



ENGLISH AS A SECOND LANGUAGE TEACHER

Purpose

The primary purpose of the ESL teacher is to provide language instruction and assistance to students whose first language is not English. The ESL teacher works regularly with these students individually or in small groups, depending on the students needs. The goal of the ESL teacher is to help student develop their communicative abilities in English so they can participate as fully as possible in all classroom activities.

Description of Services

The ESL teacher will:

- Work collaboratively with the School Based Team and the classroom teacher to identify, plan and provide service for the ESL students
- Provide effective instruction
- Provide on-going assessments
- Report progress

Planning for the Learner

Planning for ESL learners should recognize the objective of integration into the mainstream school program as soon as feasible in order to achieve the expected learning outcomes of the provincial curriculum. Adaptations may be required to address their level of English language proficiency and their prior educational and cultural experience.

Based on the assessed needs of the student, a determination should be made of the instructional goals which can reasonably be met in the current school year. These should be recorded in an Annual Instructional Plan for the student which includes a schedule or list of the specialized services being provided to that student.

ESL students must follow provincial curriculum except where that student is receiving ESL services, and is unable to demonstrate his or her learning in relation to the expected learning outcomes set out in the applicable educational program guide for a course or subject or grade (Required Areas of Study in an Educational Program Order). To graduate, ESL students must meet the requirements of the Graduation Requirements Order. Schools should adapt instructional and assessment methods and provide more time and/or adapt educational materials to give ESL students the greatest opportunity possible to achieve the learning outcomes of the provincial curriculum. Where ESL students cannot demonstrate their learning in relation to the expected learning outcomes of the provincial curriculum, school districts should ensure that appropriate ESL services, including English language instruction, are provided.

Current knowledge with regard to effective practices should be the basis for program and instructional planning for ESL learners. The initial assessment to identify students who require ESL services, the ongoing review of their progress, and the suspension of service is a shared, professional responsibility.

Initial Identification

The purpose of initial assessment is to identify a student's need for ESL service. Essential elements in assessment include language proficiency (listening, speaking, reading, and writing) relative to the student's age, in the context of academic, cultural, social and emotional needs. Teachers should adapt the student's program as necessary for the student to develop his or her individual potential.

Service Delivery

English as a Second Language services should be provided to assist students to become proficient in English, to develop intellectually and as citizens, and to enable them to achieve the expected learning outcomes of the provincial curriculum. Factors such as individual student need, the number of students requiring service, and their location throughout the school and district will determine the way in which ESL services are delivered. Services must be designed to be flexible in response to changing needs and be reflective of both the needs of the students and the characteristics of the school district. Services may be delivered in a number of ways, including (but not limited to):

- separate ESL instruction to students,
- supportive services within a mainstream classroom,
- ESL specialist support to the classroom teacher.

The ESL specialist, the classroom teacher, and others with appropriate expertise have a role to play, depending on the nature of the services to be provided.

The ultimate goal of ESL service is social and academic communicative competence - the ability to use the language appropriate for the situation. The assessment of such competence is an area of specialized knowledge. Determinations in this area should be made by educational professionals with ESL training, in conjunction with classroom teachers and others as appropriate.

Ongoing Review

At least annually, the student's progress should be reviewed through an assessment of English language proficiency. If the student is not making progress, it may be necessary to conduct further assessment of the student's needs and to adjust services accordingly.

If the review determines that the student is functioning at the age and grade level given commensurate abilities, the student may no longer require ESL services. This does not preclude the student receiving ESL services in the future should the need arise.

Definition of an ESL Student

For the purposes of this Policy, English as a Second Language¹ students are those whose primary language(s), or language(s) of the home, is/are other than English, and who may therefore require additional services in order to develop their individual potential within British Columbia's school system. Some students speak variations of English that differ significantly from the English used in the broader Canadian society and in school; they may require ESL support².

Goals

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development, and career development is a responsibility shared by schools, families and the community. These goals apply equally to all students. To help realize these goals for students learning English as a second language, the education system in British Columbia needs to provide appropriate services and programs to ensure that the school system is:

- equitable
- of high quality
- relevant
- accessible
- accountable

(adapted from *Statement of Education Policy Order, Mandate for the School System, OIC 1280/89*)

The goal of English as a Second Language education is to assist students to become proficient in English, to develop intellectually and as citizens, and to enable them to achieve the expected learning outcomes of the provincial curriculum.

Support for ESL students requires attention to language proficiency, intellectual development, and citizenship. Such support should be provided in a school environment which values diversity, bridges cultures and works to eliminate racism.

Principles

The same principles of learning apply to ESL students as they do to all learners, namely:

- learning requires the active participation of the student
- people learn in a variety of ways and at different rates
- learning is both an individual and a group process

(adapted from *The Kindergarten to Grade 12 Education Plan*) To promote equity and facilitate student placement, there should be consistent provincial language which articulates a student's place along the ESL service continuum. Consistency is especially important when students move within and between schools and districts to:

- set parameters within which services must be provided
- establish provincially consistent language
- recognize the need for flexibility of delivery

In addition, the following principles reflect a set of beliefs about the needs of ESL students:

- English language proficiency and knowledge of Canadian culture are fundamental to the success of students in our school system and in our society.

- There are educational, social, and economic benefits to maintaining a student's first language(s). The educational system therefore should respect and value an individual's first language(s) and culture, and recognize the importance of the continued use of the first language(s)³.
- Student learning is enhanced by judicious use of two or more languages.
- To facilitate learning, students should see their history, literature, and cultural experiences in general reflected in the classroom and curriculum.
- Students require both social and academic communicative competence in order to participate fully in educational opportunities. Academic communicative competence is more difficult to acquire and takes more time.
- Equity of access to services, facilities and resources should be provided for students for whom English is a second language.
- ESL students who also have special needs require services to address both their language proficiency and their special need.
- Parents play a vital role in the education of their children by working in partnership with educators. Parental support is an important component of an ESL student's education. Parents are encouraged to actively participate in the learning process.
- Fundamental principles in reporting to parents apply to parents of ESL students as well; effective reporting should recognize language and cultural differences.
- ESL services should reflect current knowledge with regard to effective practices.
- There should be accountability to the public for the funding allocated

¹In some literature, this is referred to as English as an Additional Language (EAL)

²In some literature, this is referred to as English as Second Dialect (ESD)

³Consistent with the Language Education Policy, many students may be eligible to receive credit towards graduation for competency in a wide variety of languages through Challenge, Equivalency and Ministry-approved Credentials

Glossary

In order to have a useful discussion on complex and challenging issues, all those involved in the discussion must agree on a common interpretation of words essential to discourse.

Academic refers to subject matter in a formal schooling context.

Academic communicative competence is the ability to use language to communicate academic knowledge and reach one's potential academically within the context of formal schooling. A variety of factors are involved, including the ESL student's previous academic experiences, literacy background, previous life experiences (e.g., trauma), motivation to learn the language, personality, and developmental history.

Adaptation of the curriculum retains the prescribed learning outcomes of the provincial curriculum, and is provided so the student can participate in the program. These adaptations can include alternate formats and instructional strategies, contraction or extension of time, and assessment procedures. Students receiving service which is an adaptation of the curriculum are assessed using the standards for the course/program and can receive credit toward a Dogwood certificate for their work.

Appropriate ESL services are those provided for ESL students who cannot meet the prescribed learning outcomes. They may include in-class or pull-out ESL support, reception class support, or the support provided in locally developed courses. Curriculum and instruction provided for ESL students should reflect current research and effective ESL practices.

Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, and results in the identification and implementation of selected educational strategies. Assessment of the ESL student occurs initially to identify placement and service, and on an ongoing basis to determine progress.

Dialect is a regional or social variety of language distinguished by features of vocabulary, pronunciation, and discourse that differ from other varieties.

Educationally appropriate services are services that reflect current knowledge with regard to effective ESL practices. They are provided by districts for all ESL students along a continuum - from reception services for beginners, through transitional services, to services that offer support during full integration.

An ESL Specialist has specialized training in the field of English as a second language: a concentration, diploma or degree in ESL from the Faculty of Education of a recognized university.

Integration allows students for whom English is a second language to be included in educational settings with their peers, and to be provided with the necessary adaptations to enable them to be successful in those settings.

A locally developed course is a local program that is part of an educational program offered by the board. It is not determined by the minister. The board must approve of the local program and send a copy of the program and the board's approval to the minister for information and record keeping purposes.

Social communicative competence is the ability to use natural speech to communicate in social situations for a variety of purposes, and to function effectively in a variety of social contexts, including in the classroom

Roles and Responsibilities

Ministry of Education:

- promotes the equitable participation of ESL students in the educational system in British Columbia,
- sets standards, develops necessary policy, and establishes guidelines for ESL services,
- provides and allocates funding to School Districts,
- monitors that funding for ESL services is equitably distributed and effectively used,
- reviews and monitors ESL services to determine educational outcomes,
- works with teams of educators to identify effective practices in ESL and supports educators' efforts to improve ESL services, and
- analyzes student enrollment trends and distribution to facilitate long-term educational planning.

School Districts:

- provide educationally appropriate English as a Second Language services to all students who require them,
- develop local ESL policies and procedures,
- ensure that educators assigned to deliver ESL services are appropriately trained and have the necessary skills,
- ensure that all educators and support staff who work with ESL students have access to relevant staff development opportunities, and
- clearly identify who is responsible for administering ESL services in the district.

Schools:

- implement ESL services,
- enroll students and determine classroom placement,
- plan the educational program,
- inform parents and consult with them about decisions that significantly affect their children,
- facilitate access to resources and support for effective implementation of ESL services,
- facilitate the collaboration among all educators providing ESL services, and

- promote an environment which values diversity, bridges cultures and works to eliminate racism.

Teachers of ESL Students:

- work collaboratively to identify, plan and provide services to ESL students,
- provide effective instruction,
- provide ongoing assessment, and
- report progress.

January 24, 1994

S.D. NO. 2 (CRANBROOK)

POSITION: TEACHER OF ENGLISH AS A SECOND LANGUAGE

SCOPE AND PURPOSE:

In the Cranbrook School District, all students whose first language is not English are integrated into regular classrooms. In this total immersion program, it is the function of the District English as a Second Language Teacher to assist these students so that they can participate as fully as possible in all classroom activities. Students are identified by the school based team.

DUTIES AND RESPONSIBILITIES:

1. to assess the oral and written English language level of each student referred;
2. to establish, in consultation with the classroom teacher, a tutoring schedule and educational plan for each student;
3. to provide ESL instruction to students in and/or out of the classroom depending on the needs identified;
4. to frequently exchange information with the classroom teacher regarding each student's progress and needs;
5. to communicate student's progress to parents and classroom teacher at teacher-parent meetings;
6. to assist students to learn about the customs and culture of their new country and to help students develop their social skills in new surroundings;
7. to perform other job related duties as assigned by the Director of Instruction: Student Services.

QUALIFICATIONS REQUIRED:

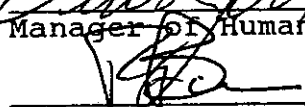
1. training experience in language instruction and linguistics;
2. training in English as a Second Language teaching methods;
3. knowledge of elementary and secondary curricula;
4. Must be eligible for membership in the CDTA;
5. Must be eligible for membership in the B.C. College of Teachers.

Board Representative



Manager of Human Resources & Operations

CDTA Representative



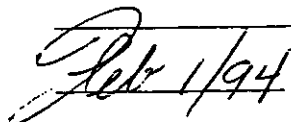
President, CDTA

District Supervisor

Director: Educational Administration

Employee

Date



Feb 1/94