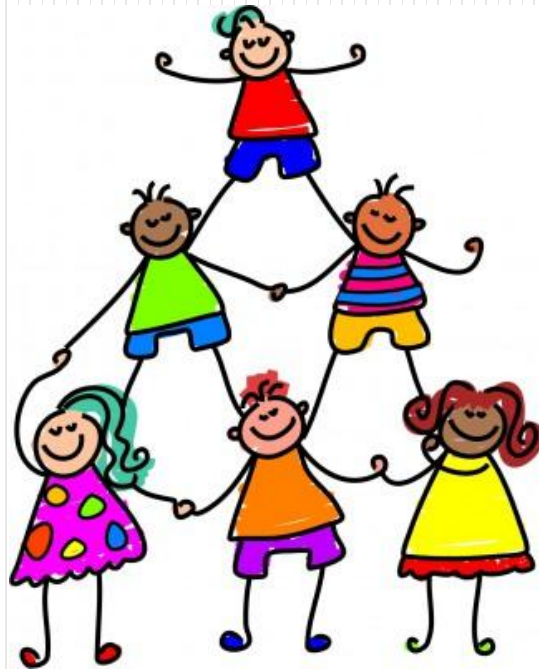


# Creating an Accepting School Environment for ELLs



# Icebreaker Activity – Let's Move!

- There are quotes placed around the tables
- Please gather in same colour groups
- Discuss quotes with group members



# Learning Goals

- To identify and define ELL, ESL and ELD
- Look at present supports in place
- Potential differences between refugees and immigrant families
- Intake procedures
- Inventory of current practices
- Welcoming school community – best practices
- Welcoming classroom environment – best practices



# KWL Chart

<b>What I <u>K</u>now</b>	<b>What I <u>W</u>onder (or <u>w</u>ant to know)</b>	<b>What I have <u>L</u>earned</b>

# Who is an ELL? (English Language Learner)



- Is an active learner of the English language who may benefit from various types of language support programs.
- This term is used mainly in the U.S. to describe K–12 students.
- Canadian Born or born outside of Canada
- Can speak a variety of English or none at all
- Diverse backgrounds and experiences

# What does ESL stand for?

- **ESL (English as a Second Language)** was formerly used to designate ELL students; this term increasingly refers to a program of *instruction* designed to support the ELL.
- It is still used to refer to multilingual students in higher education.



ENGLISH AS A SECOND LANGUAGE

# Immigrant versus Refugee

## What do they mean?



- An **Immigrant** is an individual who leaves one's country to settle in another
- **Refugees** are defined as persons, who move out of one's country due to restriction or danger to their lives.
- Immigration is considered a natural phenomenon in population ecology, whereas the refugee movement occurs only under some kind of coercion or pressure.

# Who is Responsible for Supporting ELLs?



- Everyone who supports the ELL in any capacity is responsible for providing the utmost care and consideration to support student achievement
- Teachers, administrative staff, ESL consultants, coaches, special education resource team, custodial staff and librarians all play a role.
- Teacher is responsible for planning instruction alongside the ESL consultant within the WCDSB.



# Video – Moises in Math Class

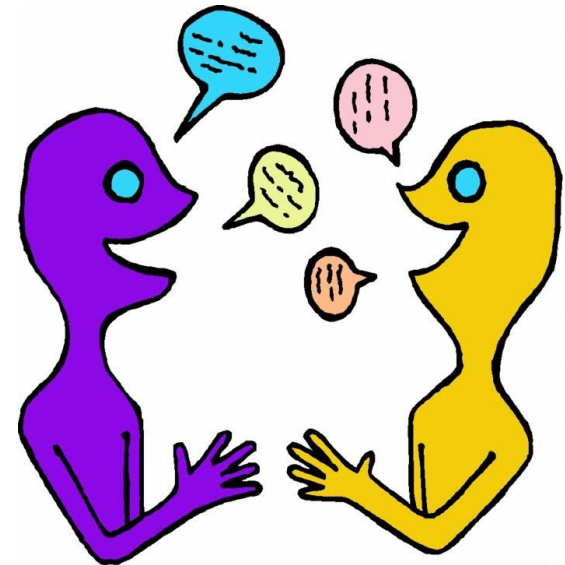
- Snapshot of what it is like for an ELL within a classroom environment.
- While watching, please think of someone in our school that may be facing the same challenges as the young boy in the video
- <https://www.youtube.com/watch?v=D6HUv2eFdLg>

# Video Discussion

- Discussion in small table groups
- Share outs

## THINK ABOUT...

- What challenges were presented?
- How were they handled?
- What did the teacher do that we liked?
- What did we wish the teacher could have done?
- What would you do?



*“Creating a welcoming and inclusive school environment for English language learners is a whole-school responsibility requiring the commitment of administrators, teachers, support staff, and other leaders within the school community. The outcome of this committed effort is a dynamic and vibrant school environment that celebrates linguistic and cultural diversity as an asset, and enriches the learning experience of all students.”*

(Supporting English Language Learners, 18)

# Intake

## The first step in making a good impression!

- School boards will assign staff to assess the English language proficiency of all English language learners.
- The assessment will include:
  - a structured interview to assess oral communication skills (i.e., listening and speaking)
  - an assessment of reading comprehension
  - an assessment of student writing;
  - an assessment of mathematical knowledge and skills.

*English Language Learners/ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, 2.3.1.*



# Why do ALL students need to feel welcomed?

- Helps to increase student ability to feel comfortable, safe and secure
- Increased ability to learn
- Students feel valued and worthy
- Willingness to trust staff
- Feeling that they are cared for and loved



# Brainstorming Breakout

Write down some ideas on the paper provided  
at the tables



What do you think we do as a school  
community/ classroom community and  
with the parent-school community  
connection currently that supports a  
welcoming environment to an ELL?

Let's look at some examples!



**Using real pictures for students to  
connect globally**





Representing  
different languages





**Both English and Native language represented**



Parent friendly language that values their contributions and skills





**Included in everyday displays**



**True representation of students reflected  
in displays**

# Creating a Welcoming School Environment for ELLs

- Posting visual images that represent all students in the school.
- Honouring the various cultural and faith celebrations within the school.
- Recruiting bilingual volunteers.
- Promoting ESL professional development opportunities.
- Including time for ESL issues in staff meetings.
- Making resources for effective teaching of ESL students accessible to all teachers.



- Allocating funds for the purchase of inclusive curriculum resources.
- Giving students access to books that reflect their cultures and identities.
- Sending home regular memos in simplified language.
- Providing parent sessions, modelling ways parents can help their child with reading and homework.
- Providing information about access to community resources.
- Embracing the cultural diversity in the school; have multicultural events, displays and opportunities for parents to share their culture and knowledge.

# Video – Welcoming Environment

- [https://www.youtube.com/watch?list=oU659hwTdDZ\\_1Vy7iW\\_V8zEt3vaf1EqC&v=uh19gewSNFg#t=35](https://www.youtube.com/watch?list=oU659hwTdDZ_1Vy7iW_V8zEt3vaf1EqC&v=uh19gewSNFg#t=35)



# Creating a Welcoming Classroom environment for ELL

- **Learn their names** - Take the time to learn how to pronounce your ELLs' names correctly. Model the correct pronunciation of ELLs' names to the class so that all students can say the correct pronunciation.
- **Offer one-on-one assistance when possible** - Some ELLs may not answer voluntarily in class or ask for your help even if they need it. ELLs may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way. For convenience, it may be helpful to seat ELLs near your desk.
- **Assign a peer partner** - Identify a classmate who really wants to help your ELL as a peer. This student can make sure that the ELL understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the ELL's first language.
- **Post a visual daily schedule** - Even if ELLs do not yet understand all of the words that you speak, it is possible for them to understand the structure of each day. Whether through chalkboard art or images on Velcro, you can post the daily schedule each morning. By writing down times and having pictures next to words like lunch, wash hands, math, and field trip, ELLs can have a general sense of the upcoming day.
- **Use an interpreter** - On-site interpreters can be very helpful in smoothing out misunderstandings that arise due to communication problems and cultural differences



- **Invite their culture into the classroom** - Encourage ELLs to share their language and culture with you and your class.
- **Use materials related to your ELLs' cultures** - Children respond when they see books, topics, characters, and images that are familiar. Try to achieve a good balance of books and materials that include different cultures.
- **Label classroom objects in both languages** - Labeling classroom objects will allow ELLs to better understand their immediate surroundings.
- **Include ELLs in a non-threatening manner** - Some ELLs may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their silence could also be a sign of respect for you as an authority – and not a sign of their inability or refusal to participate. Find ways to involve ELLs in a non-threatening manner, such as through cooperative learning opportunities.
- **Involve ELLs in cooperative learning**
- **Help your ELLs follow established rules** - All students need to understand and follow your classroom rules from the very beginning, and ELLs are no exception. Teach them your classroom management rules as soon as possible to avoid misunderstandings, discipline problems, and feelings of low self-esteem.



# What can you do?

- On the sticky notes placed at each table, come up with 2 ideas that you can start to implement into your practice immediately to better support ELLs.
- Place your sticky notes on the larger chart paper at the front of the room.
- What resources do we need as a school help support the implementation of these practices?



# Newsletters and Parent Info.

## Looking through an ESL lens



- On your tables you will have examples of our school newsletters and parent information sheets
- As a group, use the highlighters and pencils to evaluate the material through an ESL lens
- How can we make them more friendly for our ELL families?
- What are some easy fixes?
- Anything we need to add to make families feel welcomed at school?

# The Voices of Students Video

- <https://www.youtube.com/watch?v=dQTs6kmpfck>

# Final Thoughts...



# Questions and KWL



- Any questions about what we have learned today?
- Anything we need to follow up on?
- Did we meet our Learning Goals?
- Please finish the KWL chart as your “ticket out the door.”

# Thank you!

The words "thank you!" are written in a playful, rounded font. The word "thank" is on the top line and "you!" is on the bottom line. Each letter is a different color: 't' is yellow, 'h' is green, 'a' is blue, 'n' is red, 'k' is yellow, 'y' is orange, 'o' is yellow, and 'u!' is blue.

- If you have further questions, please get in contact with your ESL consultant
- Know that you are doing a great job and understand that patience is the key when working with all students.
- Best of luck in your journey as you strive to support our ELLs within our school system.
- Thank you for your participation today.

# Sources

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