



ACTION PLAN

English as an Additional Language and Immigration



Saskatchewan
Ministry of
Education

THE IMPORTANCE OF IMMIGRATION AND MEETING THE EDUCATIONAL NEEDS OF IMMIGRANT STUDENTS

Immigration is vital to the future of our province. In addition to the significant contributions of our First Nations and Metis Peoples, newcomers do more than increase our population numbers.

They contribute to community renewal by: bringing their energy and ideas to their new home communities; helping to address labour force shortages; stimulating economic growth; and sharing skills, knowledge and expertise with Saskatchewan residents.

It is essential that the education sector is prepared to meet the needs of immigrants and their families. The opportunity to attract and retain immigrants is enhanced when there are consistent, equitable, and inclusive educational opportunities and outcomes for their children.

We are building on existing government and ministry strategies, frameworks and policies, including:

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| <ul style="list-style-type: none"> • Saskatchewan's Immigration Strategy: Strengthening our Communities and Economy, Government of Saskatchewan; • The mission and mandate of the Ministry of Education; and • Policy frameworks such as the PreK-12 Continuous Improvement Framework, the Multilateral Framework for Early Learning and Childcare, and, the Multilingual Library Services Strategic Plan. | <p>The Ministry of Education recognizes the key role that immigrants play in addressing Saskatchewan's labour market challenges. In 2008, consultation occurred with school divisions and other stakeholders, including a government and public libraries forum related to the increasing numbers of immigrant families.</p> | <p>Four major areas of need were identified:</p> <ul style="list-style-type: none"> • Need to build education sector capacity in providing English as an Additional Language supports • Need for services for immigrant families, children, and youth • Need for Ministry of Education policy alignment and creation • Need for community, government and other partnerships |
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Building the education sector capacity in English as an Additional Language

Immigrant families understand that English language proficiency is a key factor in attaining educational goals in the province of Saskatchewan. Continued support for school programs and services, which strengthen opportunities for learning English as an Additional Language (EAL), are important to newcomers.

KEY ACTIONS:

- Develop guidelines, fact sheets, professional development modules, and support EAL in the following areas in response to demographic data and input from key stakeholders:

- Teaching and Learning Strategies and Resources
- Assessment and Evaluation Strategies
- Maintain a Blackboard Organization as a resource for educators
- Develop options for supporting high school students requiring EAL support by providing:
 - A model for an introductory EAL locally developed credit course
- Continue on-going consultation with school divisions to identify pressures related to the delivery of EAL instruction

WE WILL KNOW SECTOR CAPACITY HAS BEEN BUILT BY:

- The number of teachers accessing professional development modules;
- An EAL cohort group tracked for high school completion; and
- The availability of a locally developed EAL credit course for high school students.

Supports for immigrant families, children and youth

Strong school and community based supports are vital to retaining newcomers and integrating families, children, and youth into the education community. Newcomers arrive from countries around the world with various ideas about how, where, and when they should be involved in their children's schooling. They may also face barriers such as limited time, or limited proficiency in English. Their children may be at various stages in their education and may have had varying educational experiences.

KEY ACTIONS:

- Develop guidelines and tools:
 - For initial intake to school
 - For parents to understand the provincial education system
- Represent the Ministry of Education on interministry and community-led committees in order to provide advice related to immigration's impact on the education sector and education's role in settlement
- Provide funding to community-based organizations that offer heritage language programming
- Provide recommendations on the Ministry of Advanced Education, Employment and Immigration's website content
- Establish the Multilingual Library Services Committee, including representatives from Provincial Library, Ministry of Education, the Ministry of Advanced Education, Employment and Immigration, community based organizations, and representatives from public libraries

WE WILL KNOW SUPPORTS ARE AVAILABLE BY:

- Surveying utilization by school personnel of tools and guidelines;
- Website content and documentation from committees reflects education content and interest;
- Increased numbers of students in heritage language programs; and
- Multilingual language collection use increases through the Single Integrated Library System.

Policy creation and alignment in support of immigrant students

The issues related to the education of immigrant students may be addressed through: improving implementation of existing policies; updating or amending existing policies and legislation; communicating with branches across the Ministry of Education about existing policies; using ministry data to plan; and, clarifying roles and responsibilities.

KEY ACTIONS:

- Continue to identify and resolve issues related to policy development, guidelines, or actions

- Review policy and legislative/regulatory barriers around the graduation of immigrant students
- Continue to coordinate development of the strategic framework on immigration, *Learn, Achieve, Succeed*, with other branches in the Ministry of Education
- Align Ministry of Education actions with those of other ministries (e.g., the Ministry of Advanced Education, Employment and Immigration)

WE WILL KNOW WE HAVE ALIGNMENT BY:

- Regulations related to residency clarified;
- Non-mandatory fields in the Student Data System are completed with information on language, citizenship, and country of origin;
- Educator profile reflects EAL alignment; and
- School divisions have procedural guidelines on EAL/immigration available to the public.

Community, government and other partnerships

Enhanced partnerships and cooperation ensure a sustainable and effective immigration system strategy. Supporting immigrant students will require maintaining, enhancing and creating new partnerships in the province.

KEY ACTIONS:

- Advise the University of Saskatchewan and the University of Regina on course and program development related to EAL through the development of a long-term plan for TESOL certification for educators
- Consult with professional associations that have an interest in immigration and EAL (e.g., Saskatchewan Teachers' Federation Special Subject Councils)

- Manage with the Ministry of Advanced Education, Employment and Immigration an interministry response around immigration as it relates to the education sector:
 - Co-chair Ministry of Advanced Education, Employment and Immigration/Ministry of Education Working Committee
 - Support Interministry Policy Working Committee
 - Co-lead Blackboard Organization for settlement advisors
- Work with community-based organizations to enhance participation, inclusion, and the social integration of immigrant families and students

- Partner with the Multicultural Council of Saskatchewan to build capacity around intercultural awareness

WE WILL KNOW WE HAVE PARTNERSHIPS BY:

- Increased numbers of EAL teachers; and
- Increased opportunities to build capacity in intercultural awareness in schools.