

Supporting an English Literacy Development Program Video Guide Overview and Information



Video Segments

1. Getting to Know Students in an ELD Program
2. The Importance of a Caring Adult
3. Educators Sharing Ideas to Support Students
4. Using Assessment to Inform Instruction
5. School and System Leaders
6. Welcoming Families to Your Community

Print Resources for Application of Learning (attached to each video guide)

1. Thinking about my students
2. Similarities and differences between ESL and ELD Programs
3. Co-constructing criteria for effective resources to support ELL in an ELD program
4. Deconstructing the *Orientation to School Life in Ontario* Continuum
5. Considering roles and responsibilities to support the ELD program in our school/board context
6. Building partnerships with families in our own school/context

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Overview

This video series was created to assist all educators as they support a specific group of English language learners (ELL) - students requiring support within an English Literacy Development (ELD) program. The learning needs of ELL with limited prior or interrupted schooling within Ontario schools are clearly recognized in Ontario's ESL/ELD policy.

“Additional support should be provided through an intensive program designed to accelerate the student's acquisition of proficiency in everyday and academic English and the appropriate knowledge and skills of literacy and numeracy” (Ministry of Education, 2007, p. 18).

The goal of the video and print resources entitled, *Supporting an English Literacy Development Program* is to provoke thinking and promote dialogue which builds understanding about the many considerations and supports that English language learners require when ELD programs are implemented. It is important to note that:

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The (English Literacy Development) programme is not remedial in nature; it is designed on the assumption that students who have had limited opportunities for schooling are most likely of at least average potential and now need an accelerated programme and a compressed curriculum in order to prepare them for school in Ontario...It is not uncommon for students to make two or three years of progress in a single academic year, partly because they have the underlying cognitive maturity and the motivation that makes such progress possible. (Coelho, 2012, p. 75)

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In these six videos segments, you will visit educators, schools and classrooms across six Ontario school boards. Connections are made to the rich lives and experiences of students emphasizing the many resources they bring to Ontario schools. The impact of effective ELD programming is highlighted by students themselves as they describe what they have experienced as success because of the caring educators and supports in place for them and their families.

Learn from Ontario educators as they describe successful practices they have implemented within their own context. Effective strategies for instruction and assessment within an English Literacy Development program include ideas for embedding learning goals to encompass students' focus on academic learning, social adjustment and learning skills. The *Orientation to School Life in Ontario* continuum from the *Steps to English Proficiency (STEP)* resource is also featured as a useful framework for students engaged in assessment as learning while they take charge of their own learning through goal setting to further develop their learning skills. Supports for students to make successful transitions are considered. School leaders and system leaders discuss broader practices which support successful programming for students who required ELD support across schools. The video resource aims to initiate conversations about the complexities and various factors which may impact some of the ELL in need of an ELD program including those who have arrived in Canada as refugees. Given the unique challenges and experiences many families face as they adjust to life in Canada, strategies to support partnerships with families and the community are also offered as starting points for educators.

This series may be ideal for a group of educators collaborating to improve practices within their own classrooms, within a school and even across a group of schools. Included with each video segment you will find the following sections:

- Length (minutes)
- Synopsis
- Key Insights
- Starting the Conversation
- Application of Learning and Print Resource
- Connections and Extensions
- Additional Links and Resources

Prompts and learning tasks within this package may be useful for discussion in staff meetings, workshops and other types of professional learning sessions. These video and print resources may be used selectively in part or as a whole to suit the learning needs of educators working directly with English language learners requiring English Literacy Development programs. Print resources may be adapted to suit a variety of educational settings.

In conjunction with this video series, you may also refer to the following Ministry of Education's policies and resources which specifically address support for English language learners requiring English Literacy Development programs:

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- *English Language Learners/ ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools Kindergarten to Grade 12, 2007.*
<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>
- *The Ontario Curriculum Grades 9 to 12, English as a Second Language and English Literacy Development, 2007.*
<http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, 2008.*
http://www.edu.gov.on.ca/eng/document/manyroots/ELL_LPS.pdf
- *ELD STEP Continua and Orientation to School Life in Ontario Continuum (2014):*
<http://www.edugains.ca/newsite/ell/index.html#>
- *English Literacy Development (Capacity Building Series, April 2014):*
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_LiteracyDevelop.pdf

References

Coelho, Elizabeth. (2012). *Language and Learning in Multilingual Classrooms: A Practical Approach*. Bristol, United Kingdom: Multilingual Matters.

Ministry of Education. (2007). *English Language Learners/ ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools Kindergarten to Grade 12*. Toronto, ON: Queen's Printer for Ontario.

Acknowledgements

Davies, Anne. (2007). *Making Classroom Assessment Work* (2nd ed.). Courtenay, BC: Connections Publishing. (4 part protocol used in Segment 3)

Students from the Waterloo Region District School Board

Educators from, Hamilton Wentworth District School Board, Greater Essex County District School Board, Thames Valley district School Board, Toronto District School Board, Waterloo Region District School Board, Wilfrid Laurier University and York Region District School Board