

Supporting an English Literacy Development Program Video Guide



Segment Six: Welcoming Families to Your Community

Length: 3:22` minutes

Synopsis:

In this segment educators provide an overview of practices to facilitate the welcoming of newcomer families. The suggestions will support students with limited prior or interrupted schooling.

Key Insights:

- A welcome procedure bridges home and school life. This is the first opportunity educators have to learn about families' culture and background. This process may begin at a reception centre or directly at the school.
- Student-led conferences may be conducted in students' home language to ensure a rich dialogue; build understanding about students' academic progress; focus on learning skills and goal setting.
- In order to help newcomer families with transitions to life in Ontario schools provide information and guidance about community resources and services. This may include settlement workers and public health providers.

Starting the Conversation:

1. What are the current welcoming procedures in your school/board? What is in place to support students who have ELD needs and what else might you add to your practice?
2. What process would you follow to set up a successful student led conference for these families? Consider how you embed first language, create a safe climate and support a two way conversation?
3. In the video the teacher mentioned 'Parent Circles' to support authentic partnerships between families and schools. What forums are available in your context to strengthen these relationships? What else would you like to try?

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Application of Learning and Print Resource 6: Building partnerships with families in our own school/context

Connections and Extensions

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

- Student-led conferences
- School-community interactions
- Role of home languages in building relationships
- Parent engagement
- Role of settlement workers

Additional Links and Resources:

Literacy and Numeracy Secretariat Webcast: Student-led Conferences (2010):

<http://www.curriculum.org/secretariat/studentled/>

Parent Engagement (Capacity Building Series, Ministry of Education, October, 2012):

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_parentEngage.pdf

Parents in Partnership- A Parent Engagement Policy for Ontario Schools (Ministry of Education, 2010):

http://www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf

Newcomers' Guide to Elementary School, settlement.org:

http://www.settlement.org/sys/library_detail.asp?doc_id=1004937

Newcomers' Guide to Secondary School, settlement.org:

http://www.settlement.org/sys/library_detail.asp?k=EASS_EDGUIDE&doc_id=1004939

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Application of Learning and Print Resource 6: Building partnerships with families in our own school/context

Begin by using the organizer to guide your reflections about current partnerships with parents of English language learners. How might we strengthen and tailor relationships between home and school even further to leverage the unique experiences and assets of students and families supported in English Literacy Development (ELD) programs while also supporting their needs.

List all the ways we currently connect to newcomer parents of students in ESL <u>and</u> ELD programs?	How does each action leverage strengths and experiences of families with children requiring <u>ELD</u> support? How does each listed practice impact the learning and overall well-being of ELLs in <u>ELD</u> programs?	How might each practice be developed further or revisited to become even more responsive to families of students supported by <u>ELD</u> programs?

Could a new practice, specific to the students with limited prior or interrupted prior schooling and their families be added?
Which practices may need to be replaced altogether?