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BCTF Teaching to Diversity Website

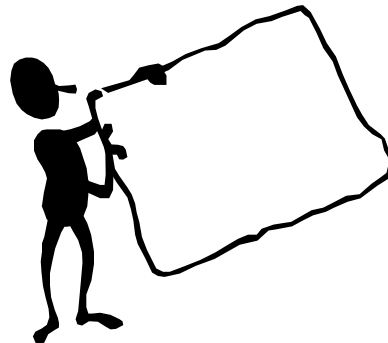
www.bctf.ca/IssuesInEducation.aspx?id=10564

This website has been designed to provide access to information, resources, and contacts for teachers and all those who support the needs of learners in the B.C. public school system.

Check out the ESL PSA website

<http://www.bctf.ca/eslpsa>

Be an
ESL PSA
Conference Presenter



At the 19th
ESL PSA Conference
On October 23
At John Oliver Secondary
School
In Vancouver

Info: www.bctf.ca/eslpsa

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President's Message

I want to start by thanking the rest of the members of the ESL PSA Executive who have continued to work so hard to keep this professional body moving forward. Their dedication has been the backbone of the organization since the PSA was first formed in 1989 and they deserve our sincere gratitude. I am finding the position of president rewarding, challenging and an entirely new learning experience.

I found the PSAC meetings on May 1-2 very worthwhile and feel fortunate to be apart of such an experienced group of professionals. The PSAC is the meeting of the PSA Council – all the presidents of the 33 PSAs in BCTF. One interesting topic related to the fact that those who are in the support role in schools are often the first let go when enrolment of 'needy' learners declines, and the ones quite new to teaching and working part time. In outlying areas, the support specialists may have a full-time position but have bits and pieces scattered across a wide area, sometimes at several schools.

The needs of our students are not well met when we spend more time driving from school to school than actually teaching. One of the concerns was how soon such a teacher is provided a teacher on call when they are sick. In some districts it is immediately while in others it is several days – or not at all. The learners simply have to do without the support. This does not seem right and discussions will continue on this and many other issues. If you have an issue you think should be brought forward, do let me know.

More and more we are finding that teachers are out of their specialty area and needing our support. The PSA is not in favour of seeing this blending of support roles when the background knowledge and skills of the teacher do not match the needs of the learners. We do, however, recognize that some of these teaches need the support of their colleagues.

A colleague in my school has offered workshops to classroom teachers. Her sessions gave some theory behind language development and shared promising practices to use with second language learners. She has pointed out that while providing support for ESL/D learners, IRP requirements for oral language can also be addressed.

Approaches like Smart Learning can help to engage and motivate all students through productive talk and provide a bridge for reading and writing. In this way she is not only supporting her colleagues but also indirectly supporting the learners with whom they work.

We hope you are using our website to obtain resources and find our newsletter helpful. We would appreciate your feedback and any lesson plans you have found worked well for your ESL/D students.

Our webmaster will be happy to put your work on the website so others can benefit and learn. Several new items have just been put on the website but we are looking for many more so we can constantly be refreshed with new ideas and 'tips'.

At the ESL/D PSA Vision Day session on May 8th, 2009, the members present reaffirmed our goals and objectives from the last year and identified some additional objectives and action plans for the 2009/10 school year.

The new slate of goals, objectives and possible action plans will be presented at our AGM at the Conference in October.

Speaking of the conference, have you submitted a proposal to do a presentation?

The Call for Proposals is on our website and we are very pleased with the response to the 'strands' idea and are looking forward to the best conference ever.

I am also quite excited about our venture into on-line registration for the ESL/D Conference on October 23, 2009. This has been in the works for a while.

Technology is wonderful but I had no idea how complicated it could be! Anyway, we are moving forward and hope to see you at the conference.

A particularly bright light on the ESL/D horizon is that the University of BC will, for the first time ever, have an elementary teacher-in-training cohort of 36 who will be known as the TELL Cohort – Teaching English Language Learners.

Many of the professors in Language and Literacy Education will be part of the teaching team that will help this group see all classroom teaching with a view to supporting ESL students across the curriculum. We are very excited about this new initiative and can only hope that the demand will grow.

As we move rapidly to the close of another school year, I hope this finds you well and enjoying your work with ESL/D learners across this province.

*Marlene Eccles is the ESL/D PSA
President*

Teachers

The deadline is fast approaching for the Catherine Eddy Scholarship/Bursary. Be sure to remind your students to look it up online at:

<http://www.bctf.ca/eslpsa/scholarship.html>

Review of Lee Gunderson's ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice

*Reviewed by Sylvia Helmer,
ESL PSA M-A-L*

The first edition of this volume was important reading in the early 1990s – something every reading specialist was encouraged to reduce to dog-eared pages and well-marked passages of particular relevance.

Those new to working with additional language learners found it comprehensive in its outline of the theoretical background needed to understand how to support the needs of the growing numbers of ESL learners in our 'mainstream' classrooms and, concurrently, eminently practical and down-to-earth so that plans for appropriate programs for students of all ages could be implemented almost immediately.

Fast-forward to 2009 and the newly revised and updated edition of Gunderson's book. What makes this new edition worthy of equally avaricious acquisition is that nothing of the original edition has been lost – and much more has been added.

Step-by-step guidance is still available to guide the novice teacher in the creation of an optimal reading program for ESL learners. Experienced teachers – both ESL specialists and grade level classroom teachers of all ages - will find a convenient review and update of the latest research that informs our understandings of and interactions with readers at all ages and stages.

An addition to this new volume is Chapter 3: Language and Culture as Literacy Variables. In this chapter the all-important role that culture plays in the classroom is explored from various viewpoints – a most welcome addition to all of us who know only too well what an important variable this is when it comes to teaching English Language Learners.

Who is Lee Gunderson?

Perhaps we should not be surprised that this book is such a practical and helpful book. Dr. Lee Gunderson's background includes work as a classroom teacher, reading specialist and school-based administrator. He has obviously not forgotten that classroom reality. This is further demonstrated by the fact that during his years as professor and department head at UBC he was one of the recipients of the Killam Teaching Prize at the University of BC's Language and Literacy Department – a prize awarded for teaching excellence. Additionally, he has received the David Russell award for Research and the Kingston Prize for contributions to the National Reading Conference. His latest recognition was as a Lifetime Contributor to BC TEAL at their recent conference in Vancouver.

He has served as Chair of Publications for the International Reading Association and is founding chair of the Pippin Professional Library. This latter role saw the creation of a series of short, focused and eminently

*practical books for teachers. He has conducted long-term research focusing on the academic language development of immigrant students and is currently continuing his research focusing on the long-term success of immigrants who arrived in BC between the ages of five and seven and are now [potentially] poised to graduate from high school. The book that tells the story of his academic development research is: *English-Only Instruction and Immigrant Students in Secondary Schools: A Critical Examination.**

New York: Routledge,
Taylor & Francis Group: 2009

**A Discussion with Emilie Hillier -
Coordinator of ESL, Ministry of
Education**

The ESL PSA Executive met on Monday, March 30, 2009. The meeting began with a discussion with guest, Emilie Hillier, who is a teacher, has been with the Ministry of Education for the past four years, and is the Coordinator of the English as a Second Language portfolio. Recently settlement issues have also been added to her portfolio.

Emilie began by saying that it was an interesting time as there would be a new government in six weeks so the future was a little unclear at the time. Regardless of the new government, the ministry has a stable foundation. After her introduction members of the

Executive asked questions about assessment, service, secondary students and reporting. We ended by providing Emilie with our priorities on what documents to update.

Discussion on Assessment

We assess first to see the students' needs. Assessment is required to identify the student's abilities, where they need support and at what level. This forms the foundation for the AIP.

Although all students are unique, their needs may be similar to another student so students can have similar AIPs and be grouped. How is the assessment used? Services should meet the needs based on the assessment.

Auditors do not evaluate programs; they make sure the students are receiving service. They rely on the professionalism of the district and those providing the service to meet the needs of the students.

Questions about Service

Does all service have to be scheduled?

This depends on your students' needs. Service should be documented in a list or a schedule, including documentation of consultations with the classroom teacher. Keep evidence of the consultation. There must be evidence of all regular services (direct or indirect).

Is it acceptable to use ESL time to train teachers in order to accommodate students? Would this be considered to be indirect service?

The ministry doesn't target dollar for dollar for students. However, make sure the students' needs are being met throughout the year. Service from the specialist doesn't have to be direct service. Indirect consultative service for

teachers needs to be ongoing. How do you know things are going OK? The specialist must check with teachers throughout the year.

Questions about Secondary Students

Course funding and ESL funding: Can secondary students get both? A student can receive funding for both (course and ESL) if criteria are being met for ESL students. To receive supplementary ESL funding there must be consistent service provided throughout the year. The student may have a schedule with a combination of classes (BAA, LD, regular) as well as ESL funding as long as the ESL criteria are met and the support is consistent.

Concern was expressed for multi-levels classes of secondary students. Does this class make-up jeopardize ESL funding? This is not impossible but very difficult. The question is: how are the needs being met? This is not ideal but can be done.

Should a secondary ESL student be able to leave in June with a timetable in hand for September? Yes, all students have the same rights. There may be some exceptions for students with specific needs.

Questions on Reporting

How many reports are required for ESL/D students? Should we be sending out an insert? Are 3 enough? Auditors will ask if there is evidence that parents know how their student is doing. Also, auditors are not evaluating the report card but that there is a report card.

Invite parents to the interviews; make phone calls. Document each conversation. Request parents to attend to an interview, however, if the parent doesn't come, document also that this happened.

Concern was also expressed on how to report five times a year with a caseload of one hundred students. The ministry's student reporting policy provides details at http://www.bced.gov.bc.ca/policy/policies/student_reporting.htm.

Emilie's Requests and Comments

Priorities on what to update have yet to be decided and will depend on the next government. The ministry is currently working on updating the Students who are Refugees (2000) document.

Emilie asked for input from the executive with regard to priorities on what to next update. It was suggested that ESL Standards be the next document to be updated as they do not focus on content areas. TESOL Standards could be used as a guideline.

Administrator's Guidelines for ESL were also mentioned.

Do we need a scope and sequence at the provincial level? Emilie referred us to a response draft for "**Literacy Foundations Curriculum – Program Guide**", which includes standards for Ministry Literacy Foundation Curriculum from the beginning literacy level up to and including English 10 to address literacy needs.

Prescribed learning outcomes for English Language Arts, Mathematics, Science, Information and Communication Technology, Social Studies are included.

Although the time line for the final draft is not yet known it can be viewed on the Ministry website: Ministry IRP – Response Draft link at <http://www.bced.gov.bc.ca/irp/drafts/>.

This document is for students functioning below grade level, not for ESL, but does connect. There is a scope and sequence in the English section which has 7 levels. It was suggested several levels would be needed before level 1 of the Literacy Foundations Curriculum as many ESL students do not have the skills for level 1.

Jane Monchak, Secretary - ESL PSA

Mary Ashworth A Recollection

By Jim Cummins

During the past 30 years, I met Mary on various occasions, usually during visits to Vancouver for TESL-related conferences and meetings. However, my most vivid memory is of the first time I heard Mary speak in the late 1970s at a TESL conference in Toronto.

She was giving the closing keynote speech at the conference and it was standing room only. Being one of the laggards, I was standing by the wall but close enough to the podium to sense the enormous charisma that Mary conveyed.



There was perfect harmony between the elegance of Mary's physical presence and the eloquence of her message—charm and logic blended into powerful advocacy for students who were learning English as an additional language.

She concluded her speech by making the point that many students come to school either already bilingual in their home language and English or in the process of becoming bilingual. However, 12 years later, a large proportion of these students leave school monolingual in English.

The very essence of the term education—the nurturing of students' abilities and talents—was negated by the education they received in Canadian schools.

For me, this was a startling and disturbing insight and it dramatically affected the trajectory of my own academic work.

Clearly, in contexts characterized by racism or other forms of overt

discrimination, schools have systematically reinforced the coercive power relations of the wider society. However, Mary was talking about the Canadian educational system that, at that that time, was busy wrapping itself in the cloak of multiculturalism.

The idea that Canadian schools and educators could be agents in the reduction of students' potential and the constriction of possibilities—whether inadvertently or intentionally—was provocative.

However, Mary's point was that, as educators, we have the power to challenge these discriminatory structures and discourses and expand rather than constrict students' identity options.

The title of her book *Blessed with Bilingual Brains* expressed this point very clearly.

Mary as a person embodied the spiritual force of what teaching English as an additional language is all about—it expands the human potential of both teacher and student and increases the eloquence and elegance of the society they form.

As an academic she preferred to plough the fields of the real world rather than sit in an ivory tower. We will all continue to learn from her for many years to come.

Jim Cummins is Professor and Canada Research Chair in the Curriculum, Teaching and Learning department at the Ontario Institute for Studies in Education [OISE] at the University of Toronto,

His research focus on literacy development in multilingual school contexts is explored on his website: www.iteachilearn.com

An ESL/D Teaching Idea

AUTOBIOGRAPHY UNIT

I have used this writing project for many years with different levels of students.

I like this project because students generate a large volume of writing, grammar and vocabulary can be embedded, revising and editing can be taught and because are proud of the end product. Because I insist on a large amount of writing, students must work at developing their writing by adding ideas and description. The end result is a multi chapter "book" with pictures, well developed after 2 drafts.

I adapt this project for time available and for students' ESL level, but most often, these are the chapters that students write:

My Life Before We Moved To Canada
Finding Out That We Were Leaving
Preparing To Move/ Telling Others
The Airport Scene
The Trip
Arriving In Canada/ First Impressions
The Early Days in Canada
My Life Now
My Future

You can see how the past tenses can be taught and used in the first 7 chapters, present tenses in 8 and future tenses in 9. There are also many opportunities for students to practice subordination and coordination, adding detail, word choice, modals etc.

I have students do 3 drafts with revising and editing between each draft. I have students self edit, peer edit, conference with me and respond to comments written on earlier drafts. My students needed to be taught to revise and edit. I gave marks for each draft and for evidence or revision and editing. I also gave a final mark for the finished product. I insisted that students make the final draft look like a book (pictures, title, title page)

People have suggested that students read their books on video, put parts on Powerpoint and to actually publish. You are welcome to adapt this unit any way that works for you and your students.

The end result is a great piece that students are proud of. What they might not realize is that they've had practice in grammar skills, vocabulary building, sentence structure, developing ideas and revising and editing.

Dale Shea is an ESL PSA Member at Large

Chapter Reports

SD #72: Campbell River Jo-Anne Preston

The Campbell River Chapter continues to meet most months. We have been doing a book study on Oral Language and doing a "what worked" session at each meeting. A combination of declining enrollment, the five-year cap, and rising salaries has caused cuts to ESL/D teaching time for next year. We would like to thank the PSA for continuing to fight for the needs of learners in smaller districts, and for working to eliminate the five year funding cap.

SD #33: Chilliwack Versha Oza

Chilliwack is having a final year end meeting at the end of May so that we can plan for the up-coming year. We are doing some re-structuring in our Dept./District and how ESL service will be provided so we are busy advocating for a system of 'best practices'. The Chilliwack PSA was able to hold 2 sessions/ workshops in March and May for In class teachers. Both sessions had relatively good attendance. This is a definite step forward as we are increasing the awareness/interest in schools

How to form a local chapter?

Check out the
BCTF PSA Guidebook

http://bctf.ca/uploadedFiles/PSAs/PSA_Guidebook/PSAGuideBook.

Pdf: pages 50 – 54

Interested in joining any of the listed ESL Chapters?

Contact Versha Oza
604.858.8358

Versha_oza@sd33.bc.ca

ESL PSA Membership

▪ Members	283
▪ Associate	1
▪ Subscriber	83
▪ Students	0
▪ Honorary	14
▪ TOC	5
▪ Retirees	0
TOTAL	386

Thanks to Member-at-Large, Kristin Housez, for the update

Call for Presentations for the ESL PSA's 19th Conference:

DIVERSITY: EXPECT, RESPECT, & CELEBRATE

Friday, October 23rd, 2009 at John Oliver Secondary School in Vancouver

To capture the notion of diversity in the organization of the
ESL PSA 2009 Conference, the ESL PSA is trying something different.

In addition to the on-going need for 'stand alone' presentations, the conference committee has created 'strands' on certain themes so that those who want to spend the day focusing on one topic area can do so.

The strands will include the following topics:

English as a Second Dialect

Working with Refugees

Writing/Grammar

Cultural and Linguistic Support Services

New to ESL Support (Primary, Intermediate and Secondary)

ESL Learners with Additional Learning Challenges/Needs

Oral Language Development

As you think about your presentation, consider whether you want it to be listed as a 'stand alone' or as part of a strand, and please indicate this on the Call for Presentations.

Call for Presentations forms are available on the ESL PSA webpage:

<http://www.bctf.ca/eslpsa/>

Workshop Teasers for the October 23, 2009 ESL PSA Conference

Here's a sample of some of the excellent workshop sessions that will be
offered at the ESL PSA October 2009 conference

Can we tempt you?

- Singing English: Creating a Language of Community in the Classroom
- Extensive Reading in the Secondary Classroom
- Accent Reduction in an Hour
- A Functional Approach to Writing for Secondary ESL Student
- Building Thematic Lessons for Emergent ESL Learners
- Gangs 101
- ESL Policy and Guidelines (2009)
- Let's Get Talking
- Working With Refugees in the Secondary School
- Driving Your Way to verb Tense Correctness

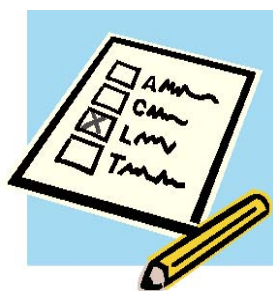
Notice of 2009 ESL PSA AGM

The Annual General Meeting
of the ESL PSA will be held on
Friday, October 23, 2009 at our
Provincial Conference at
John Oliver Secondary School
in Vancouver.

The agenda includes an election of officers for the ESL PSA.
Plan to attend the AGM so you can have a say
in the running of your PSA.

The following positions are up for election:

- ◆ Vice President (2 year term)
- ◆ Treasurer (2 year term)
- ◆ Newsletter Editor (2 year term)
- ◆ 3 Members-at-Large for a 2 year term



If you are interested in running for one of these positions or would like to nominate someone, please contact Karen Beatty at 604-888-7456 or email karenbeatty@telus.net

Three brand new teaching ideas for Fall - something for all ages - KWL Squirrel chart, Essay Organization and Picture Dictionary. Check them out at:
<http://www.bctf.ca/eslpsa/links.html>