Supporting an English Literacy Development Program Video Guide

Segment Five: School and System Leaders

Length: 3:48 minutes

Synopsis:

School and system leaders play a critical role in the way in which structures and practices are developed to support English language learners, educators and families.

Key Insights:

- School organization can promote planning and collaboration between teachers. Some examples may include effective timetabling, student–teacher ratio, proximity of ESL/ELD teachers to ELL and creating congregated sites with programs for ELD support.

- School leaders build capacity school-wide in regards to cultural considerations, and knowledge about students' home countries to create awareness about English language learners.

- A board wide approach to professional learning to support student success considers students' strengths, learning needs and available resources.

Starting the Conversation:

1. What structures in your current context support a culture of planning and collaboration for English language learners' success? What other possibilities could enhance current practices related to students with limited prior or interrupted schooling?

2. As educators, what resources can we access in our school/board to find out more about our responsibility to support students and their families in regard to faith accommodations? Which faith groups in our school community might we like to learn more about?

3. Which community- based resources may be accessed in your school district to provide professional learning for your staff? Consider community partners, parents, settlement workers, faith leaders and health professionals.

Application of Learning and Print Resource 5: Considering roles and responsibilities to support the ELD program in our school/board context

Connections and Extensions

Professional learning facilitators using this video may also wish to make connections and extensions to the following topics:

- Equity and inclusion
- A whole school approach to supporting ELL
- Students' home countries
- Leadership of ESL/ELD teachers and other educators
- Staffing considerations and resource distribution
- Settlement services/resources

Additional Links and Resources:

English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools Kindergarten to Grade 12. (Ministry of Education, 2007):
http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

Equity and Inclusive Education for Ontario Schools (Ministry of Education, 2009):
http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf

Settlement Workers in Schools Wiki:
http://wiki.settlementatwork.org/wiki/Settlement_Workers_in_Schools_(SWIS)

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Application of Learning and Print Resource 5: Considering roles and responsibilities to support the ELD program in our school/board context

Create a chart to support your conversations with colleagues. Consider various roles stakeholders currently play to support the success of students in ELD programs. The categories and titles of this chart may be adapted to reflect your own context.

	Getting to know students and initial assessment	Establishing positive relationships and a welcoming environment	Cultural responsiveness	Developing learning skills	Gathering appropriate resources to support teaching and learning
Stakeholders					
Student					
Parent					
ESL/ELD Teacher					
Settlement Worker					
Classroom Teacher					
Guidance Counselor					
Vice Principal/Principal					

As a group, examine the chart for patterns and trends. What are our strengths? What is working? Where might we begin to focus more attention and additional supports? Who else might help us? Other categories and areas of focus may be added as needed.