

GUIDELINES AND IMPLEMENTATION PROCEDURES FOR BILINGUAL, INTERNATIONAL AND ABORIGINAL LANGUAGE PROGRAMS AND COURSES

1. GOALS OF THE BILINGUAL, INTERNATIONAL AND ABORIGINAL PROGRAMS AND COURSES

The goal of bilingual programs is to help students successfully complete the Alberta curriculum requirements and develop a high level of proficiency in the target language by the end of Grade 12. An understanding and appreciation of the target culture is emphasized. Students who successfully complete the requirements of bilingual programs will be able to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

The goal of the language and cultural programs is to help students successfully complete the Alberta curriculum requirements and develop an intermediate level of proficiency by the end of Grade 12. An understanding of the culture is emphasized.

Students will achieve the following level of proficiency based on the guidelines of the Public Service Commission of Canada and The American Council on the Teaching of Foreign Languages.

Bilingual

Kindergarten to Grade 12 – Advanced Level of Proficiency

Second Language

3-Year Program (10/20/30) – Beginning Level of Proficiency

6-Year Program (Grades 7-12) – Intermediate Level of Proficiency

9-Year Program (Grades 4-12) –Intermediate Plus Level

2. THE EXPANSION OF NEW SITES FOR BILINGUAL PROGRAMS SHALL BE BASED ON SEVERAL CONSIDERATIONS

- community support - commitment to enroll in the program;
- availability of space;
- accessibility to safe transportation routes;
- location of elementary, junior high and senior high school sites within short distances of one another;
- centralized location of the senior high school site(s);
- equitable distribution across the district;
- organizational model: single track, dual track, triple track;
- costs of program and facilities; and
- availability of staff to provide instruction in a sufficient number.

3. LANGUAGE OF INSTRUCTION

Teachers should use the target language as the language of instruction in Bilingual, International and Aboriginal language programs and courses. The target language should also be the language of communication in the classroom.

Bilingual Program:

Subject area content in courses such as language arts, social studies, mathematics, science, physical education, music, health and art should be available in the target language as part of regular classroom instruction at elementary and junior high up to a maximum of 50% of the school day.

4. STAFF QUALIFICATIONS

All second language teachers shall possess appropriate language proficiency in the target language and knowledge and skills in second language acquisition and second language pedagogy. It is important that all language teachers know and understand the target language cultures in Canada and in other countries in the world. It is expected that the teacher will demonstrate good proficiency in English, as determined by Personnel Recruitment and Staffing.

A second language teacher teaching in a bilingual program should possess an advanced to superior level of proficiency in the target language.

In addition, second language teachers are expected to possess the appropriate knowledge and skills in the content areas they are instructing.

A teacher of a language and culture course should possess at least an intermediate level of proficiency in the target language if the teacher is instructing beginning level classes, and an advanced level of proficiency in the target language if the teacher is instructing Intermediate level classes.

In schools offering a bilingual program, the district supports the assignment of personnel with fluency in both the second language and English to administration, librarian and support staff positions.

The administrators and support personnel in schools offering second language courses and bilingual programs will be knowledgeable about and supportive of the programs.

5. LANGUAGE PROFICIENCY ASSESSMENT TOOL

The *Language Proficiency Assessment Tool* will be used to assess the language proficiency (listening, speaking, reading and writing) of teachers or support staff candidates for all second language programs offered in Edmonton Public Schools.

The assessment results may be used:

- by a staff member for any purpose, including developing a professional development plan;
- by a principal or supervisor for the purpose of supervising or assessing a staff member's proficiency; or
- by Personnel Recruitment and Staffing in order to determine suitability or qualifications for:
 - employment with Edmonton Public Schools,
 - positions for which a staff member has made application, or
 - assignments for which a staff member is being considered.

6. RESPONSIBILITIES OF DISTRICT SCHOOLS

District junior high schools shall implement bilingual programs or second language courses that are articulated with similar language programs and courses in both feeder elementary schools and in receiving senior high schools.

Program articulation shall include the implementation of grade level outcomes that help students to progress in their learning of the target language from one grade to the next. This articulation will enable students to experience a similar program at a given grade level in district schools and a smooth and logical transition from elementary to junior high to senior high school bilingual programs or second language course.

7. CLASSES OF COMBINED GRADES: SECOND LANGUAGE OR BILINGUAL

Schools may offer either second language or bilingual programs through the establishment of classes of combined grades if the number of students enrolled is not sufficient to offer a single grade class.

Combined grades may consist of students within one classroom from two sequential grades, for example, Grades 4/5, Grades 7/8 or other combination.

Teachers may need to implement differentiated instructional time, grouping and co-operative teaching for students who are learning at different levels of proficiency.

8. ORGANIZATIONAL MODELS FOR SECOND LANGUAGE COURSES AND BILINGUAL PROGRAMS

Single Track School

A single track school offers a single program which may be French Immersion, a bilingual or other program of choice.

Dual Track School

A dual track school offers both a bilingual and English program, two bilingual programs, or a bilingual and another program of choice within the same building and is led by a single school administration. Some members of the administrative and support staff may possess fluency in both the target language and English. Some support services may be provided in the target language.

Triple Track School

A triple track school in this district offers a French immersion, a bilingual and English program, or other program of choice, within the same building and is led by a single school administration. Some members of the administrative and support staff may possess fluency in either of the target languages and English. Some support services may be provided in French and/or the target language.

9. BILINGUAL CERTIFICATE

By June 2005, the district shall award a certificate to all students who have successfully completed the requirements of the Grade 12 bilingual program.

10. SECOND LANGUAGE CERTIFICATE

The district shall award a “Second Language Certificate” to all district students who have successfully completed the requirements of the second language program through regular classroom instruction, and demonstrate they meet pre-established standards of proficiency in the given second language. The certificate will indicate which second language program the student has completed: nine-year or six-year. This will commence by June 2005.

11. PROFESSIONAL DEVELOPMENT

The district encourages bilingual and second language teachers to engage in professional development which includes second language pedagogy and language proficiency enhancement.

The district shall organize professional development programs for second language teachers in both language proficiency and second language pedagogy, providing teachers with opportunities for growth in these areas.

The district shall implement an ongoing orientation program for all new administrators to provide information on delivering second language courses and/or bilingual programs in their schools.

12. LANGUAGE CONSORTIA (Ukrainian, Spanish, Mandarin)

The district shall support language programs and courses through active participation in provincial language consortia. This will provide economies to all participating districts and will serve to promote the particular language and enhance professional development opportunities and in particular support smaller language programs. The district will encourage staff to take part in activities sponsored by these consortia.

13. MARKETING AND PROMOTION

The district will prepare a marketing plan and marketing materials for both the bilingual programs and second language courses.

The marketing plan and materials will emphasize the importance of learning a second language and culture, and highlight the development of thinking skills and cultural understanding as well as study, exchange and job opportunities.

The messages will be delivered through information meetings, websites, information packages, articles, posters, media announcements, presentations to parents and educators, and displays.

14. PARTICIPATION IN COMMUNITIES

The district shall facilitate arrangements for district students to have direct contacts with target language communities in Alberta and in other provinces/countries.

These opportunities will include school twinning, e-mail correspondence, short-term and long-term exchanges, visits, study opportunities, participation in special events and work experience where possible.

15. PARENTS

The district will support and seek input from the parent groups for each respective language. The district will explore the possibility of forming second language parent advisory committees to support schools, second language programs and culture courses.

REFERENCES:

HA.BP – Student Programs

HGAF.BP – Language Education