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Report No. 02-16-2755

TORONTO DISTRICT SCHOOL BOARD

MULTILANGUAGE PROGRAM REPORT

TO Program and School Services Committee February 24, 2016

RECOMMENDATION **IT IS RECOMMENDED that the report be received.**

**STRATEGIC
DIRECTION**

- Make every school an effective school.
- Form strong and effective relationships and partnerships.

RATIONALE

At its June 17, 2015 meeting, the Board recommended that the Director present a report on the development of a Multilanguage program.

The purpose of this report is to provide a rationale for the staff recommendation, which is described in more detail in Appendix A: *Rationale for Staff Advice Regarding the Development of a Multilanguage Program*, which specifically includes pertinent and current Ministry of Education policy related to this topic that states that there are two official languages of instruction, French and English; American Sign Language and Quebec Sign Language may also be used as languages of instruction.

Ministry of Education policy related to this topic is further outlined on page 18 of Appendix B, entitled “*Multilingual Education: An Overview of the Canadian Context and Suggested Readings*”, where it states that, English and French are the languages of instruction in English-language and French-language schools across Ontario.

However, there are other ways in which students of varying backgrounds are supported in language development across the TDSB. For example, English as a Second Language support is provided so that students can learn English through their first language; specifically, dual language books are provided to students of all different backgrounds so that parents are able to support children at home in their home language while they learn English.

The TDSB also offers Continuing Education programs where other languages are taught as part of an extended day and this is

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approved by the Ministry of Education. It is through these programs that the first languages of our students are celebrated and shared in the classroom setting. Appendix A shows the list of schools that offer such opportunities to students.

Staff has checked with the TCDSB on the status of their program. The TCDSB has not been able to move forward with their attempt, announced in the Spring of 2015, to implement a multilingual program as they have not received permission from the Ministry to do so.

RESOURCES Refer to Appendix A: *Rationale for Staff Advice Regarding the Development of a Multilanguage Program* which includes a rationale for the staff recommendation based on Ministry of Education policy, a summary of the current TDSB Elementary International Languages programming offered through Continuing Education, and a research report.

IMPLEMENTATION AND REVIEW Given that the development of a Multilanguage Program contravenes the Education Act, the staff recommendation is to not implement this program.

At the October 28, 2015 Board meeting, a motion was passed recommending that the Chair send a letter to the Ministry of Education to request that the Toronto District School Board be permitted to start a Mandarin-English bilingual program and this letter has been sent.

APPENDICES Appendix A: Rationale for Staff Advice Regarding the Development of a Multilanguage Program

Appendix B: Multilingual Education: An Overview of the Canadian Context and Suggested Readings

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APPENDIX A

RATIONALE FOR STAFF ADVICE REGARDING THE DEVELOPMENT OF MULTILANGUAGE PROGRAM

A. Current Policy:

“Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements “(2011)

2.6 Languages of Instruction, and Programming

Canada’s two official languages, English and French, are the languages of instruction in English-language and French-language schools across Ontario. American Sign Language (ASL) and Quebec Sign Language (QSL) may also be used as languages of instruction.

2.5.3 International Language Programs for Elementary School Students

Boards may offer, as subjects, international languages – that is, modern languages other than English or French – to students in Kindergarten to Grade 8 through continuing education (see section 10.2 for more information on continuing education). If a board receives written requests from parents, on behalf of twenty-three students or more, for the establishment of a program in an international language, the board must establish the program requested. Boards may enter into agreements with other boards to provide the requested program. Boards must deliver the program for the duration of the school year, provided that at least ten students attend the first class and that at least one student continues to attend for the duration of the year. If, at the end of the year, there are fewer than twenty-three students enrolled in the program, the board may discontinue the program.

International language classes may be held during the school day (but outside regular instructional time – for example, at lunch) at a school site used by the board, or after school or on weekends at a school or at a location that is not a school site. A student may attend classes in one or more languages. During the school year, a student may attend international language classes for no more than two and one-half hours per week. During the summer, a student may attend such classes for a maximum of two and one-half hours per day.

School boards establishing international language classes must accept full responsibility for staff, curriculum, and supervision of the classes.

7.6.1 Alternative Schools

School boards may establish alternative schools to provide an option for some students who have educational needs that cannot be met in their existing schools, and/or to respond to needs expressed in the community.

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The above extracts from Ministry of Education policy serve to provide context and direction on how a proposed Multilanguage Program could fit into a publicly funded school board. There are three key points to consider:

1. English or French is the language of instruction in Ontario schools;
2. Boards may offer as subjects, international languages – that is modern languages other than English or French – to students in Kindergarten to Grade 8 through continuing education;
3. School boards may establish alternative schools...to respond to needs expressed in the community.

B. Current TDSB Elementary International Languages Programs offered through Continuing Education:

- The Integrated Day program gives all students an opportunity to learn an international language or learn about African Heritage as part of their regular school day. The program is offered in 10 TDSB elementary schools. Language(s) and or African Heritage programs are chosen based on school demographics in consultation with the school principal and the Parent Council Committees. Schools currently deliver the program in one of two formats, either fully integrated during the day or as a block model timetabled at the end of the school day.

Below is a list of schools offering the Integrated Day Program:

School	Language(s) Offered
Alexander Muir/Gladstone PS	Cantonese, Portuguese
Brock PS	Mandarin (simplified), Portuguese, Spanish
Kensington PS	Mandarin (simplified), Portuguese
King Edward PS*	Mandarin (simplified), Spanish
Lord Lansdowne PS*	Cantonese, Mandarin (traditional), Spanish
Ogden PS	Mandarin (simplified)
Orde Street JPS	Mandarin (simplified)
Pauline PS	African Heritage, Bengali, Cantonese, Spanish
Ryerson PS	African Heritage, Arabic, Mandarin (simplified), Spanish
Shirley Street PS	Cantonese, Portuguese, Spanish

*Indicates schools currently offering French Immersion (FI) programs – therefore, FI students in these schools are already participating in a multi-language program.

Current International Languages Secondary Day School Credit Courses being offered in the TDSB:

Course	Number of Schools Offering
Cantonese	3
German	1
Italian	1
Japanese	3
Mandarin	4
Portuguese	1
Spanish	36



**MULTILINGUAL EDUCATION:
AN OVERVIEW OF THE CANADIAN CONTEXT
AND SUGGESTED READINGS**

Research & Information Services

Toronto District School Board

November 2015

Report No. 15/16-08



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INTRODUCTION

This review was conducted in response to a Board motion requesting a document which would further support the conversation surrounding the development of multilingual programs at the Toronto District School Board (TDSB).

The literature surrounding multilingual education programming is extensive. At the national and international level, there are a number of scholars and research institutions that provide insight into the complexities of multilingual education. Canadian scholars are among the leading contributors to the field. As such, there is a substantial amount of research literature on the subject ranging from the philosophical roots of language education, pedagogical approaches, implementation challenges and considerations, to comparative model reviews – just to mention a few. This review document presents an introduction to multilingual education programming and a summary of the Canadian context. Accompanying this review is a suggested reading list of key resources important to the conversation of multilingual education¹.

Outlined in this document:

- Setting the stage
 - What is multilingual education?
- The Canadian Context²
 - Overarching Constitutional Acts
 - A Summary of Provinces and Specific School Boards Example
 - Inside Ontario and the TDSB
- Concluding Remarks

SETTING THE STAGE

Canada is rich in both immigrant and indigenous languages. More than 200 languages were reported in the 2011 Canadian Census of Population as a home language or mother tongue (Statistics Canada, 2012). Specifically at the TDSB, English is the sole first language for less than half (44%) of TDSB students (Yau et al., 2013). "Altogether over 115 languages are spoken by TDSB students. The top five non-English languages spoken are: Chinese (11%),

¹ Please note, this is not an exhaustive list, but rather resources sourced while compiling this document and recommendations from individuals in the field of language education. Please consider the reference list of the resources as well for further reading suggestions.

² Please note, the information within this document is within the parameters of what is made available on school board and ministry websites.

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Tamil (6%), Urdu (5%), Bengali (3%), and Gujarati (2%)" (Yau et al, 2013, p. 2). The TDSB is a beautiful mosaic of languages and cultures where diversity is celebrated. "Language is the most direct expression of culture; it is what makes us human and what gives each of us a sense of identity" (Vez, 2008, p. 12). As TDSB itself is multilingual, it is fitting to further develop the conversation surrounding multi-language programming.

What is Multilingual Education?

When considering multilingual education, we must first delineate between the language of instruction and language teaching. Language of instruction "is the medium of communication for the transmission of knowledge" (Ball, 2011, p. 14). Language teaching is "where the grammar, vocabulary, and the written and the oral forms of a language constitute a specific curriculum for the acquisition of a second language other than L1" (Ball, 2011, p. 14). The choice of language of instruction is a recurrent challenge in the development of language education curriculum and policy.

While some countries opt for one language of instruction, often the official or majority language, others have chosen to use educational strategies that give national or local languages an important place in schooling. Speakers of mother tongues, which are not the same as the national or local language, are often at a considerable disadvantage in the educational system similar to the disadvantage in receiving instruction in a foreign official language (Ball, 2011, p.13).

When discussing multilingual education, although there is no clear cut definition, overall the term tends to refer to the use of two or more languages of mediums of instruction. The United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted the term multilingual education to refer to the use of at least three languages which included: L1, a regional or national language, and an international language (Ball, 2011). In many instances within the literature, multilingualism and trilingualism are interchangeable notions. Furthermore, Aronin believes separating bi- and tri-lingualism is of utmost importance (2005). "Trilingual education refers to teaching all three target languages as a school subject as well as used as a medium of instruction during a relevant number of teaching hours" (Bangma et al., 2011, p. 7). Bilingual education typically refers to teaching two target languages. Nevertheless, there are significantly different language learning models within the general term multilingual education as well as trilingual education and bilingual education.

As an example, White Solterao (2004) delineates between different bilingual programs - specifically for second language learners, non-native English speakers:

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- *Additive programs* that promote bilingualism and include the native language for an extended period of time (i.e., dual language, maintenance, and heritage language bilingual programs); and
- *Subtractive programs* that exclude the native language altogether and aim for monolingualism; or, programs that include the native language for a shorter period of time but also have monolingualism as the intended goal (i.e., transitional bilingual education)
 - Structured English immersion with limited or no native language instruction
 - English as second language programs with limited or no native language instruction (p. 4).

She further explains that "bilingual education is not a monolithic endeavor; rather, it is a multidimensional concept used to refer to numerous types of programs and designs. Bilingual education encompasses a diverse number of models with divergent goals, differences in length of implementation, variations in the amount of use of each language, and distinctions in programmatic composition" (Crawford, 1999 as cited in White Solterao, 2004, p. 4). These sentiments run through the literature for multilingual and trilingual education programming as well.

Another important distinction to make is the difference between third language acquisition models and trilingual education models – lines which are often blurred. Third language acquisition in the school context refers to learning a third language (L3) as a subject and trilingual education refers to the use of three languages as languages of instruction. However, the boundaries between these two poles of the continuum are soft and subsequently, there are different possibilities according to the methodological approach used for the different languages, the educational aims for the different languages or their relative weight in the curriculum (Cenoz et al., 2001).

The last two terms to note include mother tongue and mother tongue instruction. The term mother tongue may refer to several different situations. "Definitions often include the following elements: the language(s) that one has learnt first; the language(s) one identifies with or is identified as a native speaker of by others; the language(s) one knows best and the language(s) one uses most. 'Mother tongue' may also be referred to as 'primary' or 'first language'" (Ball, 2011, p. 13). Mother tongue instruction generally refers to the use of the learners' mother tongue as the medium of instruction. Additionally, it can refer to L1 as a subject of instruction. "It

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is considered to be an important component of quality education, particularly in the early years” (Ball, 2011, p.13).

THE CANADIAN CONTEXT

Overarching Acts

To understand the roots of language education in Canada, a brief review of the *Canadian Charter of Rights and Freedoms* is required. This section presents highlights from the Charter, setting the foundation for where language education in Canada is rooted.

The instructional language(s) in the provinces' Ministries of Education draws from the Official Languages in Canada statement within *The Constitution Act, 1982* which states: English and French are the official languages of Canada and have equal status, rights, and privileges as to their use in all institutions of the Parliament and the Government of Canada (Canadian Charter of Rights and Freedoms, Schedule B, Part I, Section 16, to the Canada Act 1982 (UK), 1982, c 11).

Section 23 of the *Canadian Charter of Rights and Freedoms* recognizes the right to be educated in Canada's official minority language³. It constitutionally guarantees minority language education rights; “guaranteeing French minority language education rights to French-speaking communities in English-speaking areas (primarily outside of Quebec), and guarantees English minority language education rights to English-speaking communities in French-speaking areas. The minority language education referred to by this right is different than immersion or bilingual language education, where half of the subjects are taught in one language, half in the other. It is more of a full language instruction, where all subjects and activities, aside from other language instruction, are carried out in the language of the official language minority” (The Charter Rules, n.d., online). The general purpose of Section 23 was to preserve and promote the two official languages of Canada and their cultures.

Although the *Charter of Rights and Freedoms*, specifically Section 23, provides a legislative framework for language education in Canada, the actual implementation of education is under the jurisdiction of the provincial/territorial governments. “Each province and territory has evolved its own system of education that reflects its geographic, linguistic, and cultural reality.

³ There seems to be a difference within the literature surrounding the use of ‘minority languages’. Practitioners and academics within the field of multilingual education use the term minority language(s) to refer to languages spoken by a minority population – no matter what the language spoken. Within the *Charter of Rights and Freedoms*, minority language refers to only English and French within their respective minority communities. When reading government documents, these differences should be kept in mind.

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This diversity brings an incredible strength to education in Canada, as education has been developed according to the context of the populations it serves" (Council of Ministers of Education (CMEC), 2011, p. 6).

A SUMMARY OF PROVINCES AND SPECIFIC SCHOOL BOARD EXAMPLES

To understand how the various provinces across Canada deliver language education, and specifically multilingual programming, a scan of provincial education legislation and policy was conducted. We begin in the West.

British Columbia

British Columbia's (BC) *School Act*, following the *Charter of Rights and Freedoms* specifies to the BC Ministry of Education that "(1) Every student is entitled to receive an educational program that is provided in the English language. (2) Students whose parents have the right under Section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive instruction in a language other than English are entitled to receive that instruction. [And] (3) Subject to the approval of the minister, a board may permit an educational program to be provided in a language other than as provided under subsections (1) and (2)" (1996, p. C-19).

The *School Act*, along with other significant governmental documents, informs BC's *Language Education Policy*. It states, "[...] Boards of Education must offer a second language in grades 5 to 8 to all students, except those students exempted in the Order" (online, para. 3).

The *Language Education Policy* was revised in 2004. At that time, BC recognized the growing number of other languages spoken by British Columbians while maintaining that in the BC school system all students are expected to achieve proficiency in the English language. English and French are taught as first languages, all other languages are taught as second languages. All students, especially those of Aboriginal ancestry, have opportunities to learn an Aboriginal language. All students must take a second language as part of the curriculum in grades 5 to 8, except in the following two situations:

1. A student has been identified as having special needs or is receiving English Language Learner (ELL) services and is unable to demonstrate learning in relation to the expected learning outcomes of the second language course.
2. A student is enrolled in late French Immersion in grade 6.

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Languages that are made available for grades 5 to 12 include: American Sign Language, Core French, German, Italian, Japanese, Korean, Mandarin Chinese, Punjabi, and Spanish.

A corresponding procedure for ELL students notes that “Boards of education [in BC] should provide programming that addresses the learning needs of individual ELL students, including learning opportunities that value the students' first language and diverse cultural backgrounds” (online, para. 6).

The BC Ministry of Education provides school boards with a template package to assist them and communities in developing second-language programs. It guides school boards through the process of producing a Curriculum Document for second-language programs.

School Board Example: Vancouver School Board

The Vancouver School Board offers second language instruction in all its schools, providing it is financially feasible; ideally, a range of languages is made available (Second language Instruction Policy, online). The board's *Bilingual Instruction Policy* notes five different language learning models (online, para. 9-11).

Immersion and Bilingual Programs: the target language is taught not only as a subject but is also used as the language of instruction in other subjects. The aims of the program are to enable students to obtain the same education as in the English-language program and to acquire fluency in the target language. Students completing French Immersion to grade 12 will receive a Bilingual Dogwood Certificate upon graduation.

Early French Immersion: offered from kindergarten (K) through grade 12. French is the language of instruction in K-3. English Language Arts is introduced in grade 4 and Mathematics is usually taught in English at the intermediate level. Most other subjects are taught in French in grades 4 to 7 to ensure that 60% or more of the instruction is in French. In the secondary school the amount of French language instruction from grades 8 to 10 is 50%. The amount of French is 25% in grade 11 and 12.5% in grade 12.

Late French Immersion: begins in grade 6. All classroom instruction is in French in grade 6 and English Language Arts is reintroduced in grade 7.

Early Mandarin Bilingual Program: begins in kindergarten. From the beginning and through grade 7, 50% of instruction will be in Mandarin. As students enter secondary school, the amount

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of instruction in Mandarin will decrease. The goal of early Mandarin Bilingual is ultimately to have students graduate with a level B2 of the Common European Framework of Reference for Languages.

Late Mandarin Bilingual Program: begins in grade 4. The amount of Mandarin language instruction is 50% from grades 4 to 7. In grades 8 and 9, students have two courses in Mandarin: Mandarin Language Arts and Communication. In grade 10 students move to grade 11 Core Mandarin.

The language learning models previously noted are in addition to core French and international languages. "Core French will be the language offered unless a community requests an alternative. An individual school community wishing to have a language other than French taught as the second language in their school shall follow the Vancouver School Board's "Procedures for Consideration of a School-Based Proposal for an Alternative Language Program from Grades 5-8" (Second Language Instruction Policy, online, para. 1).

Alberta

According to Alberta's *School Act* (2015), Section 10, Alberta Education recognizes that English and French are the official languages of Canada. Canadian citizens belonging to the Francophone minority in Alberta have the right to have their children educated in Francophone schools according to Section 23 of the *Canadian Charter of Rights and Freedoms* and Section 10 of the *Alberta School Act* (Guide to Education, 2015). Under Section 11 of the *School Act*, Other Languages of Instruction, it states "(1) A board may authorize the use of French or any other language as a language of instruction. [And] (2) The Minister may make regulations governing the provision of instruction in any language authorized under subsection" ((1). 1988 cS-3.1 s6). Section 21 of the *School Act* allows a board to offer an alternative program that emphasizes a particular language and culture, if the board determines there is sufficient demand.

The *Alberta Guide to Education* (2015) outlines the various language programs and courses. These include:

- Alternative French Language Programs (including French Immersion)
- French as a Second Language Course Sequences
- Languages Other than French or English (Bilingual Programs)
- FNMI Language and Culture Courses
- International Languages Programs

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- Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses

Alternative French Language Programs (AFL) (including French Immersion): AFL programs begin in kindergarten or grade 1 and continues to grade 12. French is the language of instruction for required subjects, such as French Language Arts, Mathematics, Science, Social Studies, Physical Education and Health, and for selected complementary courses.

French as a Second Language (FSL) Course Sequences: "FSL course sequences provide elementary, junior high and senior high school students with the opportunity to learn French. At the elementary and junior high levels, French as a second language courses are often taught for 30 to 40 minutes a day. Senior high school FSL courses are 125 hours and students are awarded 5 credits per successfully completed course" (Alberta Guide to Education, 2015, p. 56). There are two course sequences available to students: nine-year and three-year FSL programs of studies.

Languages Other than French or English (Bilingual Programs): A bilingual program (partial immersion) means a program in which a language other than French or English is used as a language of instruction, to a maximum of 50% of the instructional day. In offering bilingual (partial immersion) programs, boards:

- must ensure that students also have the opportunity to acquire competence in all English language arts skills to meet diploma or certificate requirements
- have the responsibility of deciding the amount of time needed in all subject areas from Kindergarten to grade 12, provided the instructional time is consistent with the direction in the Guide" (Alberta Guide to Education, 2015, p. 57).

School authorities will determine the balance of subjects for bilingual programming. Current programs of study are available provincially from kindergarten to grade 12 including: Chinese, German, Spanish, and Ukrainian. The School Administrator's Guide to Implementing Language Programming (2008) notes that Alberta Education continues to develop nine-year language culture programs from grades 4 to 12 in the following languages: Chinese, Cree, French, German, Japanese, Punjabi, Spanish, and Ukrainian.

First Nations, Métis or Inuit Language and Culture Courses: "A First Nations, Métis or Inuit (FNMI) language and culture course is one in which an FNMI language is studied as a subject for the purpose of developing communication skills and cultural awareness. Alberta Education currently offers a variety of language and culture course sequences for Blackfoot and Cree, or school authorities may develop or

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acquire FNMI language and culture courses as locally developed courses" (Alberta Guide to Education, 2015, p. 58).

International Languages Programs: "School authorities may choose to offer either a provincial language and culture program of studies or an authorized locally developed language and culture course series" (Alberta Guide to Education, 2015, p. 58). Currently at the secondary school level the courses that are offered include: Blackfoot, Chinese, Cree, German, Italian, Japanese, Latin, Punjabi, Spanish, and Ukrainian.

Locally Developed/Acquired and Authorized Junior and Senior High School Language Courses: "Locally developed language courses (e.g., language arts and language and culture courses) must be consistent with the appropriate framework within The Common Curriculum Frameworks for International Languages. Locally developed FNMI language and culture courses must be consistent with The Common Curriculum Framework for Aboriginal Language and Culture Programs, kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education" (Alberta Guide to Education, 2015, p. 59). These courses must be submitted to Alberta Education by the respective school board.

Staffing Models

Alberta's language education literature explained three different staffing models available to school boards to support language instruction. These include:

- Specialist Model: language teachers offer instruction in the target language only. The teachers demonstrate high levels of language proficiency, knowledge and skills in language pedagogy.
- Classroom Teacher Model: generalist elementary school classroom teachers assume responsibility for teaching the language. The willingness and ability of classroom teachers to develop the necessary language proficiency, knowledge, and pedagogical skills to teach another language determine whether this model can be successful.
- Language Instructors (without Alberta teacher certification): post-secondary students, pre-service teachers, parents, or other interested and qualified adults from the community provide language instruction. Instructors possess language skills and may require pedagogical skill development. Certificated teachers provide supervision. This model may allow for the introduction of languages that may not otherwise be introduced into the school program.

The third support model is supported by Section 92(2) of the *School Act* and allows individuals competent in a particular language and culture to deliver courses/programs under the supervision of

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certificated staff who oversee and approve instructional plans, instructional approaches, and assessment of student performance.

School Board Example: Calgary Board of Education

At the Calgary Board of Education, students have equitable access to quality, sustainable language learning programs, and courses in the following languages:

- Early French Immersion
- Late French Immersion
- Chinese (Mandarin) Bilingual Program
- German Bilingual Program
- Spanish Bilingual Program

The Calgary Board of Education also offers students language and culture courses in grades 4 to 7.

School Board Example: Calgary Catholic School District

Calgary Catholic School District (CCSD) designs language learning instructional strategies and materials for students who do not speak *the* language at home or in the community. Language programs that are offered include: French Immersion, Extended French, Italian Language and Culture, International Spanish Academy, and Filipino Language and Culture.

French Immersion programs begin in kindergarten and go to grade 6 or 9 depending on the school configuration. Students who have completed grade 6 in an all-English regular program may enter a three-year Late Immersion program in grade 7. "Extended French describes the continuity of the French Immersion program into high school. Students are able to take a maximum of three courses in French per year: French Language Arts, Etudes Sociales and Mathématiques" (CCSD, online para. 6).

In the Italian Language and Culture programs, "students will develop Italian language and communication skills and participate in various cultural activities. Students in kindergarten will study Italian for approximately 45 minutes per week while students in grades 1 to 6 will have approximately 150 minutes per week" (CCSD, online, para. 2).

At the International Spanish Academy, "students in kindergarten to grade 6 divide their time evenly, studying 50 per cent in Spanish and 50 per cent in English. Subjects taught in Spanish are Spanish Language Arts, Mathematics, Physical Education, and Music and Art. Students in grades 7 to 9 receive 35 per cent of instruction in Spanish and 65 per cent in English. Subjects

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taught in Spanish are Spanish Language Arts, Mathematics and additional courses as determined by the school. Students in grades 10 to 12 receive a total of 25 credits in Spanish. Subjects taught in Spanish are Spanish Language Arts, Mathematics and Turismo. The Spanish program allows students to gain insight into the Spanish language and the culture of Spanish-speaking countries around the world. Students receive recognition in grades 6, 9 and 12 from the government of Spain" (CCSD, online, para. 2-4).

"The Filipino Language and Culture 3-Year program is intended for students who are beginning their study of the Filipino language and culture in senior high school. The courses contain outcomes related to learning the Filipino language and culture where students use Filipino in a variety of situations and for a variety of purposes and use Filipino effectively and competently, acquire the knowledge, skills and attitudes to be effective, global citizens, and know and use strategies to maximize the effectiveness of learning and communication" (CCSD, online, para. 1).

School Board Example: Edmonton Public School Board (EPSB)

Bilingual programming is defined by the EPSB as a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, students are taught both English language arts and the language arts of the target language (EPSB, online). The difference between bilingual programs and second language and culture course is the grade of entry into the program. For example, bilingual programs start in kindergarten or grade 1, and second language and culture courses can begin in grade 4, grade 7 or grade 10 (EPSB, online). The following languages are taught as bilingual programs:

- Chinese, Mandarin - six elementary, four junior high, three senior high
- German - three elementary, one junior high, and one senior high
- Spanish - three elementary
- Arabic - three elementary, one junior high, one senior high
- Hebrew - one elementary
- Ukrainian - one senior high

For expertise on language learning, the EPSB draws on one of its partners: Institute for Innovation in Second Language Education (ISSLE). Edmonton, Alberta's ISSLE is the first comprehensive institute in North America that supports the development and promotion of excellence in second language education. It provides services and expertise to support teaching and learning for second languages to the EPSB.

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Manitoba

In Manitoba, under the *Public School Act* (2015a), English and French are the two official languages of instruction. However, "Amendments to the Public Schools' Act in 1980, 1981, and 1987 clarified the status of heritage languages within the public school system, and provided the enabling legislation that permitted the establishment of several heritage language programs in Manitoba schools" (online, Background, para. 6). The *Policy for Heritage Language Instruction* defines all languages other than English, French, or Aboriginal, taught in the public school system, during the regular school day either as a:

- Regular subject (basic heritage language course): a new language is taught as a single course. These courses may begin in grades 1, 4, 7, or senior 1 depending on school organization and scheduling.
- Language of instruction (bilingual heritage program): the language of instruction is in the second language for 50% of the school day. The entry points for bilingual heritage language programs are kindergarten and grade 1.
- Language of instruction in an enhanced heritage language program: offered after a student has completed six or more years in a bilingual heritage language program. The second language or heritage language is the language of instruction in two or more content areas (middle and senior year students). Enhanced heritage language courses may be offered starting from grade 7.

The Manitoba school boards offer bilingual programming in English-German, English-Hebrew, and English-Ukrainian. From policy documents made available, it was unclear if the bilingual programming are the same language configurations for the heritage language programming. In addition to English and French, a variety of languages are offered as "languages of study" (similar to Basic French) in schools in Manitoba. These languages include: Cree, Filipino, German, Hebrew, Japanese, Mandarin (Chinese), Ojibwe, Portuguese, Spanish, and Ukrainian.

Saskatchewan

In Saskatchewan, the *Education Act* (1995) states that English is the official language of instruction; however, "subject to the regulations, a language other than English is to be used as a language of instruction in specified schools in its jurisdiction where a board of education passes a resolution to that effect. (3) Subject to any conditions that may be prescribed in the regulations, the Lieutenant Governor in Council shall designate schools in which French is the principal language of instruction in a designated program. (4) French is the language of instruction in francophone schools and in minority language instruction programs" (Section 180).

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Saskatchewan has multiple language learning opportunities which include:

- *French Immersion*: a second-language program for students in kindergarten through grade 12. In this program, French is used as the language of instruction for most courses, besides English Language Arts, for a large part of the school day.
- *Core French*: a second-language program for students in kindergarten through grade 12. In this program, French is taught as a subject or course.
- *Intensive and Post-Intensive French*: an enrichment of the Core French program and is typically offered to students in grade 6. In this program, students are given intensive exposure to French for five months. During the rest of the year, part of their weekly schedule is delivered in French. Post-Intensive French follows up on the Intensive French program in grades 7 through 12 (Government of Saskatchewan, online, 2015).

School Board Example: Saskatoon

Specifically in Saskatoon, Ukrainian-English education is offered to students from kindergarten to grade 8 at Bishop Filevich Ukrainian Bilingual School. The Saskatoon Public School Division also offers Cree Immersion. Cree is the most widely spoken language of First Nations (indigenous people) in Saskatchewan. First Nations have schools located on reserves which are administered by the bands and/or Tribal Councils (Government of Saskatchewan, Children's Education in Saskatchewan, 2015).

Quebec

The *Charter of the French Language* (2015), Chapter VIII (Language of Instruction), states instruction in the kindergarten classes and in the elementary and secondary schools shall be in French, except where this chapter allows otherwise (Section 72). Families can apply to attend an English school under certain circumstances; however, various sources noted that the number of English schools is slowly decreasing.

Locating information and policies about language education in Quebec proved to be difficult. Overall, it was noted that as most schools are French in Quebec, English is taught as a second language from grade 1 onwards. A small number of schools offer English immersion programs for advanced students. English schools offer a large range of programs that include French as a second language, French Immersion, and fully bilingual programs that teach both English and French as first languages (Wikipedia, English in Quebec, online, 2014).

Private School Example: Montreal

A trilingual program is offered at the Hebrew Foundation School (private school) which offers French, English, and Hebrew language programming. The options include:

- Full French Immersion (core subjects all taught in French starting in kindergarten)
- Section Francaise (three hours of French instruction in kindergarten, three and a half hours in grades 4 to 6. English Language Arts is taught for 1 hour in grades 1 to 3)
- English program (offered kindergarten to grade 3 with hours of English increased at the grade 4 level) (retrieved from <http://hfs.qc.ca/academics/#curriculum>, para. 1 to 4)

Figures 1 and 2 outline the language breakdown for the Full French Immersion and the Section Francaise (retrieved from <http://hfs.qc.ca/academics/#curriculum>).

Figure 1: Full French Immersion

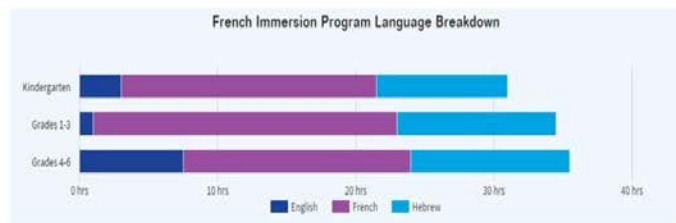
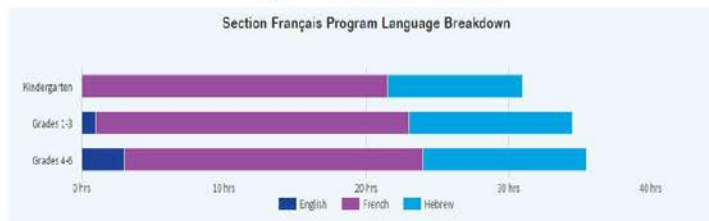


Figure 2: Section Francaise



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THE EASTERN PROVINCES

Nova Scotia and New Brunswick

"Under section 12 of the *Official Languages of New Brunswick Act*, students in the province must learn both official languages [English and French]. French is the primary language of instruction for Francophones and Anglophones are obliged to learn French as a second language. In addition, students have a choice of receiving instruction in the language they know best. This enrolment criterion is added to the eligibility criteria of parents under section 23 of the *Charter*" (Language Rights Support Program, 2015, para. 7).

Nova Scotia's *Education Act* was passed in 1996 instituted a number of important changes, "including the creation of a Conseil scolaire acadien and a reduction in the number of school boards from 22 to 7. It also repealed the *School Boards Act* under which Grand-Havre School Board had been created" (Site for Language Management in Canada, NS, n.d., para. 1-2).

The *Education Act* provided for the creation of a Conseil scolaire acadien provincial (s. 11) and reaffirmed the constitutional right of the province's Francophone and Acadian parents to have their children educated in a French first-language program (Site for Language Management in Canada, NS, n.d).

The eastern provinces have bilingual programs that concentrate on Canada's two official languages with little to no substantial variance on language programs. There are offerings of Mi'kmaq or Gaelic to replace a second language program of French.

Prince Edward Island and Newfoundland

Prince Edward Island's (PEI) *School Act* was adopted in 1988 (and has been amended several times since). "While English remains the normal language of instruction, parents have the right "where numbers warrant" (s. 112(1)) to give their children a French-language education. Naturally, reference is made to section 23 of the *Canadian Charter of Rights and Freedoms* in this regard. The Act also provides for a Francophone school board in addition to an Anglophone school board. In accordance with section 13 of the *School Act*, all pupils residing in the province may be enrolled in an English school system. Under section 114 of the *School Act*, the government is empowered to issue regulations concerning French-language instruction" (Site for Language Management in Canada, PEI, n.d., para. 1).

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The current Newfoundland *Schools Act* is officially entitled the *Act to Revise the Law Respecting the Operation of Schools in the Province*. "This act creates a school board for the province's Francophones. It was passed into law on December 19, 1996 and came into force in 1997. The text was passed in English only; the French version is non-official. [...] Section 94 establishes a provincial Francophone school board and section 95 defines its composition. The school board is empowered to create, maintain and manage a school for pupils with French as a first language (s. 99). The *Schools Act* also lays out the duties of the school board (s. 97), its powers (s. 98) and its voting members (s. 102). Section 113 states that only the school board is entitled to manage the school for pupils with French as a first language" (Site for Language Management in Canada, Nfld, n.d., para. 1).

Similar to the eastern provinces, courses in indigenous dialects can replace core French graduation requirements in PEI and Newfoundland. There are language offerings of Inuktitut and other related indigenous dialects; however, these languages are taught as a second language and do integrate into other courses.

NORTHERN CANADA

Yukon

The *Education Act* of 1990 allows schools to be managed by Yukon's Francophone minority. In the language provisions of the Act, it is stated that "every student is entitled to receive an educational program in the English language" (s. 42). However, the Act also provides for education in a native language (s. 50 and 52) as well as in French (s. 56) for students whose father and mother are entitled to this right under section 23 of the *Canadian Charter of Rights and Freedoms*.

Northwest Territories

Under the *Education Act (1995)* "In the Northwest Territories, education programs are offered in one of the official languages (s. 70). There can be more than one language of instruction in a school district and more than one language of instruction in a school. The District Education Authority may choose a language as the language of instruction if there is a significant demand for the language in the education district and there are a sufficient number of teachers who are fluent in the language available to teach in that language in the education district (s. 71). Section 73 stipulates that, where the language of instruction is not English, English must be taught as a language as part of the education program. The Act also recognizes that a commission scolaire francophone de division may be established in the Territories (s. 84)" (Site for Language

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Management in Canada, NWT, n.d., para 2). Since 1990, the Northwest Territories has recognized nine official indigenous languages aside from English and French but these language recognitions have not made provision in education of residents (Cummings).

Nunavut

Under the recently revised *Education Act* (2008), "Every student shall be given a bilingual education and the languages of instruction shall be the Inuit Language and either English or French as determined by a district education authority with respect to the schools under its jurisdiction" (Language of Instruction Section 4 (23) (1)).

First Nation Schools

According to the Aboriginal Affairs and Northern Development Canada's report from 2011 there remains a lack of support for education programming and services that focus on cultural identity, language and transmission of First Nation traditions and knowledge (online, p. 14).

According to the Chiefs Assembly on Education's Portrait of First Nations and Education there are 60 language dialects specific to First Nation communities (2012, para. 2). The majority of First Nations schools offer some type of Indigenous language programming; approximately 15% offer full Indigenous language immersion programming (2012, para. 2). According to the Library of Parliament's Social Affairs there is lacking administrative framework to support federal on-reserve education programs. There is a long-standing need to reform the First Nation's elementary and secondary school education system. "Currently, federal policy commits to providing educational services to First Nations comparable to those required in provincial schools by the statutes, regulations or policies of the province in which the reserve is located. Unlike the provinces, however, the federal government has not enacted specific legislation governing First Nations education, beyond the modest provisions set out in the *Indian Act* and various policy statements and guidelines" (First Nations Education, 2011, para. 4).

ONTARIO

According to Ontario's *Education Act* there are seven key provisions that discuss Language of Instruction. A summary of these include:

- French-language district school boards only operate classes with French-language instructional units (288, c. 31, s 128, 1997) and English-language district school boards do not operate classes that are French-language instructional units (289, c. 31, s. 128, 1997)

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- For school authorities, every French-speaking student has the right to receive elementary instruction in a French-language (290, c. 31, s. 128)
- It is the duty of the school authority to provide a French-language instructional unit if one or more of its pupils notify the school that they wish to exercise their right to receive elementary school instruction in a French-language instructional unit (290, c. 31, s. 128).

Ontario's *Education Act*, Regulation 285, "Continuing Education", R.R.O 1990, Part II notes that school boards can offer language instruction, other than English and French, through continuing education – thus, excluding multilingual programming from the regular school day schedule.

The Ontario Ministry of Education policy *Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements (2011)* serve to provide context and direction on how a multilingual education programming exists in the province. Three key points to consider:

- English or French is the language of instruction in Ontario schools;
- Boards may offer as subjects, international languages – that is modern languages other than English or French – to students in kindergarten to grade 8 through continuing education;
- School boards may establish alternative schools to respond to needs expressed in the community.

Languages of Instruction and Programming – "Canada's two official languages, English and French, are the languages of instruction in English-language and French-language schools across Ontario. American Sign Language (ASL) and Quebec Sign Language (QSL) may also be used as languages of instruction" (Ontario Ministry of Education, 2011, p.29)

International Language Programs for Elementary School Students – "Boards may offer, as subjects, international languages – that is, modern languages other than English or French – to students in kindergarten to grade 8 through continuing education. If a board receives written requests from parents, on behalf of 23 students or more, for the establishment of a program in an international language, the board must establish the program requested. Boards may enter into agreements with other boards to provide the requested program. Boards must deliver the program for the duration of the school year, provided that at least 10 students attend the first class and that at least one student continues to attend for the duration of the year. If, at the end of the year, there are fewer than 23 students enrolled in the program, the board may discontinue the program" (Ontario Ministry of Education, 2011, p.28).

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“International language classes may be held during the school day (but outside regular instructional time – for example, at lunch) at a school site used by the board, or after school or on weekends at a school or at a location that is not a school site. A student may attend classes in one or more languages. During the school year, a student may attend international language classes for no more than two and one-half hours per week. During the summer, a student may attend such classes for a maximum of two and one-half hours per day” (Ontario Ministry of Education, 2011, p.28).

“School boards establishing international language classes must accept full responsibility for staff, curriculum, and supervision of the classes” (Ontario Ministry of Education, 2011, p.28).

Alternative Schools – “School boards may establish alternative schools to provide an option for some students who have educational needs that” (Ontario Ministry of Education, 2011, p.74).

School Board Example: Toronto Catholic District School Board (TCDSB)

In the TCDSB May Monthly Update (2015), the board announced they are exploring the possibility of a French-Spanish-German-Mandarin-immersion program. The school would be located at the former site of St. Maximilian Kolbe Catholic School in north Scarborough. The premise of the program would be to offer a gateway to the languages of the world’s economic superpowers at an age when kids are best able to master them (Brown, 2015). “Based on a European-style international school model, the new French Immersion School would provide opportunities for daily instruction in two to three additional languages throughout the student’s school week. In addition to French, the proposed languages would be German, Spanish and Mandarin. Other languages will be considered if there is sufficient interest from families” (TCDSB, 2015, p.1)

School Example: The Giles School, Toronto

The Giles School, located in Toronto, focuses on French as the main language of instruction; however, also includes as a component of their programming options, a third language program. “The third language programme at The Giles School offers all students higher academic achievement, specialized cultural knowledge and versatile communication skills that expand mental, cultural and economic possibilities” (Third Language Program, online).

“French is the core language for all subjects at the pre-K (age 2) level, with English and Mandarin introduced as second and third languages in grade 1. Continuous early exposure to a

third language through daily instruction allows children to attain rapid verbal and written fluency with native-like grammar and pronunciation. There is a clear continuum between the length of multiple language study and better scholastic attainment" (Third Language Program, online).

Here at the Toronto District School Board

Current TDSB Elementary International Languages programming is provided through the Continuing and International Education department and includes:

- The Integrated Day program gives all students an opportunity to learn an international language or learn about African Heritage as part of their regular school day. The program is offered in 10 TDSB elementary schools. Language(s) and or African Heritage programs are chosen based on consultation with the school principal and the parent community. Schools currently deliver a fully integrated program during the day.

Following is a list of schools offering the Integrated Day program:

School	Language(s) Offered
Alexander Muir/Gladstone PS	Cantonese, Portuguese
Brock PS	Mandarin (Simplified), Portuguese, Spanish
Kensington PS	Mandarin (Simplified), Portuguese
King Edward PS*	Mandarin (Simplified), Spanish
Lord Lansdowne PS*	Cantonese, Mandarin (Traditional), Spanish
Ogden PS	Mandarin (Simplified)
Orde Street JPS	Mandarin (Simplified)
Pauline PS	African Heritage, Bengali, Cantonese, Spanish
Ryerson PS	African Heritage, Arabic, Mandarin (Simplified), Spanish
Shirley Street PS	Cantonese, Portuguese, Spanish

* Indicates schools currently offering French Immersion (FI) programs – therefore, FI students in these schools are already participating in a multi-language program.

Current International Languages Secondary Day School Credit Courses being offered in the TDSB:

Course	Number of Schools Offering
Cantonese	3
German	1
Italian	1
Japanese	3
Mandarin	4
Portuguese	1
Spanish	36

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CONCLUDING REMARKS

Observations

The Ministries of Education and school boards across Canada are, for the most part, implementing various versions of bilingual programming. There are several bilingual education options beyond the traditional French and English models. A formal, publicly funded multilingual program in operation (with three languages of instruction could not be sourced). Currently the TCDSB is exploring interest for a multilingual program; but, has not implemented plans yet (as of the date of this report). However, if schools allow students the opportunity to take additional international languages, while in a bilingual immersion program, such language programming falls somewhere on the bilingual – trilingual continuum – and is happening within Canadian schools.

Through the comparison of the various provinces, language education programs seemed to be offered based on the revisions of education legislation, school board demographic changes where a population of students that speak a particular language (other than French or English) has grown, where there is an community historically rooted in another language (other than French and English), or where there is sufficient number within a language community to warrant new programming. Many of the Ministries of Education across Canada allow for requests to be made from school boards for additional languages of instruction to be added to their programming.

Across legislation and policies, the term mother tongue was missing. "Depending on provincial language policies and the number of linguistic minority children seeking mother tongue medium instruction (the Canadian Charter of Rights and Freedom, 1982), transitional, dual track, or heritage language programs might be available at public schools (Cummins, 2005; Cummins, 1998) [...] Transitional and dual language programs exist in provinces where by law, a heritage language can also be used as the medium of instruction, that is, British Columbia, Alberta, Saskatchewan and Manitoba" (as cited in Babae, 2014, p. 7). Through a brief scan of multilingual programs, these four provinces tended to have more language learning models and/or opportunities.

As this document was only a brief summary of the multilingual context in education across Canada, there is significant information that could also be accessed. Further research to compliment this summary might include a comparative analysis of multicultural policies, minority

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language rights and policies, and/or indigenous language rights and policies – where do these intersect in the discourse surrounding multilingual educational programming and policies.

The Bigger Picture

In a world becoming increasingly intercultural, languages other than English are no longer considered 'foreign' or 'international'. Many educational policies tend to impose one [or two] language of power to simplify management and for economic purpose. However, various linguists have provided repeated evidence that neglecting the language of the child has deep consequences for his or her achievement in school (Tochon, 2009). Strong words from Cummins further state, "While "multiculturalism" is generally endorsed as a guiding principle for promoting tolerance and non-discrimination, very few ministries of education or school systems have generated policies that articulate the intersections between "multiculturalism" and linguistic diversity and explore what this might mean for pedagogy" (Cummins, 2010, p.5).

UNESCO has addressed the growing concern for linguistic human rights by establishing principles for schooling regarding the use of languages:

1. "mother tongue instruction as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers;
2. "bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies; and,
3. "language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights" (UNESCO, 2003, pp. 28–30).

Keeping in mind how far Ministries, school boards, private education institutions, as well as the rest of the education community have come with respect to multilingual education, there is an incredible amount of historical research evidence, language education scholars, and international models to draw inspiration and learnings from. In Canada, as the discourse surrounding multilingual education has evolved, and continues to evolve, the learning opportunities and possibilities increase. There is extensive information available to support the conversation surrounding multilingual educational programming at the TDSB.

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SUGGESTED READINGS

Abello-Contesse, A., Chandler, P.M., López-Jiménez M., D., Chacón-Beltrán, R. (2013). *Bilingual and Multilingual Education in the 21st Century: Building on Experience*. (2013). Multilingual Matters: Bristol, UK.

Bilingual education is one of the fastest growing disciplines within applied linguistics. This book includes the work of 20 specialists working in various educational contexts across Europe, Latin America and North America to create a volume which is both comprehensive in scope and multidimensional in its coverage of current bilingual initiatives. The central themes of this volume, which draws on past experiences of bilingual education, include issues in language use in classrooms at elementary, secondary and tertiary levels; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools. This collection will be of interest to teachers and administrators in bi- and multilingual education programs, as well as scholars working in the field of language education. [published summary]

Bangma, I., van der Meer, C., & Riemersma, A. (Editors). (2011). *Trilingual Primary Education in Europe: Some Developments With Regards to the Provisions Of Trilingual Primary Education In Minority Language Communities Of The European Union*. European Research Centre on Multilingualism and Language Learning.

The project has conducted an inventory of provisions for trilingual primary education in the minority language communities in the member states of the European Union. New initiatives and recent developments in the field of trilingual primary education are considered to be of special interest to our target groups. The report includes 10 reports covering 12 cases on the provisions for trilingual primary education in 7 member states of the European Union: Austria, Finland, Germany, Italy, Luxembourg, the Netherlands and Spain. It does not represent the whole of the provisions for trilingual primary education in all minority language communities of the European Union. [published summary]

Chumak-Horbatsch, R. (2012). *Linguistically appropriate practice: A guidebook for Early Childhood practitioners working with immigrant children*. Toronto: University of Toronto Press.

This book looks at young immigrant children in a new way. Far more than learners of their new language – immigrant children are “bilinguals in the making” - who arrive in childcare centres and classrooms with unique language and literacy needs. To meet these needs, a new three-part classroom practice, called Linguistically Appropriate Practice or LAP is introduced. The first part of LAP provides important background information about immigrant children and addresses the following questions: Who are immigrant children? What characterizes their language circumstance? What is LAP? The second part of LAP focuses on preparing the classroom to launch LAP. It explores four tasks that are central to the adoption of LAP: transitioning immigrant children from home to classroom; partnering with families; using home languages in the classroom; and recording classroom language and literacy behaviours. The final part of LAP addresses the following question: How do we work with young children who arrive without proficiency in the classroom language? The early childhood practitioner will find over fifty exciting classroom activities that can be adapted to match the developmental level of the children and the classroom curriculum. The closing chapter looks to the future. It appeals to those working with immigrant children to turn their attention to this growing population, take their

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unique language and literacy needs into account and help them realize their bilingual potential. [published summary]

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. 2nd Edition. Los Angeles: California Association for Bilingual Education.

Aimed at "empowering" teachers and students in a culturally diverse society, this book suggests that schools must respect student's language and culture, encourage community participation, promote critical literacy, and institute forms of assessment in order to reverse patterns of under-achievement in pupils from varying cultures. The book shows that students who have been failed by schools predominantly come from communities whose languages, cultures and identities have been distorted and devalued in the wider society, and schools have reinforced this pattern of disempowerment. [published summary]

Cummins, J. (2009). Transformative Multiliteracies Pedagogy: School-based Strategies for Closing the Achievement Gap. *Multiple Voices for Ethnically Diverse Exceptional Learners*: March 2009, Vol. 11, No. 2, pp. 38-56.

Despite ongoing concern about the underachievement of low-income and culturally and linguistically diverse (CLD) students, there has been little focus on the kinds of pedagogy required to reverse this underachievement. Pedagogical approaches have been increasingly transmission-oriented, focusing on preparing students for high-stakes testing. Such approaches ignore the socioeconomic and sociopolitical roots of underachievement as well as research highlighting literacy engagement as a strong predictor of literacy achievement. The Transformative Multiliteracies Pedagogy frameworks presented here locate CLD students' underachievement within societal power relations and highlight the negotiation of identity between teachers and students as a central means of creating contexts of empowerment. Heuristic tools educators can use to critically assess their own practice and to articulate potentially productive pedagogical directions are discussed. [published summary]

Feng, A. & Adamson, B. (2014). *Trilingualism in Education in China: Models and Challenges*. Springer: New York, NY.

This book examines language policies and practices in schools in regions of China populated by indigenous minority groups. It focuses on models of trilingual education, i.e. education in the home language, Putonghua (Mandarin Chinese, the national language), and English (the main foreign language). Special attention is given to the study of the vitality of the minority home language in each region and issues relating to and the effects of the teaching and learning of the minority home language on minority students' acquisition of Mandarin Chinese and English and on their school performance in general. The book also examines the case of Cantonese in Guangdong, where the local Chinese 'dialect' is strong but distant from the mainstream language, Putonghua. It takes a new approach to researching sociolinguistic phenomena, and presents a new methodology that emerged from studies of bi/trilingualism in European societies and was then tailored to the trilingual context in China. The methodology encompasses policy analysis and community language profiles, as well as school-based fieldwork, and provides rich data that facilitate multilevel analysis of policy-in-context. [published summary]

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Henn-Reinke, K. (2012). *Considering Trilingual Education*. Routledge: New York, NY.

Based in case studies conducted in the US, Europe, and Latin America, this book explores the feasibility and benefits of trilingual/ multilingual education in the United States. Currently, there are few programs in the country of this nature, as educators tend to conclude that English-language learners would be overwhelmed by study in additional languages. Henn-Reinke builds an argument supporting trilingual education in the US, discussing issues of identity, curriculum, pedagogy, and the impact of other psycho-socio-linguistic factors. [published summary]

Skutnabb-Kangas, T., Phillipson, R., Mohanty, A. K., & Panda M. (2009). *Social Justice through Multilingual*. Multilingual Matters: London, UK.

The principles for enabling children to become fully proficient multilinguals through schooling are well known. Even so, most indigenous/tribal, minority and marginalised children are not provided with appropriate mother-tongue-based multilingual education (MLE) that would enable them to succeed in school and society. In this book experts from around the world ask why this is, and show how it can be done. The book discusses general principles and challenges in depth and presents case studies from Canada and the USA, northern Europe, Peru, Africa, India, Nepal and elsewhere in Asia. Analysis by leading scholars in the field shows the importance of building on local experience. Sharing local solutions globally can lead to better theory, and to action for more social justice and equality through education. [published summary]

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