with parents.

Responsibility in the Classroom

The instructor should:

- be in the classroom before students arrive and ensure that the teaching area is ready to receive them;
- ensure that at the end of lesson the teaching area is left ready for the next class;
- communicate directly with the day school teacher and other instructors who share the same teaching areas and resources;
- arrange with the day school staff to have classroom space to display student work and store key material.

Responsibilities of ILE Students

Students have responsibilities as members of the language class. They should:

- attend classes regularly and on time;
- use their initiative and take responsibility for their own learning by understanding what they are expected to know and be able to do and how they are expected to demonstrate their learning, by acting on feedback from the instructor and peers, and by participating in peer and self-assessment;
- participate actively in the classroom program;
- be willing to work well with and assist other students;
- follow the school code of behaviour;
- demonstrate respect for equipment, materials, and resources in the learning environment;
- complete homework and school assignments as required;
- share their classroom language experiences with their parents and others.



Classroom Resources

Many elements contribute to the delivery of a successful ILE program. A dynamic and engaging classroom promotes effective language learning. This section contains information and tools to help instructors in the following key areas:

- planning an ILE program
- creating a welcoming and safe learning environment
- developing language teaching strategies and approaches
- engaging students in their learning
- finding, developing, and evaluating resources
- assessing and reporting on student progress
- planning for professional development

ILE instructors need to be aware of current instructional practices to create and maintain a positive learning environment that is consistent with ministry policies.

Planning an ILE Program

Those developing curriculum for ILE programs should consider these factors:

- Students will differ widely in age and language skills.
- Some students will use a linguistic variety other than the standard form or one that combines elements of both the target language and the language of the wider community, such as English or French. Languages are constantly evolving as they respond to developments such as technological change and come into contact with other languages through the intercultural experiences of those who use them.

Backward Design

Backward design is a planning model that helps instructors to manage curriculum effectively while improving student understanding. The language skills of listening, reading, writing, and speaking are the starting points. These skills work as the framework for fostering comprehension (the receptive skills of listening and reading) and production (writing and speaking skills) of the target language. They are also core to the development of ongoing and end-of-unit tasks in the language classroom.

Backward design is a three-step process:

- Step 1 *Identify desired results.* By the end of the learning (e.g., unit, series of lessons, or term), what will students know and be able to do?
- Step 2 *Determine acceptable evidence of progress.* How will I know whether students are learning? What will I look for to determine whether students are learning? What tasks will students engage in to provide evidence of their learning?
- Step 3 *Plan learning experiences and instruction.* What learning opportunities (e.g., tasks, resources, experiences) will I give students to help them learn the target language?

Key Factors in Designing Instruction

Success in designing instruction depends on several factors:

- Start with the end in mind. Have a clear understanding of the goals for learning.
- Identify learning goals for students in language they can understand.
- Determine where students are in their learning and what they need to do to progress.
- Design tasks that will allow students to demonstrate the full range of their learning through manageable and reasonable tasks based on the learning done in class.
- Provide students with choice in how to demonstrate their learning.
- Make adjustments to instruction based on student learning needs.

Long-Term Planning

The school board gives guidance in both long-term (unit) planning and short-term (lesson) planning. First, however, it should develop a framework for the ILE program. This general course outline:

- identifies appropriate goals and expectations for language knowledge and linguistic skills for students at different ages and at different levels of ability;

- provides clear direction to ensure that programs are consistent with ministry and school board policies on diversity, equity, and inclusive education;
- specifies procedures for program review and evaluation and for student evaluation.

The outline includes an overview of all the units to be done over the year and provides the basis for instructors to develop a program appropriate to local needs and to specific languages and cultures. It can indicate selected themes for the year and major projects and assignments.

Unit plans can then be built from this general outline. In your planning, be sure to consider the following:

- class profile (learning environment, collective interests, readiness to learn, and learning preferences)
- student profiles (individual language level and awareness, strengths and needs, interests, readiness to learn)
- learning objectives, based on students' abilities (listening, speaking, reading, writing, and prior knowledge of the content)
- thematic units that relate to the Canadian context and global perspectives while encouraging diversity
- relevant tasks to measure performance in a manner aligned with the program expectations

INSIGHT

ILE instructors need to know their learners: their readiness, interests, and learning preferences. They can then develop teaching strategies to stimulate, challenge, and improve the language learning of each student in the class. The unit planner on pages 74–75 is a template that guides instructors as they begin with the end in mind in order to design instruction based not only on the desired learning but also on knowledge of their students.

What do your students think?

An important part of the ILE instructor's task is to find out what learning another language means to students. You can ask students the following questions:

- Which languages do you already know and which would you like to learn?
- Why is learning a language enjoyable?
- Think about the ways you learn and use a language. Which ways are right for you: listening to stories, reading with others, playing games, singing or acting, talking about my hobbies, writing about myself and things I like, watching videos, using the computer?
- Do you think that what we do in the classroom is the only way to learn the language?
- What can you do outside of class to practise the language?

Students' answers will help you to understand their beliefs and assumptions about language learning and will inform the program planning. It is also important to promote the idea that all students can learn or improve in a language other than English or French.

Short-Term Planning

The outline developed by the board and resulting unit plans should provide ILE instructors with the basis to develop more detailed lesson plans with measurable outcomes. These short-term plans map the correct sequencing of learning opportunities over short sections of the course and identify:

- short-term objectives;
- measurable outcomes;
- instructional and assessment strategies;
- themes or content;
- activities;
- resources.

To develop carefully thought-out lesson plans, you should identify meaningful links between the objectives and content of each lesson and those laid out in the course outline and unit plans. You should also plan a range of activities that will provide listening, speaking, reading, writing, musical, and hands-on experiences for students.

The lesson planner

The lesson planner on pages 77–79 is a template to guide instructors through the process of planning instruction tailored to students' needs by beginning with the end in mind. The template is not intended to be restrictive or sequential but to help you to:

- plan with the end in mind;
- determine the elements of the lesson that can be delivered flexibly to meet varying student needs;
- outline the instructional strategies (e.g., concept maps, anticipation guides, think/pair/share, Venn diagrams) and structures (e.g., choice boards, cubing, learning centres, learning contracts) that you will use to focus the teaching and learning. (For more information, see *The Differentiated Instruction Scrapbook*, 2010, pp. 17–24, listed in the References section.)

Tips for lesson planning

When planning lessons, remember to:

- determine the goals of the lesson;
- incorporate a mix of teaching strategies to introduce, practise, and consolidate learning, such as varied learner groupings, activities, and games;
- integrate a balance of listening, speaking, reading, and writing skills;
- determine the tools and resources required to deliver the lesson;
- communicate clear expectations to students, expressed as student-friendly learning goals;
- involve students in identifying and understanding the criteria for success;
- give an effective warm-up activity to activate prior knowledge and language;
- ensure smooth shifts between activities in class;
- provide frequent, specific, timely, descriptive feedback to students, connected to the goals and the success criteria;
- teach students to use the success criteria for peer and self-assessment, and provide opportunities for them to do so;
- provide ways for learners to summarize, synthesize, and reflect on the lesson;
- plan opportunities for students to act on feedback and set individual goals;
- determine strategies to gather information about students' learning during the lesson;
- assign work for further practice.

Make sure your lesson plan is ready prior to class, along with all resources, materials, and equipment needed.

Creating a Welcoming and Safe Learning Environment

ILE instructors typically work in classrooms for a limited time each week, and this may restrict the storage and permanent display space you have access to. Even so, you always have the opportunity to create a safe, welcoming, and dynamic environment for students.

Creating a Welcoming Classroom

Here are some simple things instructors can do to create a welcoming classroom:

- Greet students at the start of class.
- Set up the classroom to reflect student accomplishments and build a sense of belonging.
- Present material enthusiastically, clearly, and audibly.
- Engage students as partners in the learning. Listen actively to their ideas and be aware of their feelings and interests.
- Show confidence in students' ability to learn. Use praise and positive reinforcement.
- Make sure all text (on whiteboard, chalkboard, etc.) is legible and large enough for all students to see.
- Develop ways to assess whether students have understood the material and be prepared to review it if necessary.
- Respond to the mood of the class and be prepared to vary the lesson if needed.

INSIGHT

When an ILE student does not feel comfortable, language input cannot be received, understood, and eventually learned. This block is due to negative feelings experienced in the classroom. To avoid this, ILE instructors need to ensure a positive, nurturing, and supportive learning environment.

Instructors who want to grow professionally may wish to use the classroom dynamics self-reflection charts on pages 81–83 to help them assess their own practices.

Dealing with Discipline

Discipline is the responsibility of the school, and ILE instructors must be aware of the progressive discipline policy of their school board. Progressive discipline is an approach that corrects inappropriate behaviour and offers multiple supports. It focuses on:

- promoting positive student behaviour;
- providing early and ongoing intervention in cases of problematic behaviour;

Students and their parents should be provided with the code of behaviour in English, French, and the appropriate international language as needed.

- providing students with opportunities to learn from the choices they make;
- preventing or responding to and reporting inappropriate behaviour, including incidents that could lead to suspension or expulsion.

Instructors who need advice about discipline may consult the school principal or other on-site supervisor of the ILE program. You may need to discuss some behavioural problems with parents.

It is important to keep adequate records of behavioural problems and the actions taken to deal with them. These records will be needed when discussing a student's behaviour with the supervisor/principal and parents.

If discipline problems require the removal of a student from the program, instructors must:

- follow board procedures;
- inform parents about such procedures;
- notify parents before allowing the student to leave the school.

INSIGHT

The instructor who maintains effective classroom discipline:

- notices and reinforces good behaviour immediately;
- deals directly with any student who misbehaves, in a way that does not disrupt the class;
- ensures that the consequences for misbehaviour match the code of behaviour for the class.



What a safe school looks like

The Ontario government has developed an approach to making schools safer that focuses on promoting positive student behaviour and addressing inappropriate behaviour with appropriate consequences. As part of making schools safer, it is recommended that the instructor establish a code of behaviour for the classroom. The code can be drawn up with input from students to give them a feeling of ownership and commitment. The expectations outlined in the code should also be shared with parents.

A safe school has several important characteristics.

1. Classroom routines are in place.

In a safe classroom:

- there are clear routines for washroom visits and rearranging the physical set-up of the room;
- instructors and students know fire-drill and emergency procedures;
- all participants have a say in routines applying to matters such as supervising students before and after class, classroom safety, the code of behaviour, and encouraging compliance with the code;
- there are clear procedures for inviting volunteers and guest speakers.

2. The instructor follows policies and procedures for student health and safety.

The instructor should:

- understand and accommodate student health issues;
- be aware of policies and procedures related to life-threatening allergies and anaphylaxis;
- document and report accidents and injury;
- follow field trip procedures, including those addressing the participation of adult supervisors/volunteers;
- respond to and report inappropriate behaviour, including incidents for which suspension or expulsion must be considered.

3. Students are supervised before class.

For the period before class, the instructor needs to:

- establish a clearly understood routine for students entering the building;
- maintain a visible presence and actively supervise students who are on school property.

Students need to know the rules for their behaviour:

- in the corridors and other parts of the school;
- on entering the classroom.

Continued

For more information on the ministry's safe schools policy, see

www.edu.gov.on.ca/eng/teachers/safeschools.html.

4. The instructor maintains order in the classroom.

The instructor is responsible for:

- maintaining order in the classroom;
- making decisions relating to disciplinary matters.

5. Students are supervised after class.

The program should have established dismissal procedures, in which the instructor:

- escorts students to the assigned exit door;
- ensures that all students have been met by the appropriate person before leaving;
- checks that the outside door is properly closed and that all students have left the building.

Developing Language Teaching Strategies and Approaches

An ILE classroom that is rich in content, promotes student interaction, and fosters collaboration is a dynamic place where language learning thrives.

Being exposed to a variety of instructional strategies is important for any learning, including learning a language. ILE instructors should plan to use assorted strategies to ensure that students experience a balance among learning opportunities that focus on:

- structural knowledge (e.g., grammar);
- communicative skills;
- cultural awareness.

Some repetition and rote learning may help students to acquire structural knowledge of a language, but they are not necessarily the best way to develop their communicative skills and cultural understanding. For that, studying and practising the language must be combined with using it for practical purposes in real-life situations.

Common teaching strategies include:

- differentiated instruction;
- scaffolding;

- balanced literacy;
- communicative language teaching;
- content-based language instruction;
- cooperative learning.

Differentiated Instruction

Differentiated instruction is a teaching approach that employs a mix of materials and strategies to accommodate the varied interests, learning styles, abilities, and experiences of all students. It is an instructor's response to a learner's needs, informed by three guiding principles:

- designing learning tasks that respect the learner's profile
- using flexible groupings
- providing ongoing assessment, feedback, and adjustment of instruction

In the ILE context, differentiated instruction supports learning for students across a range of language stages, or levels. Many ILE instructors are already familiar with the need to differentiate because their programs often welcome a wide variety of students, with diverse language needs, ages, backgrounds, and motivations.

To provide enriching opportunities that balance the development of all skills by all students, you will need to:

- appreciate the multilevel nature of the ILE classroom;
- understand the guiding principles of differentiated instruction;
- consider which strategies will best accommodate the needs of your students.

Differentiated instruction is . . .

. . . effective instruction that is responsive to the learning preferences, interests, and readiness of the individual learner.

. . . best thought of as an organizing structure or framework for thinking about teaching and learning.

. . . not individualized instruction; it is responding to varying student needs by providing a balance of modelled, shared, guided, and independent instructional strategies.

Differentiated Instruction Educator's Guide, 2010, p. 3

What differentiated instruction means	
Differentiated instruction means . . .	Differentiated instruction does not mean . . .
<ul style="list-style-type: none"> • creating flexible, short-term groupings that allow students to work with a variety of peers with the same or different strengths and interests 	<ul style="list-style-type: none"> • labelling students or grouping by ability
<ul style="list-style-type: none"> • developing engaging tasks that address the same skills but engage all learning preferences and levels of readiness 	<ul style="list-style-type: none"> • confining some students to low-level, repetitive, or rote tasks while others engage in higher-order thinking
<ul style="list-style-type: none"> • providing a reasonable number of well-constructed choices that address identified needs and strengths of students 	<ul style="list-style-type: none"> • offering students unlimited freedom to choose what they would like to do on any given day
<ul style="list-style-type: none"> • allowing students to work on the same learning goals in various ways with common criteria for success 	<ul style="list-style-type: none"> • having students work on different learning goals with varying success criteria (e.g., instituting different rubrics)
<ul style="list-style-type: none"> • helping students to learn about themselves so that they can make effective and informed choices 	<ul style="list-style-type: none"> • assuming responsibility for all decisions regarding student choice
<ul style="list-style-type: none"> • putting routines, procedures, and classroom agreements in place 	<ul style="list-style-type: none"> • providing a chaotic or unstructured classroom environment

Source: Adapted from *Differentiated Instruction Educator's Guide*, 2010, p. 4.

Instructors can differentiate instruction in the following areas.

a) *Content (what is taught):*

- what students learn and what the starting point is
- the variety and complexity of resources
- the themes to be covered (determined by student interests/preferences)

b) *Process (how students learn):*

- whether learning takes place individually, in pairs, or in groups
- how gender differences and cultural backgrounds are addressed

c) *Product (how students demonstrate their learning):*

- whether students demonstrate learning orally or in written form
- what students select from a choice board (such as a graphic organizer that offers various ways for students to demonstrate learning)

d) *Learning environment:*

- the physical organization of the classroom furniture and materials
- light and sound levels
- the nature of groupings (same and/or mixed abilities, interests, readiness, or preferred learning style)

e) *Readiness:*

- whether prior knowledge is needed for a topic
- the pace of lessons
- the balance between highly structured activities and independent work

f) *Language:*

- what students read or hear (input)
- what students produce based on their level of comprehension and how they demonstrate it (output)

For resources to help you understand the learning styles and preferences of your students, see *The Differentiated Instruction Scrapbook*, 2010.

INSIGHT

Children differ. Let them help choose topics that are relevant and meaningful to them. And always try to capture the interest of the whole range of learners in your class.

Answering the following questions will help you to differentiate instruction in the ILE classroom:

- How am I gathering what I need to know about each student's learning to inform my decisions on how to differentiate instruction?
- How am I adjusting my target language to reach all my students, no matter what their level of language?
- How am I accepting responses at varying language levels and in language varieties?
- How am I using themes to keep my multilevel (and perhaps multi-age) group united?

Try this!

You can get an idea of the prior knowledge of a group of students by using a simple graphic organizer, such as a thematic web. This tool allows you to catalogue their linguistic and conceptual knowledge of a theme to be used in the classroom. Write a word or phrase that reflects the central theme of the lesson in the middle of the web template and have students brainstorm key concepts or pertinent vocabulary. Then have them fill in the web of ideas connected to the central theme by using the words and phrases they have generated.

Multiple intelligences and learning styles

Students' learning styles and preferences influence their "learning profile". Understanding how students learn best enables instructors to differentiate instruction effectively. Some students are better at internalizing, processing, and communicating information through auditory or visual modes. Others do better with tactile or kinaesthetic modes.

In *Frames of Mind: The Theory of Multiple Intelligences* (2004), Howard Gardner identifies eight types of intelligence:

- verbal/linguistic
- logical/mathematical
- visual/spatial
- musical/rhythmic
- bodily/kinaesthetic
- interpersonal
- intrapersonal
- naturalistic

These strongly influence the ways in which students learn best.

Scaffolding

Scaffolding is a key component of differentiated teaching. It provides supports for students who need them on their journey to becoming independent learners.

The instructor provides the supports required to promote learning when introducing new concepts and skills and then gradually removes them as students move to higher levels of achievement. Scaffolds include resources, guidance, and learning strategies (see, for example, pages 90–95).

Scaffolding	
Scaffolding supports	What the support can look/sound like
<ul style="list-style-type: none"> • Modelling the language 	<ul style="list-style-type: none"> • sample dialogue outlines and prompts • sentence starters or cues • sample of writing genres • demonstrations
<ul style="list-style-type: none"> • Using anchor charts and word walls 	<ul style="list-style-type: none"> • key vocabulary lists on flashcards or chart paper • posted review sheets of key structures • guiding questions
<ul style="list-style-type: none"> • Using graphic organizers 	<ul style="list-style-type: none"> • process steps for completing tasks/projects • demonstration of how concepts link together, are similar, or differ
<ul style="list-style-type: none"> • Using exemplars 	<ul style="list-style-type: none"> • samples of past student work or expectations at all levels of performance

Try this!

You can use a variety of scaffolds, such as these:

- Collect samples of student work at different levels of proficiency as exemplars.
- Model strategies that students can use to learn the content of the lesson.
- Walk students through examples.
- Provide students with graphic organizers.
- Display anchor charts in the classroom to highlight key vocabulary in the unit.
- For language learners at lower levels of ability use non-fiction texts such as biographies, instructions, recipes, or geographical facts, as they tend to use simpler language than fiction.

Balanced Literacy

The goal of balanced literacy is to get children reading and writing to their full potential while enjoying literacy and therefore valuing it. The focus is on the integration of skills and strategies in a meaningful context and on reading for comprehension.

What are some key features of balanced literacy? Students are given opportunities to:

- read and write text that is relevant to their own lives;
- read and write each day on their own, with a peer, in large and small group settings, or with the class;
- listen to others read (“read alouds”);
- reflect on and discuss texts they have read or written on their own or with others;
- participate in peer editing and in collaborative writing efforts;
- learn the sounds and spellings of words;
- complete authentic reading and writing tasks that have been modelled for them.

Communicative Language Teaching

The communicative approach promotes interactive, dynamic language use in a comfortable setting. It uses authentic language forms and focuses on ensuring that the message is communicated rather than on the structure of the language.

What are some key features of communicative language teaching? Students are given opportunities to:

- apply the language to topics that are relevant to them and reflect real life;
- use the international language as much as possible through social interaction in the classroom;
- engage in task-based and theme-based learning that requires cooperation with their peers.

An instructor using the communicative language approach:

- designs activities to resemble real-life situations or communicative concepts, to show the language being used in specific contexts;
- teaches grammar in context, introducing sentences that are linked together instead of teaching sentences in isolation;
- focuses more on students’ ability to convey a message than on their structural accuracy;
- uses highly interactive methods help students to perform better (see pages 97–98).

Typical communicative language activities are games, surveys, role plays, interviews, and information gap activities. In an information gap activity, one person has information that the other needs and vice versa, and the two must communicate in order to fill in the gaps and complete their task (e.g., “Find someone in the classroom who . . .”).

INSIGHT

Language teaching has evolved. In the past, it was focused on grammar, translation, and repetition exercises. Today, it is a highly communicative process. It is focused on interaction, dynamism, and relevance to students' lives. This approach does not neglect grammatical accuracy, but it respects students' need to use the target language with fewer interruptions for corrections.

— — — — —

To increase the academic language of more capable ILE students, use topics in the target language from other subject areas such as geography, history, and art. Over time, this can take students to a higher level of language proficiency.

Content-Based Language Instruction

ILE students tend to have a wide range of language abilities. Often, more advanced students need more challenging content and those with less proficiency in the target language will need other supports. Instructors may choose more content-specific materials and themes to keep the interest of higher level learners while incorporating strategies that help all learners to manage the new language of the content area.

What are some key features of content-based language instruction?

An instructor using this approach:

- links lesson topics to students' prior knowledge;
- introduces the lesson and summarizes the learning goals as the key to the lesson;
- provides key vocabulary in advance and reviews it with learners;
- introduces the lesson content in manageable amounts;
- accommodates visual, auditory, and kinaesthetic learning styles;
- uses graphic organizers or key visuals to help students clarify the language and content;
- makes a variety of resources on the theme available;
- carries out continuous comprehension checks during the lesson;
- designs activities that allow oral communication on the lesson topic.

INSIGHT

Dr. Jim Cummins has discovered that learners at earlier stages of language have what he calls Basic Interpersonal Communication Skills, or BICS. These skills characterize language in daily face-to-face communication. Cognitive Academic Language Proficiency, or CALP, on the other hand, is focused on abstract concepts and language used for more complex linguistic skills, such as academic language specific to a certain discipline. It is interesting to note that English language learners new to Canada require at least five years to develop CALP.

See the ministry's Think Literacy subject-specific documents for many effective content-based strategies that can be adapted for use in the ILE program, at www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/library.html.

Try this!

A concept map is a useful organizational tool that helps students to understand key vocabulary and how words relate to or differ from one another. Use a variety of concept maps to show the relationships between different sets of vocabulary (see, for example, pages 98–101).

Cooperative Learning

Cooperative learning emphasizes the use of group work, focusing on the success of the group rather than only on the success of the individual. Students are expected to collaborate and to commit themselves to the idea that each group member is responsible not only for his or her own learning but also to the group at large.

When using group work, ILE instructors need to put mechanisms in place to promote use of the target language.

What are some key features of cooperative learning? In this approach:

- face-to-face interactions are emphasized;
- social skills are promoted along with academic work;
- group members are interdependent;
- group discussions and processing of ideas and key vocabulary take place before any decision making, as group members start with questions such as *What do we do now?* and *How should we do the next part?*
- students have chances to reflect on, discuss, and rethink ideas through activities such as think/pair/share, round robins, and say-and-switch;
- group work helps develop confident individuals.

Try this!

You can use a jigsaw approach to support cooperative learning effectively in the ILE classroom. It can work like this:

1. Students work in groups, each group learning about a particular topic and becoming expert.
2. Students then shift to new (share) groups to share what they learned from their original (expert) groups.

Engaging Students in Their Learning

Whatever teaching approach is used, it is important to encourage students to take responsibility for their language learning. This is especially true when the ILE class is not held daily. Ask students to make commitments about how and when they will practise the language between classes.

At the start of a program, you may have the opportunity to assess students' awareness of language through discussing their assumptions and beliefs about language learning. You can then assign tasks based on their interests, readiness, and learning preferences that they can accomplish outside the classroom by using the Internet or consulting members of their family and community. Examples include:

- finding some family pictures and asking family members to talk about them in the first language;
- looking up the hometowns of family members on the Internet;
- viewing a film or video clip in the target language.

ILEA Ontario has also developed materials that ask students to reflect on their language use and commit themselves to independent work in the target language (see the Instructor Resources section, pages 102–103). You can discuss these concepts with learners while looking at portfolios of their work during conferencing sessions.

Making instruction understandable

What makes instruction comprehensible? That is, what makes it understandable, clear, and logical? It is when students can infer the meaning of new words and expressions by using their prior knowledge, visual support, or context. For example, Arabic numerals are used or understood in most of the world. If, when you write $8+8=16$ on the board you also write “eight plus eight equals sixteen” in the target language, students will therefore learn the words to describe addition.

Try this!

- Simplify new vocabulary. Explain new concepts in simple language before introducing the new words.
- Teach key words before the lesson. Select key words from the text or lesson and teach their meaning. For instance, you can use pictures, gestures, or mime, give the meaning in English, or provide synonyms.
- Repeat and rehearse new words. Articulate new words clearly. Write them on the board, point to the board, and then to the book. Or, if you have a chart, ask students to repeat the words together. Create a word wall and add new words to the wall.
- Recycle new words. To internalize the meaning of new words, students need to hear and use them several times in highly supported contexts.
- Provide plenty of concrete and visual support. Try to get pictures, models, toys, charts, vocabulary lists, posters, banners, and so forth. Demonstrate and provide hands-on activities. For instance, if teaching the term *knead*, show the action within a lesson on baking.
- Use visual supports to present key concepts. Graphic organizers such as T-charts, Venn diagrams, timelines, and concept maps are great visuals. Use them to lower the language barrier and enable students to see relationships among ideas and develop thinking skills such as classifying items or following a sequence.
- Give clear instructions. Processing quick oral instructions can be difficult for some learners and it is helpful to check whether they understand a task before they start. For instance, if you instruct students to do “questions 1 to 6”, do they think that they need to do 1, 2, and 6? Or is it clear to them that they need to do all the questions from 1 to 6?
- Check often for comprehension. Asking, “Do you understand?” may not reveal how well students understand a concept. Asking, “Tell me what you have to do next” or “Show me the pages you have to read” is a better test their understanding.
- Speak naturally. Speak the target language only slightly more slowly than you would when talking to a native speaker. Avoid using proverbs and idiomatic expressions with beginner students.
- Provide enough time for students to respond to questions. They need time to think and compose their responses in the target language.
- Provide alternative resources. If a textbook is too difficult, look for a resource that uses simpler language and more visual support.

Adapted from *Adding English: A Guide to Teaching in Multilingual Classrooms* by Elizabeth Coelho. Copyright © 2004 by Pippin Publishing Corporation; revised and reprinted in 2007. Reprinted with the permission of the copyright holder. All rights reserved.

Try this!

For strategies and activities that make good use of graphic organizers in international languages and can be used for older elementary students or adapted for younger ones, see the following resources:

- www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitInternational.pdf
- www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitInternational2.pdf

Finding, Developing, and Evaluating Resources

Resources that support ILE students in learning the target language are vital. They can take many forms, such as these:

- print (e.g., books, magazines) and non-print (e.g., pictures, slides) materials
- electronic media (e.g., audiotapes, CDs)
- guest speakers
- manipulatives

Resources should be selected through a process of review and evaluation. Boards should initiate the process in partnership with the community. Instructors consider the board guidelines on selection and development of materials and recommend choices to their appropriate supervisors.

Instructors are encouraged to draw on a variety of appropriate resources. Many materials are available beyond textbooks to enrich the language learning experience. Some are written in the international language, whereas others are generic and can be modified for instruction in the target language. Your choices should demonstrate the authentic use of the language and be based on student:

- ages;
- needs;
- interests;
- background.

Some resources are vehicles for language instruction:

- display boards (e.g., black, flannel, white)
- technology (e.g., computers, interactive technologies, audiovisual equipment, projectors, the Internet, radio, television)

Be careful when using material developed outside Ontario. It may not appropriately address or reflect the practices, instructional content, or students in Ontario schools.

- sport and leisure equipment for language games and activities (e.g., balls, hoops)

Other resources are materials used within language instruction:

- storybooks, newspapers, magazines
- authentic texts such as advertisements, comic strips, brochures
- pictures, wall charts, flashcards
- games, hands-on activities, skits
- song lyrics and recordings
- CDs, DVDs, other audiovisual media
- software applications and websites
- student work and exemplars

Finding Resources

When you source class materials, look for them in various places. Not only potential learning material but also guest speakers can be found in the local community, the school, or the larger community. Take note of special events with presenters who can use the target language. These can enrich the learning opportunities in your classroom.

Other good sources of materials are the following:

- the Internet
- community and language organizations
- subject and professional associations
- community centres and libraries
- the Ministry of Education website
- school board learning resources
- texts in other languages, such as English and French
- texts from daily life or travel (e.g., menus, museum guides, postcards)
- resources in international languages developed by overseas organizations

Developing Resources

The role of school boards

School boards may decide to develop their own learning materials to ensure that they:

- are appropriate to the age, ability, and language competence of students;
- reflect the Canadian experience of students from different backgrounds;
- meet other needs reflected in criteria established by the board.

In deciding what type of materials to develop, boards should make reference to and draw upon the following:

- the criteria and process for assessing materials outlined under Evaluating Resources on pages 65–67
- procedures and guidelines already in place to develop curriculum (although these may be adapted for ILE resources)
- the cooperation of other school boards, professional associations, and communities

Boards may develop resources such as these:

- textbooks that focus on the linguistic content set out in course outlines
- extra materials that cater to the needs and interests of a diverse classroom
- resource guides to offer parents ideas for reinforcing children's learning at home

The role of communities

Communities often develop their own materials for an ILE program, but before they start, those involved should be aware of the local board's criteria for choosing and developing resources. School boards determine the pedagogical framework for and suitability of all learning materials. Community members should also understand any curriculum guidelines for international languages.

The role of instructors

To meet students' needs, instructors must find inventive and resourceful ways of supplementing materials that have been produced or developed by boards and communities. Materials such as workbooks, games, audio and video recordings, newspapers, and magazines can be used to enhance language classes. Such resources may be sorted by topic or theme. They can then be shared with other instructors.

Instructors of different languages can work together to develop thematic units that incorporate:

- hands-on activities;
- language development;
- task-based learning focused on class level (primary, junior, intermediate).

When making use of copyrighted material to develop classroom resources, be sure to respect copyright law.

Try this!

A popular task is to have students create storybooks that reflect the thematic focus of study. One worthwhile exercise is to have students to develop their ideas into dual-language books, which contain both the target language and the primary language of the society. Not only does the task of writing dual-language books function as a language activity for students but the finished books also provide a resource for the classroom.

Evaluating Resources

School boards are responsible for evaluating potential learning materials in order to make a selection, but instructors play a key role in this process and the door should also be kept open for community consultation. In many cases, this can be accomplished through a curriculum committee that includes:

- program staff;
- instructors;
- qualified community representatives.

It is essential that the people responsible for assessing materials have a background in both education and the target language.

Assessment criteria

Assessment criteria should be put in place before any selection of materials is undertaken. Instructors need to be aware of the criteria and how they reflect the policies of the school board and the ministry. The following principles should be considered.

a) Materials are appropriate to the academic context.

Resources should reflect the Canadian academic context. Materials from outside Canada need to be assessed to confirm that they are appropriate or can be adapted for use in Ontario classrooms. Resources should address the needs of students as well as their level of linguistic proficiency and should also be assessed for their ability to promote active learning.

b) Materials align with ministry, board, and school philosophy and policy.

Resources should be free from visual or verbal stereotyping and bias with respect to all dimensions of diversity, including the following:

- ancestry
- culture
- ethnicity

- gender
- gender identity
- language
- physical and intellectual ability
- race
- religion
- sex
- sexual orientation
- socio-economic status

For example, some materials may reflect stereotyped roles for men and women in the culture of the target language.

c) Materials are familiar and relevant.

Working with unfamiliar material can extend students' learning. Yet such material can also slow their progress if it is too remote from their experience. It is important to assess materials to see how readily the examples they contain can be applied to the Canadian context and how relevant they are to contemporary society.

Some materials can be dated in their approach to learning, content, examples, or attitudes and it is necessary to assess whether and to what extent they can be useful.

Evaluating learning materials

The following questions should guide the evaluation of learning materials:

- Is the material inviting and readable?
- Does the material offer opportunities for student engagement?
- Does the material include helpful visuals?
- Is the material appropriate for the intended students in terms of its content and their level and age?
- Is the information presented accurate and up to date?
- Does the material reflect current thinking about education in Ontario?
- Will students with diverse learning styles, backgrounds, interests, and levels of ability be able to connect to the material?
- Does the content present political or religious views that do not reflect a truly inclusive approach?
- Is the content, including all illustrations, free of bias, stereotyping, and assumptions based on culture, race, gender, and so on?

Assessing and Reporting on Student Progress

Assessment is the process of gathering information that accurately reflects how well a student is achieving the expected learning. Evaluation is a decision made about student performance.

Although the Ontario ILE program does not have standardized and provincially mandated assessment practices, school boards establish protocols for assessing and reporting on ILE student progress that bear in mind a fundamental principle: “The primary purpose of assessment and evaluation is to improve student learning” (*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, 2010, p. 6).

ILE instructors often consider the term *assessment* to apply to an initial linguistic assessment to determine the student’s starting point in terms of language ability and skill. Assessment also guides instruction and the learning expectations that instructors have for their students. Students are assessed on an ongoing basis. *Evaluation* places a student’s achievement within a range according to school board criteria and guidelines. Students’ demonstration of the learning expectations is evaluated on the basis of identified criteria. Instructors then report on their progress both informally and formally.

Assessment has three aspects: assessment *for* learning, *as* learning, and *of* learning. Their features are described below (adapted from *Supporting English Language Learners: A Practical Guide for Ontario Educators Grades 1 to 8*, 2008, pp. 62–63).

Assessment for Learning

Assessment *for* learning is assessment that informs instruction. In this process, instructors:

- gather information about a student’s prior knowledge and language proficiency;
- provide the student with descriptive feedback and coaching for improvement;
- monitor the student’s progress;
- target and modify instruction to support the individual’s needs.

INSIGHT

Encourage students to think about how they learn, how well they are progressing, and how they can apply your feedback to improve their learning.

Tools and strategies

Assessment *for* learning makes use of:

- anecdotal records of instructor observations
- anticipation guides
- cloze exercises
- demonstrations and experiments
- problem solving
- sequencing or matching exercises
- interactive journals
- interviews or surveys

Try this!

When assessing *for* learning, ask whether your methods:

- are based on clear learning goals and success criteria;
- take into account the student's cultural and linguistic background;
- consider the student's developing understanding of the target language;
- reflect appropriate program adaptations;
- include clear guidelines for program monitoring.

Adapted from Supporting English Language Learners: A Practical Guide for Ontario Educators, Grades 1 to 8, 2008, p. 61.

The Common European Framework of Reference for language learning has many ideas for how to use portfolios in the language classroom. For instance, students can keep passports to document their progress through levels recognized in most European countries and elsewhere. To learn more, visit the Council of Europe website, at www.coe.int/T/DG4/Portfolio/?M=/main_pages/levels.html.

Assessment as Learning

Assessment *as* learning is focused on the student and the interactive processes by which learners reflect on and make meaning from new information. Over time, instructors help students to:

- build on prior knowledge;
- set developmentally appropriate personal learning goals;
- monitor individual learning progress;
- determine next steps.

Tools and strategies

Assessment *as* learning makes use of:

- ongoing instructor observations
- direct and timely feedback from the instructor
- peer feedback
- student self-assessment checklists
- student reflective journals
- student–instructor conferences
- portfolio assessment

Two ways of using assessment *as learning* – conferencing and maintaining portfolios – are discussed below.

Conferencing

Conferencing is a very effective way of allowing students to:

- communicate their understanding;
- demonstrate their progress in building knowledge and skills.

Instructors can use conferencing to determine how well students are progressing towards achieving the expected learning.

Portfolios

Collecting and maintaining a portfolio of student work is an excellent way to record a student's progress. Portfolios allow students to:

- see stages of work in progress;
- begin to recognize work quality;
- gain insight into the writing process.

As well, instructors can easily share this information with parents to demonstrate progress.

Try this!

Have students fill out exit cards at the end of some lessons to give you a sense of how they are handling class work, what stage of comprehension of the material they have reached, and what they still need to master.

An exit card can simply ask students to answer the following questions:

- How did I do today?
- What did I understand well?
- What do I still need to work on?

Students should be encouraged to get involved in setting goals for their future learning. In ILE this is particularly important. Students need to consider when, how, and why they will use the target language and to discuss their ideas about how people learn languages. This understanding helps them to plan their own development in learning the language and increases their sense of ownership of that process.

Assessment of Learning

Assessment of learning is the evaluation of each student's performance.

Instructors use a range of data to measure students' achievement of learning expectations and report the results to students and parents. Assessment of learning should:

- be based on clear learning goals and success criteria;
- take into account the cultural and linguistic background of the student;
- include clear program guidelines on how students will be assessed and evaluated;
- reflect appropriate program adaptations.

Instructors should adjust their expectations to the student's learning needs, prior knowledge and education, and social experiences.

Evaluation procedures should be clear and purposeful. A rubric, for example, lists the criteria for evaluating a piece of work and defines the gradations of quality from poor to excellent. Instructors can use this tool to evaluate students' work.

Tools and strategies

When making an assessment of learning, the instructor assesses student achievement in such tasks as these:

- oral reports or presentations
- demonstrations and experiments
- retellings
- peer teaching (a student teaches a skill or idea to a peer)
- journals
- performance tasks
- role plays or simulations

As well, the instructor makes use of:

- portfolio assessment
- rubrics

Reporting on Student Progress

Reporting on students' progress helps to promote their learning. Some school boards require instructors to provide formal reports to parents. Others choose to report student progress informally. In either case, the learning expectations are in the following key areas:

- listening
- speaking
- reading

Many school boards have developed progress reports for ILE that are sent to students' day schools. These reports give day school educators insight into the larger picture of a student's learning.

- writing
- understanding and awareness of the culture

Skills such as responsibility, organization, independent work, collaboration, initiative, and self-regulation are also important.

Planning for Professional Development

ILE instructors are encouraged to pursue their own professional development (PD) not only to help them with their teaching but also to support student learning. These are some suggested areas of focus:

- differentiated instruction
- classroom management
- teaching methodologies
- high-yield instructional tools and strategies
- assessment for, as, and of learning
- working with students with special needs
- language acquisition and the elements of linguistics
- incorporating technology into language classrooms

Ten tips for professional development

Instructors can improve their professional development by following these tips:

1. Attend regular staff meetings.
2. Identify areas of personal growth and discuss them with your site administrator to get access to appropriate PD.
3. Look for board-related PD in language teaching and learning, such as ESL and FSL workshops.
4. Look for board-related PD in additional areas, such as assessment and evaluation.
5. Seek out information sessions provided by organizations such as community groups, consulates, and embassies.
6. Enter into mentoring relationships with colleagues.
7. Join professional learning networks such as ILEA Ontario.
8. Make use of both local and global media for research material.
9. Visit your local library for education-related books and periodicals.
10. Check out ministry resources. To learn more, see the References section at the end of this guide.



Instructor Resources



This section provides a range of resources for ILE instructors. These can be divided into three categories: resources for planning, resources for managing classroom dynamics, and resources for language instruction. Each of these can be adapted for the needs and context of the specific ILE classroom.

Resources for Planning

Getting ready to provide differentiated instruction means planning at the level of both the unit and the lesson. The following templates are intended to help you get started.

Differentiated Instruction Unit Planner

The unit planner is based on the principle of backward design. As you complete it, consider the class profile and individual needs of the learners and work backward from there to design a meaningful and appropriate unit of learning.

The template provides space to consider differentiation of instruction in terms of student:

- readiness;
- interests;
- preferences (e.g., learning styles, intelligences).

It then asks you to develop instructional responses in terms of content, process, and product. Use this template to enter broad information on the learning experiences and teaching approaches that apply to the whole unit.

Differentiated Instruction Unit Planner for ILE

(Adapted from *The Differentiated Instruction Scrapbook*, 2010, pp. 2–3)

Duration (e.g., length of unit, length of lessons, number of lessons)

-

WHAT DO WE WANT STUDENTS TO LEARN?

Expected Learning

Students should be able to:

-
-
-

Prior Learning

Prior to this unit, students should have:

-
-
-

HOW WILL WE KNOW STUDENTS HAVE LEARNED IT?

Assessment/Success

Criteria

-
-

Assessment Tools (e.g., checklists, rubrics, anecdotal comments, marking schemes)

-
-

Evaluation: Culminating Task(s)

-
-

HOW WILL WE DESIGN INSTRUCTION AND ASSESSMENT TO HELP STUDENTS LEARN?

Differentiated instruction details

Knowledge of Students

Differentiation based on:

☐ student readiness

☐ student interests

☐ student preferences:

☐ learning styles

☐ intelligences

☐ other (e.g., environment, gender, culture)

Need to know:

-
-

How to find out:

-
-

Differentiated Instruction Responses

What will students learn (content)?

-
-

What will the entry point be for the students (content)?

-
-

How will students learn (process)?

-
-

How will they demonstrate their learning (product)?

-
-

What kind of learning environment is needed?

-
-

Possible learning experiences

Note: The DI three-part lesson planner may be used here to outline individual lessons (see pp. 77–79).

☐ whole class ☐ small groups

Strategies (e.g., cooperative learning, concept maps, exit cards):

-
-

Instructional structures (e.g., choice boards, learning contracts, learning centres):

-
-

Materials and resources

Instructor resources:

-
-

Student resources:

-
-

Differentiated Instruction Lesson Planner

The lesson planner takes the information developed in the unit planner and applies it to the planning of lessons. After providing space for you to identify the expected and prior learning, ways to assess learning, and characteristics of your group of ILE learners, the template gives you an opportunity to list more specific approaches for lesson plans under the following headings:

- minds on (establishing the environment and context for learning)
- action (introducing and practising learning)
- consolidation and reflection (demonstrating and reflecting on learning)



Differentiated Instruction Lesson Planner for ILE

(Adapted from *The Differentiated Instruction Scrapbook*, 2010, pp. 4–5)

Duration (length and number of lessons)

-

WHAT DO WE WANT STUDENTS TO LEARN?

Expected Learning

Students should be able to:

-
-
-

Prior Learning

Prior to this unit, students should have:

-
-
-

HOW WILL WE KNOW STUDENTS HAVE LEARNED IT?

Assessment/Success

Criteria

-
-

Assessment Tools (e.g., checklists, rubrics, anecdotal comments, marking schemes)

-
-

Evaluation: Culminating Task(s)

-
-
-

HOW WILL WE DESIGN INSTRUCTION AND ASSESSMENT TO HELP STUDENTS LEARN?

Differentiated instruction details

Knowledge of Students

Differentiation based on:

- student readiness
- student interests
- student preferences:
 - learning styles
 - intelligences
 - other (e.g., environment, gender, culture)

Need to know:

-
-

How to find out:

-
-

Differentiated Instruction Responses

What will students learn (content)?

-
-

What will the entry point be for the students (content)?

-
-

How will students learn (process)?

-
-

How will they demonstrate their learning (product)?

-
-

What kind of learning environment is needed?

-
-

Materials and resources

Instructor resources:

-
-

Student resources:

-
-

Minds on

- establishing a positive learning environment
- assessing students' prior knowledge and skills
- using students' prior learning and/or experiences to set the concepts and goals for learning

Learning Experiences (including instructional structures and strategies)

- ☐ whole class ☐ small groups

Description

Action

- introducing new learning or extending and reinforcing prior learning
- sharing and clarifying the learning goal(s) with students
- providing opportunities for practice and application of learning
- providing students with feedback and opportunities to act on feedback
- providing students with opportunities to participate in constructing criteria that indicate success and to use the criteria to judge whether they have succeeded in acquiring new learning or in extending prior learning

Learning Experiences (including instructional structures and strategies)

- ☐ whole class ☐ small groups

Description

Consolidation and reflection

- providing opportunities for consolidation of learning
- helping students to demonstrate what they have learned
- providing opportunities for peer and self-assessment, reflection, and individual goal setting

Learning Experiences (including instructional structures and strategies)

- ☐ whole class ☐ small groups

Description

Involving colleagues in your reflection process can be a constructive way to gain insights about your own instructional practices.

Resources for Managing Classroom Dynamics

Instructors need access to classroom strategies that are flexible enough to be relevant for their own school, class, and situation. You can use classroom dynamics to establish and maintain conditions that support student learning. The goal is to encourage students to engage in effective learning through deliberate and purposeful planning, actions, and responses.

Using Self-Reflection Tables

The self-reflection tables that follow are designed to help instructors to:

- reflect on their practices;
- work independently to grow professionally in classroom dynamics.

How can these tools help me? You can use the self-reflection tables to:

- identify the strategies you are currently using to establish positive classroom dynamics;
- develop new strategies to engage students further in activities that improve their learning.

How do I use these tools? The tables deal with three aspects of classroom dynamics:

- classroom management
- classroom set-up
- classroom relationships

Each table is constructed the same way and can be used as follows:

1. Read each question in the “self-reflection” column and highlight it if you can answer “yes”.
2. In the “current practice” column, give at least one example of how you demonstrate the highlighted elements in your classroom on a regular basis.
3. Choose at least three elements that you have not highlighted and that could strongly benefit student learning in your classroom.
4. Using a variety of available resources, identify strategies that could help you to enhance your students’ opportunities for learning and list these in the “action plan” column for the three areas that you have selected.

Classroom management			
Instructor responsibility	Self-reflection	Current practice	Action plan
Clear communication	Do I communicate the learning goals for the lessons/activities clearly?		
	Do I communicate individual roles/tasks/responsibilities/ expectations to the students?		
	Do I use a variety of modes to clearly communicate the instructions for the learning activity?		
	Do I communicate instructions in manageable sections for students?		
	Do I maintain access to the instructions throughout an activity?		
	Do I introduce the skills of effective group work sequentially and build them progressively?		
Established routines	Do I establish and maintain a variety of regular routines?		
	Do I make all materials and resources easily accessible to students?		
	Do I have an activity prepared to engage students immediately at the beginning of the lesson?		
Engaged learners	Do I have all students engaged in each portion of a lesson?		
	Do I know which students are not engaged and the reason(s) why?		
	Do I organize my lessons into connected activities that students find manageable?		
	Do I provide opportunities for a variety of levels of thinking?		
	Do I ensure that a learning activity is relevant and of interest to the learners?		

Continued

Responses to behaviour	Do I manage student behaviour, discipline, late arrivals, and so forth in a way that minimizes the disruption of instructional time for others?		
Alignment of practices	Do I plan how I will implement policies, procedures, and practices that are consistent with those of other classrooms in the department/division and school?		

Classroom set-up			
Instructor responsibility	Self-reflection	Current practice	Action plan
Lesson content/goals	Do I effectively match the physical set-up of the classroom with the learning goals of the day (e.g., clear sightlines to screen/interactive whiteboard; access to chart paper, markers)?		
	Do I clearly explain the rationale for groups, use of materials, use of technology, and so forth?		
	Do I post relevant and current materials for easy reference?		
	Do I set up the classroom with differentiated instruction in mind?		
Classroom movement	Do I arrange the classroom to permit quick student–teacher and student–student interactions?		
	Do I plan and execute quick transitions and a variety of appropriate configurations for working in groups?		
	Do I manage the quick distribution and collection of materials?		
Accommodation of special needs	Do I accommodate the physical needs of students?		
	Do I incorporate the learning preferences of students when possible?		

Classroom relationships			
Instructor responsibility	Self-reflection	Current practice	Action plan
Knowledge of students	Do I invest the time to get to know students?		
	Do I prepare activities and/or groupings that consider students' learning styles and/or preferences?		
	Do I prepare activities and/or groupings that consider students' interests?		
	Do I prepare activities and/or groupings that consider students' multiple intelligences?		
	Do I prepare activities and/or groupings that consider students' readiness to learn?		
	Do I work with individual students or small groups in response to their learning needs (as a result of using "assessment for learning")?		
Responses to behaviour	Do I provide explicit, positive reinforcement for desired behaviours?		
	Do I give planned, consistent, and predictable responses to students based on my articulated expectations?		
Culture of respect	Do I develop classroom norms collaboratively with students?		
	Do I interact positively with students?		
	Do I ask for student input and feedback regularly?		
	Do I construct activities that allow students to learn from their peers?		

Resources for Language Instruction

The resources offered in the remainder of this guide offer a variety of instructional activities to help you get students engaged in dynamic learning. They proceed sequentially from students' getting ready to read and extending their vocabulary, through producing the target language, and finally to reflecting on their learning.

Getting Ready to Read: Extending Vocabulary

(Adapted from Ontario Ministry of Education, *Think Literacy: Cross-Curricular Approaches, International Languages, Levels 1/2*, 2005, pp. 2–6, available at www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/library.html)

Students are required to learn, on average, over 2,000 words each year, drawn from various subject areas. When learning a new language, they can find the amount of new vocabulary overwhelming. Developing a *word wall* can help students to acquire, understand, organize, and remember new vocabulary.

A word wall is a wall, chalkboard, or bulletin board listing key words that will appear often in a new unit of study. The words are printed on flashcards and taped or pinned to the wall/board. A word wall can be built in a variety of ways, depending on the language level of the students. You can provide beginners with ready-made flashcards, for example, whereas students with greater proficiency can, with support, produce the flashcards themselves. A word wall is particularly useful in the language classroom not only for creating an inventory of the new words that students will need but also for gathering and sorting the language used within thematic units.

The purpose of a word wall is to:

- help students identify unfamiliar vocabulary;
- create a visible reference in the classroom for words that will appear often in a topic or unit of study.

Building a word wall: What instructors and students do		
	What instructors do	What students do
Activities before building a word wall	<ul style="list-style-type: none"> • Before class, review key vocabulary for the thematic unit. • Decide on a labelling technique appropriate for the age and language ability of the students. • Prepare flashcards with key vocabulary. • Prepare pictures if using visual supports. • Prepare definitions of key vocabulary. • Consider using different colours or fonts for different language items such as verbs and nouns. • Provide students with stick-on notes, masking tape, and pins. • Explain to students that together the class will brainstorm on vocabulary that is key to a specific theme. 	<ul style="list-style-type: none"> • Think about vocabulary relevant to the theme presented and brainstorm with peers. • Act out any vocabulary not known in the target language in order to get the instructor's assistance.
Building the word wall	<ul style="list-style-type: none"> • Have students label pictures and/or place flashcards on the word wall. • Pay close attention to students' accuracy. • Review the various categories of vocabulary represented on the word wall and discuss key words. • Help students to match definitions to key words on the wall. 	<ul style="list-style-type: none"> • Label pictures with key vocabulary. • Label the wall with flashcards. • Discuss word definitions and match them to the flashcards provided by the instructor.
Reflection and extension activities	<ul style="list-style-type: none"> • Explain the concept of skimming and scanning so that students can find key words in the definitions provided and connect thematic vocabulary and word definitions. • Have students practise connecting oral and written definitions to key words. • Expand thematic unit content by providing handouts for further practice individually or in pairs. 	<ul style="list-style-type: none"> • Listen to explanations of skimming and scanning. • Skim and scan the definitions and flashcard vocabulary to make appropriate matches. • Repeat this process individually or in pairs with follow-up activities as directed by the instructor.

Tips for using a word wall

1. Before building a word wall, try brainstorming with students on key vocabulary in the thematic unit to be covered.
2. Skimming and scanning techniques are necessary for creating a word wall. Here's how they are done:
 - Skimming means to read quickly – horizontally – through the text to get a general understanding of the content and its usefulness.
 - Scanning means to read quickly – vertically or diagonally – to find single words, facts, dates, names, or details.
3. Consider leaving certain words posted beyond the duration of the unit (for example, words that occurred frequently in the unit, are difficult to spell, or that students should learn to recognize on sight). Students can refer to the word wall to support their understanding and spelling of these words.
4. Follow building the word wall with activities that utilize its vocabulary and also expand vocabulary as needed.

Further support

Instructors can:

- add a picture to each word card (a photograph or computer graphic);
- prepare a recording sheet with the unit theme in mind and provide each student with a copy to record key words for further review;
- review the terminology on the word wall regularly in oral and written practice activities.

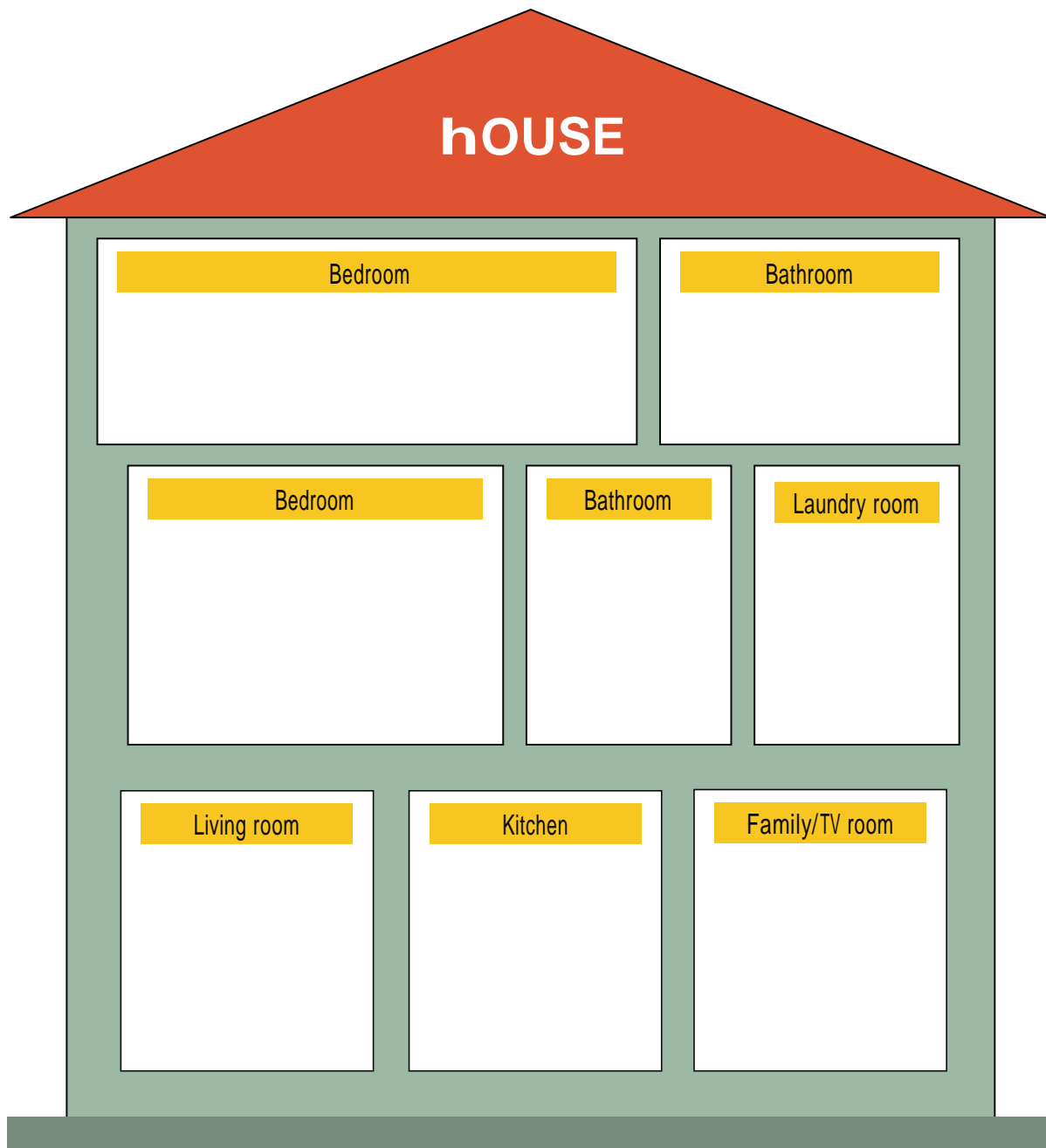
Benefits

Students will:

- practise skimming and scanning an assigned reading before dealing with the content intensively, familiarizing themselves with the location of information and with various elements of the text;
- develop a sense of the meaning of the key words before actually reading the words in context;
- improve comprehension and spelling because key words remain posted in the classroom.

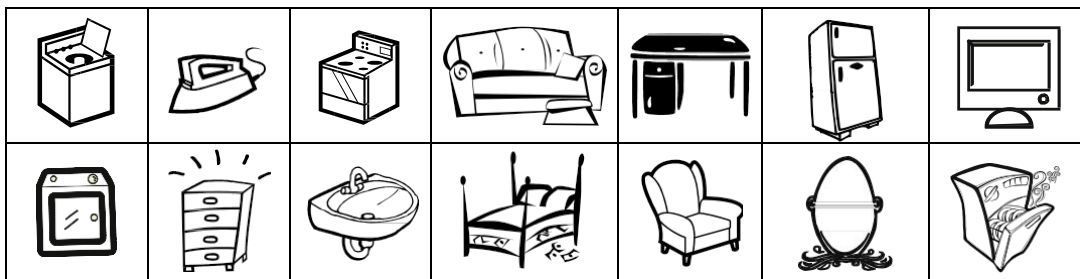
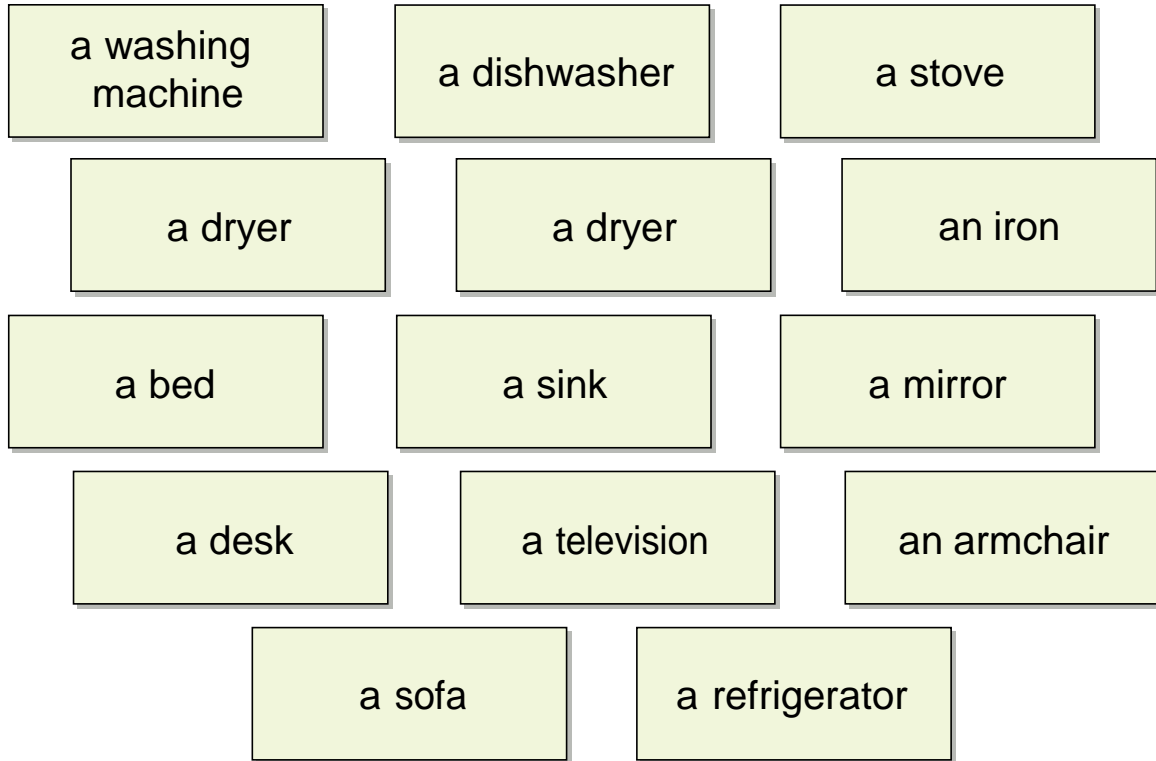
A sample word wall

For a unit with the theme of home and family, you can use this house template to generate a word wall of key household terms. The words for the rooms of the house and also for household objects that belong in those rooms can be posted onto the template.



Sample word wall flashcards

These flashcards contain the names of various household objects. Have students match them to the definitions that follow and sort them into the right places within the house template.



Sample word definitions

Here are descriptions of various household objects. Have students write the words that match these definitions on cards. Then have them connect the words and their definitions on the word wall with pins and string.

household object definitions

We use this to wash clothes.

We use this to wash dishes.

We use this to warm up, bake, and fry food.

We use this to dry wet clothes.

We use this to store clothes.

You use this to take the wrinkles out of clothes.

You sleep on this.

You use this when you wash your face and brush your teeth.

You use this to see how you look.

You sit at this when you write or do homework.

We use this to watch movies and news.

You sit on this to be comfortable and relax.

You sit on this to relax with other people.

We use this to keep food cool.

Generating Ideas: Adding Content in a Writing Task

(Adapted from Ontario Ministry of Education, *Think Literacy: Cross-Curricular Approaches, International Languages, Levels 1/2*, 2005, pp. 134–39, available at www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html)

The following strategy provides feedback to students before they start to produce the first draft of a writing task. Students exchange their brainstorming ideas and notes, developing questions for one another to help draw out details and clarify early drafts. This example of a scaffolded language activity helps students to:

- identify ideas and information they may have omitted as they plan their writing task;
- reconsider and revise their initial thinking (such as brainstorming) before writing a first draft;
- learn how to question others and themselves.



Using postcard starters: What instructors and students do		
	What instructors do	What students do
Activities before writing postcards	<ul style="list-style-type: none"> • Provide students with a sample piece of writing such as a postcard that relates to a chosen theme. • Review the question words <i>who</i>, <i>what</i>, <i>where</i>, <i>why</i>, <i>when</i>, and <i>how</i> and have students pose questions about the content of the postcard. • Remind students that the purpose is to seek clarification in order to revise the text. 	<ul style="list-style-type: none"> • Read the postcard sample provided. • Review with the instructor the question words <i>who</i>, <i>what</i>, <i>where</i>, <i>why</i>, <i>when</i>, and <i>how</i>. • Ask questions about the postcard. • Think about how questions can help a writer to develop new drafts.
Writing the postcards	<ul style="list-style-type: none"> • Have students revise examples of their own previously written work or write their own postcard versions in class based on the example. • Provide starter sentences for assistance. • Let students share their work in pairs or small groups. • Ask students to attach stick-on notes of questions on one another's postcards or to fill in charts with their feedback questions and comments. 	<ul style="list-style-type: none"> • Write (or revise previously written) postcards incorporating the starter sentences provided by the instructor. • Swap postcards in pairs or small groups for reading. • Provide feedback about other students' postcards by attaching notes or listing questions on the chart provided.
Reflection and extension activities	<ul style="list-style-type: none"> • Use the questions that emerged from peer feedback to help students to revise their postcards. • Display revised postcards on a board or gather them in a book. • Have students share the postcards with another class, family, or friends. 	<ul style="list-style-type: none"> • Revise postcards based on peer feedback and instructor assistance.

Tips for adding content

1. This strategy for generating ideas can be used before and during any writing tasks. Postcards are just one example of a way to model a type of writing.
2. Provide stick-on notes if students find it too confusing to have other students write directly on their work, or provide them with charts on which to list their questions and comments.
3. Vary the expectations for learners at different levels of proficiency. Beginners can write postcards while more advanced learners write letters, for example.
4. To accommodate the communicative approach and authentic purposes for writing that are key to language teaching, ensure that the task has a relevant and practical outcome. For example, have students write postcards to a classmate overseas or at another school in Canada.

Further support

Instructors should:

- model the process of asking questions about a piece of writing;
- show students a piece of personal writing (e.g., a sample postcard or short letter) and invite them to ask questions about various parts of the text;
- review key vocabulary from a recent unit and then use postcard starters to help students focus on the context for new writing tasks.

Benefits

Students will:

- ask *who*, *what*, *where*, *when*, *why*, and *how* (5W+H), and predict questions while writing;
- learn to use brainstorming and write first drafts of any assignments they are working on;
- add and support ideas, first with the help of others and then on their own.

Sample postcards

Postcards can be adapted for younger or older students by changing the context or reducing or expanding the amount of text, as the samples that follow demonstrate.

Hi!

O

My trip to camp was okay but I lost my big backpack! I left it on the bus. luckily, I packed the most important things in a little bag so I can still go swimming and brush my teeth. It's sunny and hot and I'm glad to be here but I'll be much happier when I get my backpack back. The bus company says they can bring it back tomorrow or the next day.

Everyone here is very friendly and helpful and they keep asking me if I need anything. I told them I'm fine but if my backpack doesn't arrive by tomorrow, I'll have to borrow some things from my new friends. Oh well! That's life! I'll send you another postcard when I get my stuff back.

Your friend

Dear Grandma,

Today it is raining. I have to stay indoors. Yesterday I took my skipping rope to the park. I hope you come to visit us soon.

Love from me!

Hi!

Today we arrived at Niagara Falls. We took a photo of the whole class in front of the Falls. Then we went on a boat, right at the bottom of the Falls. I got soaked! Tomorrow we are going to visit a butterfly garden. If you hold still, the butterflies land on you.

Your friend

Postcard starters

Have students use these sentences to start their writing process. They can try to add the next idea after each sentence. Students can do this activity in small groups, in pairs, as a whole class, or individually.



I just arrived and it is really hot here.



My trip to camp was okay but I lost my big backpack!



I'm writing to you from a dock at the lake.



I have been very busy with activities at camp.



I have made many new friends this summer.



I'll send you a picture of me with some new friends I've made.

A postcard template

Have each student write a postcard to a friend based on the starters provided in class. Then students can read each other's postcards and write responses to them.

	<p>PLEASE PLACE STAMP HERE</p>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Communicating Orally: Making Decisions with Others

(Adapted from International Languages Educators' Association of Ontario, *Accents on Language!* no. 5 [spring 2007])

This communicative language activity on the theme of travel is designed to engage students in authentic, dynamic interaction and can be adapted for a range of ages. In this activity, young students can help a parent pack their favourite things to take to the beach, for example, or pack their sand pail or their lunch bag. Intermediate students can pack a backpack for a trip to camp. Older students might pack a suitcase for a family vacation or a field trip to Niagara Falls. The number of things to pack can also be adjusted for the range of learner proficiency.

Going to camp!

You are packing your backpack for a trip to camp. You are taking the following:

a pair of shorts	a pair of pants
t-shirts	socks
a sweater	a rain jacket
a hat	pyjamas
your favourite toy	your diary
a camera	a book
a pair of running shoes	a pair of rain boots
a bathing suit	a toothbrush and toothpaste
shampoo	a hairbrush
a sleeping bag	a pillow
a flashlight	sunscreen
bug spray	

- Step 1 There is no room! Pair up with a friend and decide which three things to take out. (5 minutes)
- Step 2 Done! Now, you and your friend must take out five more things. (5 minutes)
- Step 3 The backpack is still too full. Take out three more things and then fill in the picture. You should have a total of 12 items. (5 minutes)
- Step 4 Compare all the backpacks in the class.



Engaging in Reading: Sorting Ideas Using a Concept Map

(Adapted from Ontario Ministry of Education, *Think Literacy: Cross-Curricular Approaches, International Languages, Levels 1/2*, 2005, pp. 38–41, available at www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/library.html)

A concept map is a graphic organizer that gives students a way to sort their understanding of information visually. It is hierarchical, beginning with the topic at the top or left side of the page and then branching into subtopics and details. Brain-based research shows that visual organizers such as concept maps can be highly effective in helping students who struggle with reading and writing.

In the early years of study in an international language, students can use concept maps to catalogue new vocabulary and demonstrate relationships between thematic content and their own experiences.

This content-based language activity uses a concept map about everyday meals to teach students how to:

- record ideas during reading;
- see the relationships between ideas;
- distinguish between main ideas and supporting details.

Using a concept map: Everyday foods		
	What instructors do	What students do
Activities before making a concept map	<ul style="list-style-type: none"> Review with the students the key vocabulary used in the unit that is associated with the theme of food (e.g., names of foods, meal times, snacks), and ask students to write down this vocabulary. Discuss ideas about organizing the various items into categories. Have students organize the list of vocabulary into specific categories (e.g., vegetables, meats) and various foods that are usually eaten at specific meals (e.g., cereal for breakfast). Show students a sample concept map on which some examples of foods have already been written. Ask students to suggest additional words to write in the appropriate categories on the map, and have them describe orally the connections (e.g., categories, subcategories) between items. 	<ul style="list-style-type: none"> Brainstorm to make a list of various foods and names of meals, and write them down. Contribute ideas to the discussion. Group the items into categories. Discuss a variety of connections between the items on the concept map, using the appropriate categories provided.
Making the concept map	<ul style="list-style-type: none"> Provide a simple reading assignment that contains information on foods and meals that are characteristic of a particular cultural context (e.g., a country, an area within a country) in which the international language is spoken. Ask each student to create his or her own concept map for the foods and meal times of the culture under study, using as a basis the overall categories of foods and meal times already discussed. 	<ul style="list-style-type: none"> Read the information provided by the instructor, and make a list of all the foods mentioned for the culture or area. Create a concept map to group the foods often eaten at particular meals or at other times (e.g., for snacks) in the culture under study.
Reflection and extension activities	<ul style="list-style-type: none"> Group students in pairs and ask them to compare their concept maps. Ask students to reach a consensus on the items listed for the various categories and subcategories, and have them make another concept map that shows the consensus. Encourage students to extend the activity by making a further concept map that indicates their own regular choices of foods at meals and other times, or have them read about the meals of a young person in the culture under study and make a concept map showing the foods/meals. 	<ul style="list-style-type: none"> Discuss the similarities and differences between the two maps. Determine the significant similarities and differences in the two concept maps, and make a new map to show what they agree to include from (or based on) their original maps. Work individually to make a concept map that organizes information on their own meals or the meals of another young person. Use vocabulary introduced in the unit in the concept map.

Tips for using concept maps

- Concept maps generally do not use colour or pictures. They are meant to show the connections between concepts/ideas and the hierarchy of those concepts/ideas. In the language classroom, however, pictures can be used as cues to elicit appropriate written and oral answers.
- Concept maps can also have words written along lines that connect items, to show the relationships between them.
- Provide students with several different samples of concept maps so that they get a sense of various ways in which concepts can be organized.
- Deconstruct the concept maps with students, pointing out connections between the various elements (e.g., concepts, categories, topics, ideas, items).
- Extend concept mapping activities based on the theme and using other formats to categorize and re-categorize content in terms of authentic, self-created text or personal experience.

Further support

Instructors can:

- place students in pairs or small groups to read a text and create their concept maps;
- encourage students to choose one person in the pair or group who will read the text aloud first while a partner or group member records single words that represent main ideas or details;
- use a variety of concept maps to organize new vocabulary in different ways and for different purposes in all language skill areas.

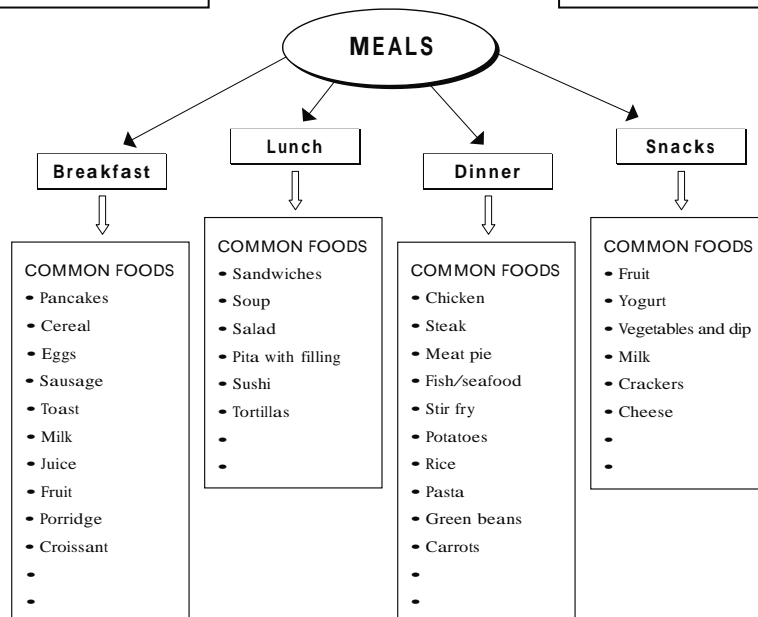
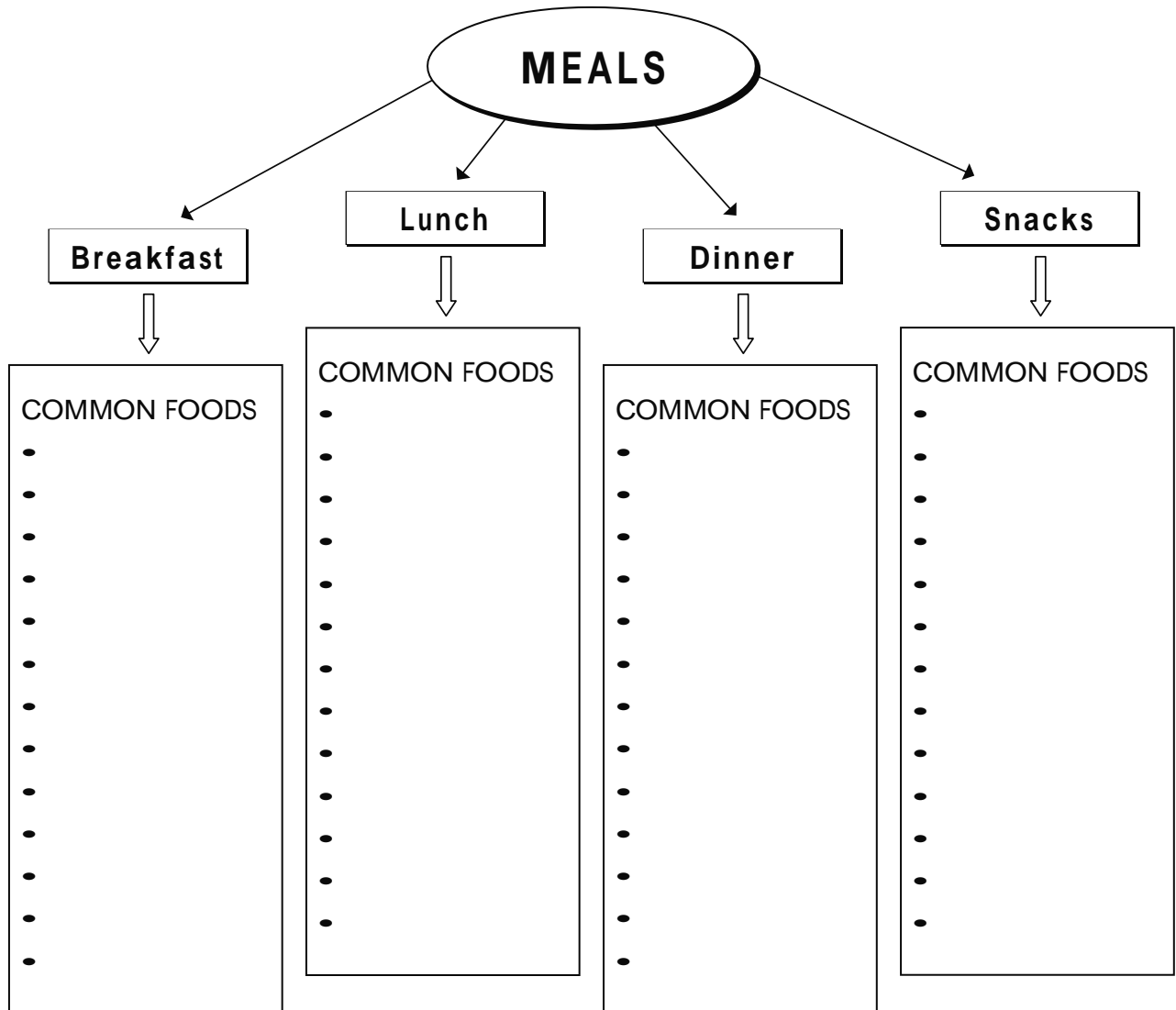
Benefits

Students will:

- remember important details from the text;
- organize information in a memorable and accessible way to help their studying.

A sample concept map of everyday meals

This concept map shows some possible meals for a Canadian. Have students brainstorm to add more foods to the map. Then have them work in pairs, in groups, or individually to fill in the blank concept map for the culture/region/country under study, using knowledge from their own reading and discussion.



Sample ←

Increasing Language Awareness: Using the Language

(Adapted from International Languages Educators' Association of Ontario, *Accents on Language!* no. 7 [spring/summer 2008])

This activity is a simple form that learners fill out to increase their awareness of their own language use. You may ask students to complete the form more than once, such as at the beginning, middle, and end of a term of instruction.

how do I use the language?
Instructions
Fill in the three sections of this sheet to help you keep track of how and when you use the language. In section 3, describe in specific ways how you used the language recently (listening/speaking, reading, writing).
1. I am going to use this language . . .
<input type="checkbox"/> with my family and friends <input type="checkbox"/> when we go on holidays <input type="checkbox"/> when I write to a friend <input type="checkbox"/> when I talk on the phone
2. This month, I will do three of these extra things to practise listening and reading in this language:
<input type="checkbox"/> watch a movie <input type="checkbox"/> listen to music <input type="checkbox"/> read a magazine <input type="checkbox"/> use Internet sites <input type="checkbox"/> play a computer game

3. I used the language this month . . .**With my friends . . .**

listening/speaking: _____

reading: _____

writing: _____

Doing hobbies . . .

listening/speaking: _____

reading: _____

writing: _____

Doing schoolwork . . .

listening/speaking: _____

reading: _____

writing: _____

While travelling . . .

listening/speaking: _____

reading: _____

writing: _____

While using technology . . .

listening/speaking: _____

reading: _____

writing: _____

Glossary

anchor charts. Charts designed by the class or by the teacher that list steps, procedures, or processes for a particular activity (e.g., the stages of the writing process, procedures for a literature circle) or reference items (e.g., examples of capitalization, parts of speech, reading/thinking strategies).

anticipation guide. A teaching strategy in which students are asked to read various questions or statements on a particular topic and to formulate a response to each question or statement. In doing so, they need to draw on their prior knowledge and experience in order to make connections between familiar and unfamiliar ideas in the material provided.

assessment. The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the expected learning in a subject or course.

assessment as learning. The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 41.)

assessment for learning. The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)

assessment of learning. The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

cloze passages/activities/readings. Content-based text or teacher-written material that is presented to students with significant words omitted. Omitted

words could be subject vocabulary or specific language features such as adjectives, adverbs, or tense markers. Students fill in the blanks to complete an informative passage and help the teacher see how well they understand it.

communicative language teaching. A teaching approach that encourages interaction and communication in the target language through purposeful and meaningful tasks.

concept map. A graphic organizer students can use to explore knowledge and gather and share information and ideas. Features of concept maps may include various shapes and labels, as well as arrows and other links to show relationships between ideas.

content-based language instruction. An instructional approach in which topics from a variety of subject areas are used to support further language learning. Topics are often delivered through thematic units that help students focus on language learning while dealing with rich content.

cooperative learning. Instructional strategies that encourage learners to collaborate. Examples include pair or group work for shared learning and achievement.

differentiated instruction. A teaching approach that employs a mix of materials and strategies to accommodate the varied interests, learning styles, abilities, and experiences of all students.

diversity. The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socioeconomic status.

equity. A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean that people are treated the same without regard for individual differences.

evaluation. The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

first language. The language a child learns as an infant.

graphic organizers. Teacher-developed materials that show visually how ideas are related. Venn diagrams, flow charts, T-charts, story maps, webs, and timelines are examples of organizers that are not dependent on language knowledge and

that promote the development of thinking skills such as classification, relating cause and effect, comparing and contrasting, or following a sequence. Grids such as choice boards offer students a way of making decisions about what they will do to accomplish a specific objective.

inclusive education. Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

interactive journal. A notebook in which a student records thoughts and ideas and the teacher responds with comments. The aim of the ensuing dialogue is to improve the student's learning.

language variety. The form of a language that is characteristic of a particular region. All languages have many varieties, which are sometimes referred to as dialects. Although a certain variety of a specific language may be recognized as standard, a student may speak one of a range of varieties of that language, all of which need to be recognized.

learning goals. Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the expected learning.

peer assessment. Assessment of a student's work or learning processes by classmates.

performance task. An authentic activity, exercise, problem, or challenge that requires students to show what they know and what they can do. Performance tasks lead students to demonstrate their understanding by applying knowledge and skills to real-life situations or scenarios.

portfolio. A collection of samples of student work that the student, with instructor support, carefully selects and adds to on an ongoing basis to track what the student has learned throughout the year. Both instructors and students assess the work in portfolios. Because students are asked to actively reflect on their learning in order to choose the samples that will go into the portfolio, a portfolio is an especially powerful self-assessment tool.

round robin. A teaching strategy that allows each student to contribute to a discussion.

rubric. A scoring tool that lists criteria for evaluating a piece of work and defines levels of quality from poor to excellent. It is used to evaluate students' work or to guide students to desired performance levels.

say-and-switch. A cooperative activity in which one student is interrupted in telling a story or giving information and another is asked to continue.

scaffolding. An approach in which instructors provide the required supports to promote learning when introducing new concepts and skills. Scaffolds include resources, guidance, and learning strategies. Instructors remove these supports over time as students move to higher levels of understanding. Removing the scaffolds transfers the responsibility for learning from the instructor to the student, thereby fostering independence.

student-led conference. A student–parent conference that engages the student in direct communication with the parents through the use of portfolios illustrating the student’s achievement and learning. Students take the lead in walking their parents through a selection of accomplishments and demonstrations of their work. Student-led conferences bring students to the centre of classroom assessment.

student self-assessment. The process by which a student, with the ongoing support of the instructor, learns to recognize, describe, and apply success criteria related to particular learning goals and then use the information to monitor his or her own progress towards achieving the learning goals, make adjustments in learning approaches, and set individual goals for learning.

success criteria. Standards or specific descriptions of successful attainment of learning goals developed by instructors on the basis of specific criteria, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like”, and allow the instructor and student to gather information about the quality of student learning.

target language. The language being studied.

think/pair/share. A learning strategy in which a student thinks about an answer or idea, practises and works on it with a partner, and then shares the result with the whole group.

write/do/say. A learning strategy in which students demonstrate their understanding by writing a response or by doing or saying something.

References

Ontario Ministry of Education Publications

Acting today, shaping tomorrow: A policy framework for environmental education in Ontario schools. (2009). Available at www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf.

Boys' literacy. Available at www.edu.gov.on.ca/eng/curriculum/boysliteracy.html.

Differentiated instruction educator's guide. (2010). Available from www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010EducatorsGuide.pdf.

Differentiated instruction professional learning strategy. Available from www.edugains.ca/newsite/di2/index/html.

The differentiated instruction scrapbook. (2010). Available from www.edugains.ca/resourcesDI/EducatorsPackages/DIEducatorsPackage2010/2010DIScrapbook.pdf.

Early reading strategy: The report of the Expert Panel on Early Reading in Ontario. (2003).

Education for all: The report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6. (2005).

English language learners, ESL and ELD programs and services: Policies and procedures for Ontario elementary and secondary schools, Kindergarten to Grade 12. (2007). Available at www.edu.gov.on.ca/eng/document/esleldprograms/index.html.

Finding common ground: Character development in Ontario schools, K–12. (June 2008). Available at www.edu.gov.on.ca/eng/document/reports/literacy/booklet2008.pdf.

Greater equity means greater student success [Information for administrators]. Available at www.edu.gov.on.ca/eng/policyfunding/equity.html.

Growing success: Assessment, evaluation, and reporting in Ontario schools. (2010). Available at www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf.

A Guide to effective instruction in reading: Kindergarten to Grade 3. (2003).

A Guide to effective instruction in writing: Kindergarten to Grade 3. (2003).

A Guide to effective literacy instruction, Grades 4 to 6: Volume one – Foundations of literacy instruction for the junior learner. (2006).

A Guide to effective literacy instruction, Grades 4 to 6: Volume two – Assessment. (2006).

- A Guide to effective literacy instruction, Grades 4 to 6: Volume three – Planning and classroom management.* (2006).
- A Guide to effective literacy instruction, Grades 4 to 6: Volume four – Oral language.* (2008).
- A Guide to effective literacy instruction, Grades 4 to 6: Volume five – Reading.* (2008).
- A Guide to effective literacy instruction, Grades 4 to 6: Volume six – Writing.* (2008).
- A Guide to effective literacy instruction, Grades 4 to 6: Volume seven – Media literacy.* (2008).
- Helping your child do mathematics: A guide for parents, Kindergarten to Grade 6.* (2007). (Available in multiple languages).
- Helping your child with reading and writing: A guide for parents, Kindergarten to Grade 6.* (2007). (Available in multiple languages).
- International Language Program enrolment register. Current form available at www.edu.gov.on.ca/eng/policyfunding/forms.html.
- Keeping our kids safe at school: Reporting and responding to incidents.* (N.d.). Available at www.edu.gov.on.ca/eng/safeschools/KeepKidSafeSchool.pdf.
- Literacy for learning: The report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario.* (2004).
- Making Ontario schools safer: What parents need to know* [Factsheet]. (2009). Available at www.edu.gov.on.ca/eng/teachers/safeschools.html.
- Many roots, many voices: Supporting English language learners in every classroom. A practical guide for Ontario educators.* (2005). Available at www.edu.gov.on.ca/eng/document/manyroots.
- The Ontario Curriculum, Grades 9–12: English as a second language and English literacy development.* Revised. (2007).
- The Ontario Curriculum, Grades 1–8: Language.* (2006).
- Parents in partnership: A parent engagement policy for Ontario schools.* (2010).
- Policy/Program Memorandum No. 128, “The provincial Code of Conduct and the school board codes of conduct”. (October 4, 2007). Available at www.edu.gov.on.ca/eng/document/brochure/conduct/conduct.html.
- Policy/Program Memorandum No. 144, “Bullying prevention and intervention”. (October 19, 2009). Available at www.edu.gov.on.ca/extra/eng/ppm/144.html.
- Policy/Program Memorandum No. 145, “Progressive discipline and promoting positive student behaviour”. (October 19, 2009). Available at www.edu.gov.on.ca/extra/eng/ppm/145.html.
- Reach every student: Energizing Ontario education.* (2008). Available at www.edu.gov.on.ca/eng/document/energize/energize.pdf.
- Realizing the promise of diversity: Ontario’s equity and inclusive education strategy.* (2009). Available at www.edu.gov.on.ca/eng/policyfunding/equity.pdf.

Special education [Information for parents]. Available at www.edu.gov.on.ca/eng/parents/speced.html.

Supporting English language learners: A practical guide for Ontario educators, Grades 1–8. (2008). Available at www.edu.gov.on.ca/eng/document/esleldprograms/guide.html.

Supporting English language learners in Kindergarten: A practical guide for Ontario educators. (2007). Available at www.edu.gov.on.ca/eng/document/kindergarten/index.html.

Supporting English language learners with limited prior schooling: A practical guide for Ontario educators, Grades 3 to 12. (2008). Available at www.edu.gov.on.ca/eng/document/manyroots/schooling.html.

Think literacy: Cross-curricular approaches, Grades 7–12. (N.d.). Available at www.edu.gov.on.ca/eng/teachers/studentsuccess/think.html.

Think literacy: Cross-curricular approaches, international languages, Levels 1/2. (2005). Available at www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html.

Think literacy library. Subject-specific strategies, Grades 7–12. Available at www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/library.html.

Further Reading

Assessment Reform Group. (2002). *Assessment for learning: 10 principles. Research-based principles to guide classroom practice* [Brochure].

Bill 157, Keeping our kids safe at school [Online training module]. Retrieved March 13, 2012, from <http://bill157.apandrose.com>.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.

Coelho, Elizabeth. (2004). *Adding English: A guide to teaching in multilingual classrooms*. Toronto: Pippin.

Council of Europe. European language portfolio: Language policy division. Common European framework of reference. Retrieved March 13, 2012, from www.coe.int/T/DG4/Portfolio/?M=/main_pages/levels.html.

Cummins, Jim. (1997). Cultural and linguistic diversity in education: A mainstream issue? *Educational Review*, 49(2), 99–107.

Davies, Anne. (2007). *Making classroom assessment work* (2nd ed.). Courtenay, BC: Connections Publishing.

Education Amendment Act (Keeping Our Kids Safe at School), 2009, S.O. 2009, c. 17 – Bill 157.

Gardner, Howard. (2004). *Frames of mind: The theory of multiple intelligences*. 20th anniversary ed. New York, NY: Basic Books.

- Gardner, Howard. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York, NY: Basic Books.
- Genesee, Fred, Lindholm-Leary, Kathryn, Saunders, William, & Christian, Donna. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge and New York: Cambridge University Press.
- International Languages Educators' Association of Ontario (ILEA). *Accents on language!* [Newsletter]. Nos. 9 and 10 available from www.ilea.ca.
- Marzano, Robert J., Pickering, Debra J., & Pollock, Jane E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.
- Runte, Roseann. (1996). Surviving the perils of politics: The language classroom of the next century. *MOSAIC*, 3(2), 1–7.
- Tomlinson, Carol Ann. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.
- Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking classroom assessment with purpose in mind*. Winnipeg: Manitoba Education, Citizenship and Youth. Retrieved March 13, 2012, from www.wncp.ca.

The Ministry of Education wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this resource guide.