HALIFAX REGIONAL SCHOOL BOARD
FOCUS ON LEARNING: ENGLISH AS AN ADDITIONAL LANGUAGE

PURPOSE: The purpose of this report is to inform the Governing Board on the significance of immigration to our school populations while addressing the requirement to support culturally and linguistically diverse students in our classrooms.

BACKGROUND: The attraction and retention of immigrants to Nova Scotia is vital in addressing our economic and demographic challenges. Our schools throughout HRSB play an essential role in ensuring all newcomer students and their families are welcomed to their new communities. The English as an Additional Language (EAL) program is integral in the settlement process of newcomer students and their families to their new school communities.

EAL is focused on student success by supporting English language learning through the content areas. Students who are becoming bilingual or multilingual require explicit academic language instruction while at the various proficiency levels of English. EAL is a necessary bridge to newcomer immigrant children and youth in primary to grade 12 to ensure academic achievement in meeting the Public School Program curriculum outcomes. EAL supports students, classroom teachers, school administrators and parents.

CONTENT: PowerPoint presentation: Our Changing Students: Looking through a Multilingual Lens.

COST: N/A

FUNDING: Funding for this ongoing support is provided by the Department of Education and Early Childhood Development, the NS Office of Immigration and HRSB.

TIMELINE: N/A

RECOMMENDATIONS: It is recommended the Governing Board accept this Focus on Learning: English as an Additional Language report for information

COMMUNICATIONS:

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>RESPONSIBLE</th>
<th>TIMELINE</th>
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<tbody>
<tr>
<td>Governing Board</td>
<td>Alison King, Director, Program Sonja Grcic-Stuart EAL Consultant</td>
<td>October 22, 2014</td>
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</tbody>
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To: Governing Board – October 22, 2014
Senior Staff – October 14, 2014

Filename: Date last revised: October 10, 2014
Our Changing Students: Looking Through A Multilingual Lens

English as an Additional Language

Sonja Grcic-Stuart
HRSB EAL Consultant
October 22, 2014
Halifax Regional School Board

**HRSB Reception Centre Proposal to NSOI / EECD**

**EECD changed ESL to EAL**

**HRSB EAL Consultant**

**Halifax Local Immigrant Partnership**

**Advisory Committee**
- HRM
- GHP
- NSOI
- ISIS
- YMCA
- HRSB
- DHW

**Sub Committees**
- Education and Language (HRSB Lead)
- Social Inclusion (HRSB Member)
- Health and Wellbeing
- Economic Growth

**HRSB hosted Provincial EAL PD**

**HRSB hosted Atlantic EAL Meeting**

**NS Office of Immigration**
Immigration
Nova Scotia

Permanent Residents (including refugees)

Citizenship and Immigration Canada (2014)
Impact

• Over 80% of all newcomers’ children to Nova Scotia arrive in HRSB schools

• Immigration is having a direct impact in schools and classrooms in HRSB
Who can be considered for EAL support?

• New arrivals including:
  
  – Permanent residents with their families
  
  – Children of temporary foreign workers
  
  – Children of parental study permits attending university
  
  – International students
  
  – Canadian born
Who are our EAL Students?

Students in our Schools

- Fee Paying: 17%
- Formula Funded: 83%

- Permanent Residents: 56%
- Permanent Residents (Refugee): 10%
- Parental Study Permits: 8%
- Parental Work Permit: 7%
- Canadian Born: 2%
New Reality

• The expectation of having first language speakers of English in the classroom is changing in HRSB schools.

• There are now students developing their first language or an additional language in the context of the academic classroom.

• Both first language speakers and EAL students require support with developing their English academic language.
EAL Students
October 2010 – October 2014
What is EAL?

English as an Additional Language is …

- Student-centered
- Responsive to culturally and linguistically diverse populations
- Respectful of multiculturalism including multilingualism and multi-literacies (valuing bilingualism/multilingualism)
- Welcoming school communities with good communication for newcomer families, students and teachers (inclusive)
Where is EAL provided?

- 19.5 FTE Program EAL teachers
- Focus
  - Supporting students and classroom teachers
  - Language learning in the content areas
  - In-class collaboration and co-teaching
Current EAL Support

- Bedford Sackville
- Tantallon
- Clayton Park
- Fairview
- Halifax Peninsula
- Spryfield

Note: * - Site
^ - Circuit
Language Learning in the Content Areas

- Best Practices
- Teacher Collaboration
- Effective Communication
- Welcoming School Communities

HRSB school-based and provincial EAL PD is focused on EAL and classroom teachers to support capacity building
English Language Learning in P-12

Learning is…

➔ Social
  – Learn from peers
  – Natural classroom setting

➔ Purposeful for communication
  – Learn most *useful* phrases and vocabulary 1st
  – Focus on *meaning* over grammar
  – *Do not* need to be *fluent* to participate in class

Students require EAL support with developing their English academic language in the classroom

(Coehlo, 2013; Law & Eckes, 2010)
Resource: Using the students’ L1

• Why?
  – Critical for academic success in L2
  – Content knowledge (L1 \(\rightarrow\) L2)
  – Maintains identity and cultural connections

• How?
  – Encourage L1 use at home
  – Bilingual books
  – Metalinguistic knowledge about L1 and L2 differences

(Coehlo, 2013; Cummins, 2007)
Program EAL Library

- Focus on
  - Professional Development resources
  - Beginner / Intermediate /Advanced curriculum levels for student access to subject / content areas – Curriculum in a box P-6
  - EAL literacy resources and dual language books
  - Require content accessible texts for 7-12
The Very Hungry Caterpillar
by Eric Carle
Somali translation by Omar Mohammed

He started to look for some food.

On Monday he ate through one apple.
But he was still hungry.
Programs and Support

• YMCA Newcomer School Settlement Program in 30 schools (CIC funded)
• HRSB Adult EAL – opportunity to focus on family language learning and literacy
Culturally Diverse Classrooms

All students benefit:

• Learn to value linguistic and cultural diversity
• Enhance cultural knowledge
• Expand world view
• Understand multiple perspectives and experiences of people
• Recognize and challenge situations involving bias and discrimination

Coehlo (2013)
References


