

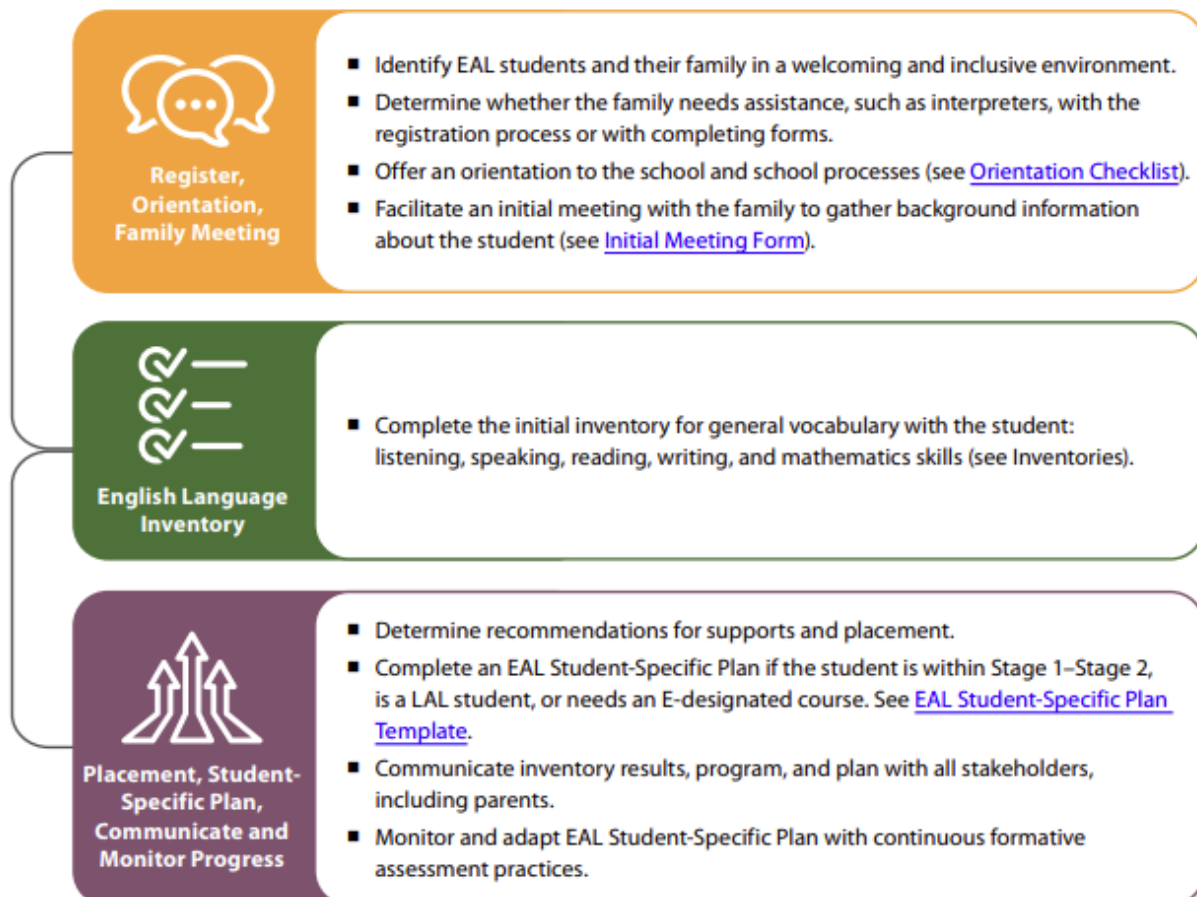


ETHIC OF HOSPITALITY

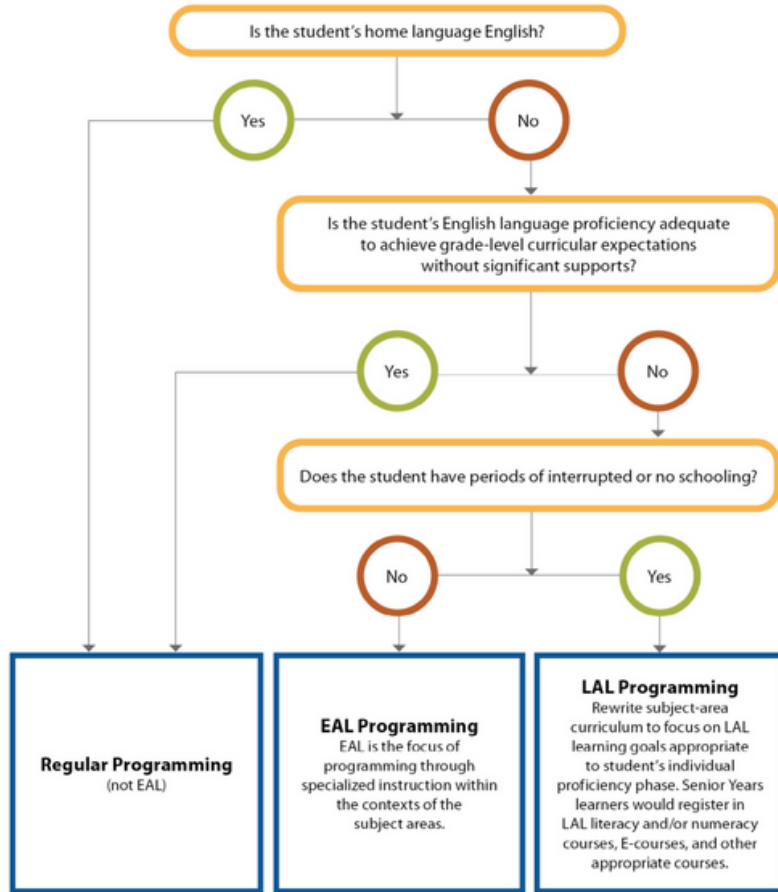
- Always start with belonging/welcoming
- Take time - know your students & their stories
- Take an asset-driven perspective of their abilities
- Practice Linguistically & Culturally sustaining pedagogy
- Value and meaningfully incorporate their L1 (Home Language)
- Plan & reassess plans with intentionality
- Build equity-driven routines
- Nurture functional language
- Support connections/friendships
- Provide multimodal learning experiences
- Triangulate your assessment (Observation, Conversation, Product)

Summary of EAL Intake Process

This flow chart indicates guidelines for the EAL Intake Process



Decision-Making Process to Determine Programming for an EAL Learner



STEP 1

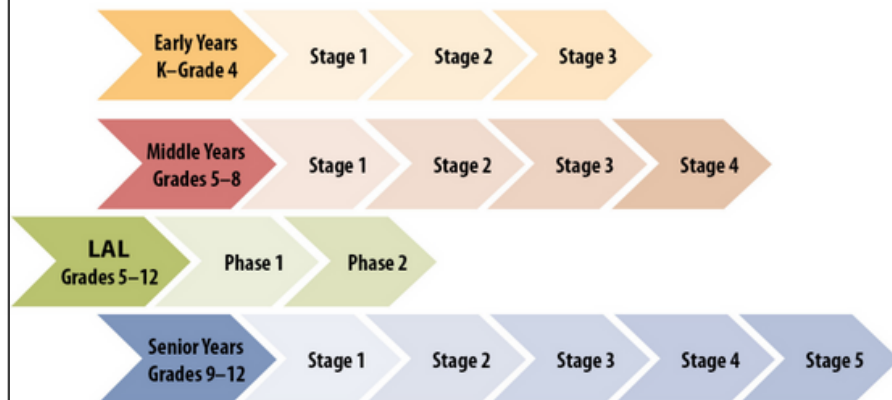
WELCOME & REGISTRATION

- **WHO:** Clerical & School-Based Team (i.e. Administrators, SST, Teachers)
- **WHEN:** Completed with the family upon student's registration
- **WHERE:**
 - [LRSD Student Registration Form](#)
- **ADDITIONAL RESOURCES:**
 - [EY EAL Initial Meeting Form](#)
 - [Orientation Checklist](#)

STEP 2

ASSESSMENT OF STUDENT'S EAL STAGE

- **WHO:** SST & Teachers collectively
- **WHEN:** Over the first two (2) weeks after the student's arrival
- **HOW:** Multimodal assessment with triangulated evidence of EAL Stage Indicators in the areas:
 - Speaking
 - Listening
 - Reading
 - Writing
 - Numeracy
- **ADDITIONAL RESOURCES:**
 - [Summary of EY EAL Stage Indicators](#)
 - [EY EAL Inventory Assessment](#)



SPEAKING

LISTENING

READING

WRITING

NUMERACY

STEP 3

EAL STUDENT SPECIFIC PLAN

Required for all STAGE 1-2 Multilingual Learners

- **WHO:** SST & Teachers collectively
- **WHEN:** Completed & implement within a month of the student's arrival
- **WHERE:**
 - CLEVR - *EAL Student Learning Plan and Monitoring Form*
 - Aligned to EAL Stage Indicators:
 - Speaking, Listening, Reading, Writing, *Numeracy*
- **ADDITIONAL RESOURCES:**
 - Provincial EAL SSP Fillable Template
 - Aligned to the four (4) EAL curriculum domains
 - Linguistic Competency, Contextual Applications, Strategic Competency, Intercultural Competency & Global Citizenship

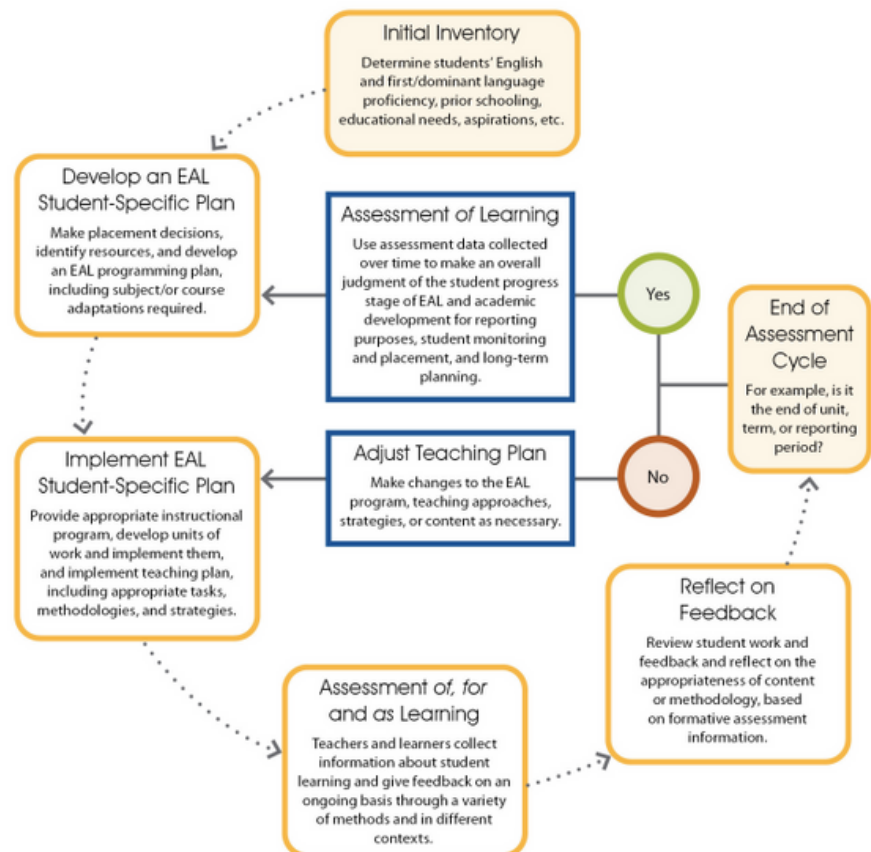
STEP 4

IMPLEMENTATION OF EAL CURRICULUM

- **WHO:** SST & Teachers collectively
- **WHEN:** To support and implement the EAL SSP
- **HOW:** Select clusters & strands based on the goals of the EAL SSP and progress through the sequence as the student demonstrates desired outcomes
- **WHERE:**
 - EY EAL Curriculum
 - EAL Assessment

Assessment in the EAL Teaching and Learning Cycle

EAL assessment can be seen as occurring in interrelated phases, and their relationship to EAL teaching and learning cycle can be depicted as follows:



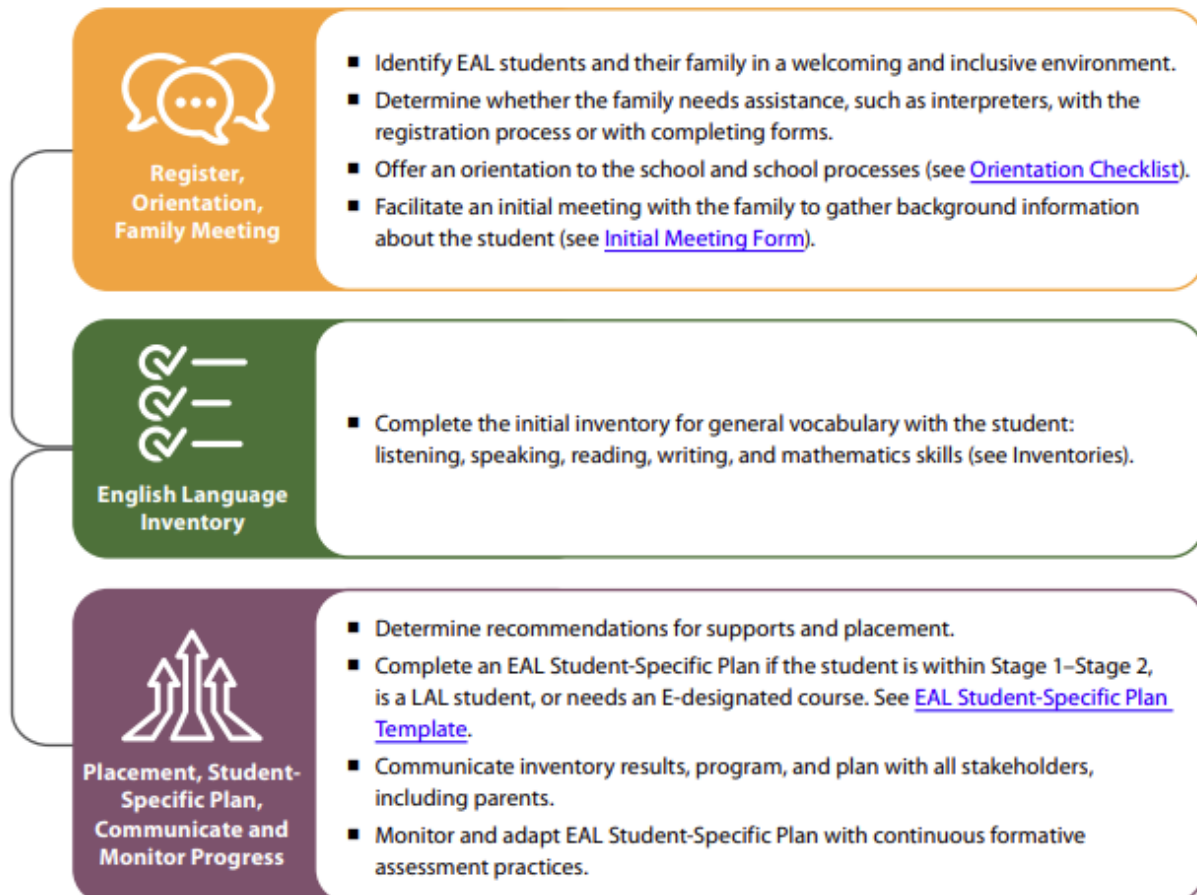


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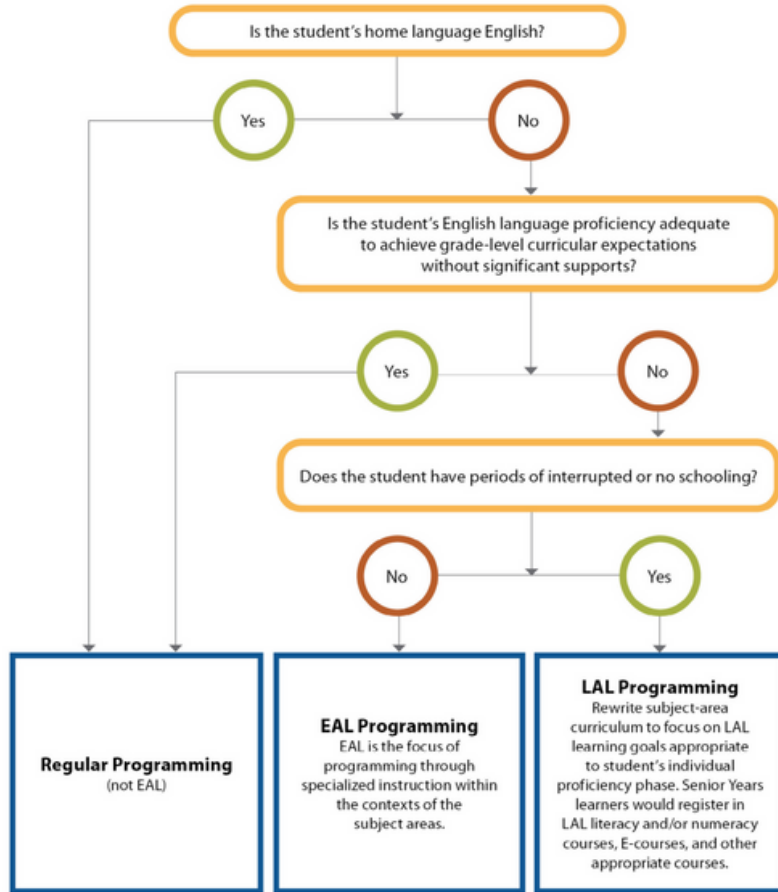
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Decision-Making Process to Determine Programming for an EAL Learner



STEP 1

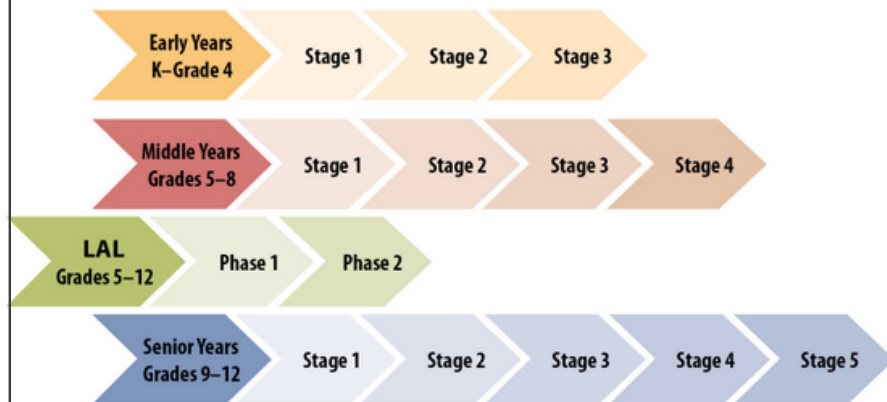
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- **ADDITIONAL RESOURCES:**
 - MY EAL Initial Meeting Form
 - Orientation Checklist

STEP 2

ASSESSMENT OF STUDENT'S EAL STAGE

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 - MY EAL Inventory Assessment



SPEAKING

LISTENING

READING

WRITING

NUMERACY

STEP 3

EAL STUDENT SPECIFIC PLAN

Required for all STAGE 1-2 Multilingual Learners

- **WHO:** SST & Teachers collectively
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- **WHERE:**
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 - Aligned to EAL Stage Indicators:
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- **ADDITIONAL RESOURCES:**
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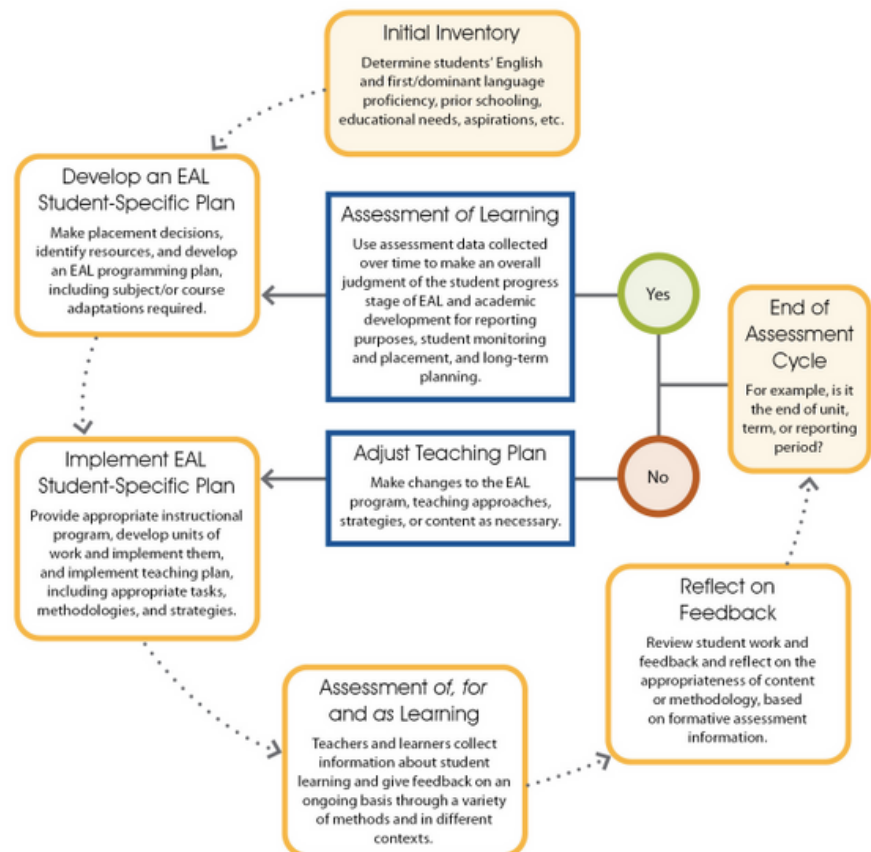
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 - EAL Assessment

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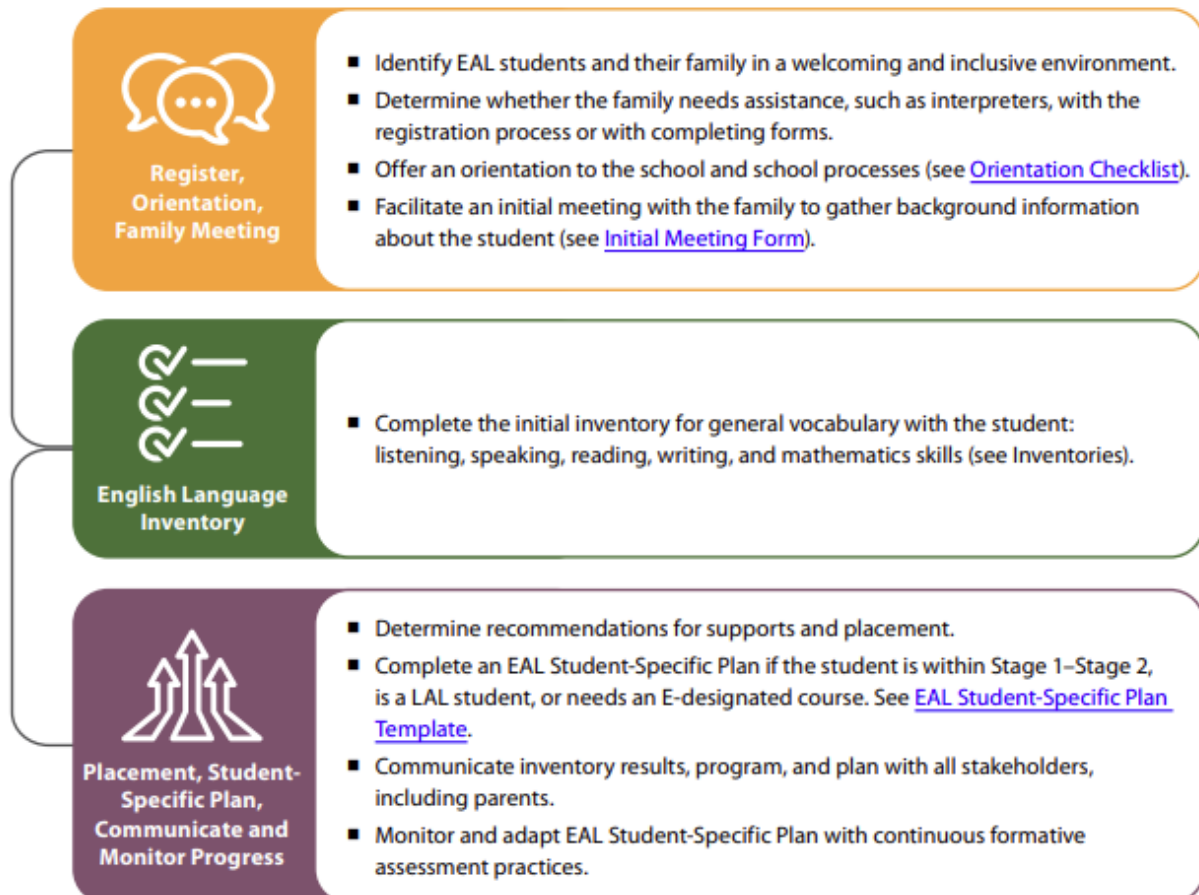


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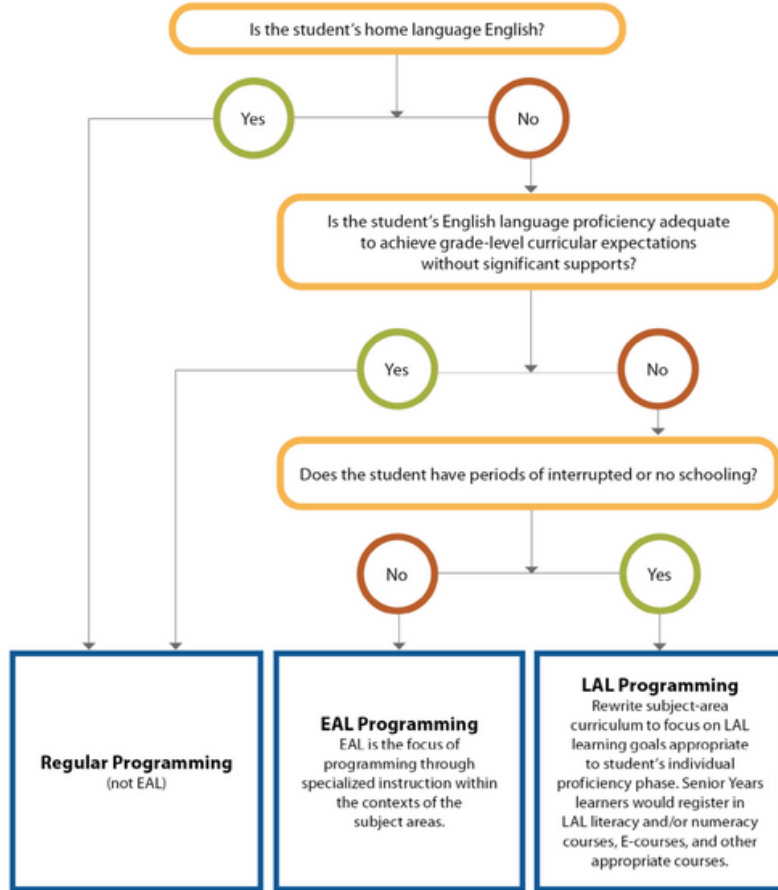
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This flow chart indicates guidelines for the EAL Intake Process



Decision-Making Process to Determine Programming for an EAL Learner



STEP 1

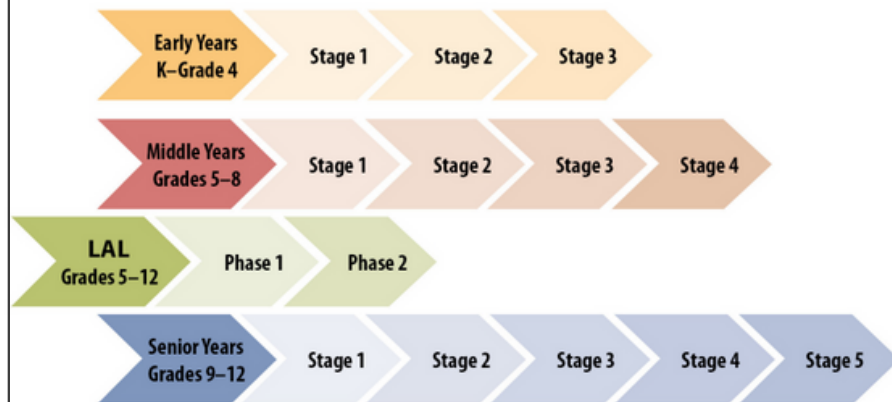
WELCOME & REGISTRATION

- **WHO:** Clerical & School-Based Team (i.e. Administrators, SST, Teachers)
- **WHEN:** Completed with the family upon student's registration
- **WHERE:**
 - [LRSD Student Registration Form](#)
- **ADDITIONAL RESOURCES:**
 - [SY EAL Initial Meeting Form](#)
 - [Orientation Checklist](#)

STEP 2

ASSESSMENT OF STUDENT'S EAL STAGE

- **WHO:** SST & Teachers collectively
- **WHEN:** Over the first two (2) weeks after the student's arrival
- **HOW:** Multimodal assessment with triangulated evidence of EAL Stage Indicators in the areas:
 - Speaking
 - Listening
 - Reading
 - Writing
 - Numeracy
- **ADDITIONAL RESOURCES:**
 - [Summary of SY EAL Stage Indicators](#)
 - [SY EAL Inventory Assessment](#)



SPEAKING

LISTENING

READING

WRITING

NUMERACY

STEP 3 - EAL PROGRAMMING

EAL STUDENT SPECIFIC PLAN

Required for all STAGE 1-2 Multilingual Learners

- *WHO*: SST & Teachers collectively
- *WHEN*: Completed & implement within a month of the student's arrival
- *WHERE*:
 - CLEVR - *EAL Student Learning Plan and Monitoring Form*
 - Aligned to EAL Stage Indicators:
 - Speaking, Listening, Reading, Writing, *Numeracy*
- *ADDITIONAL RESOURCES*:
 - Provincial EAL SSP Fillable Template
 - Aligned to the four (4) EAL curriculum domains
 - Linguistic Competency, Contextual Applications, Strategic Competency, Intercultural Competency & Global Citizenship

LITERACY, ACADEMICS, and LANGUAGE (LAL)

Foundational understandings of the four (4) EAL Curriculum Domains using the following three (3) strategies:

STEP 3 - LAL PROGRAMMING

LAL PROGRAMMING

(2+ years of interrupted schooling)

- *WHO*: Programming available at
 - Dakota Collegiate
 - Glenlawn Collegiate
 - Windsor Park Collegiate
- *WHEN*: Following registration for all SY EAL students with 2+ years of interrupted schooling or no formal schooling

LANGUAGE LEARNING STRATEGIES

Cognitive	Metacognitive	Social/Affective
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LANGUAGE USE STRATEGIES

Receptive	Productive	Interactive
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GENERAL LEARNING STRATEGIES

Cognitive	Metacognitive	Social/Affective
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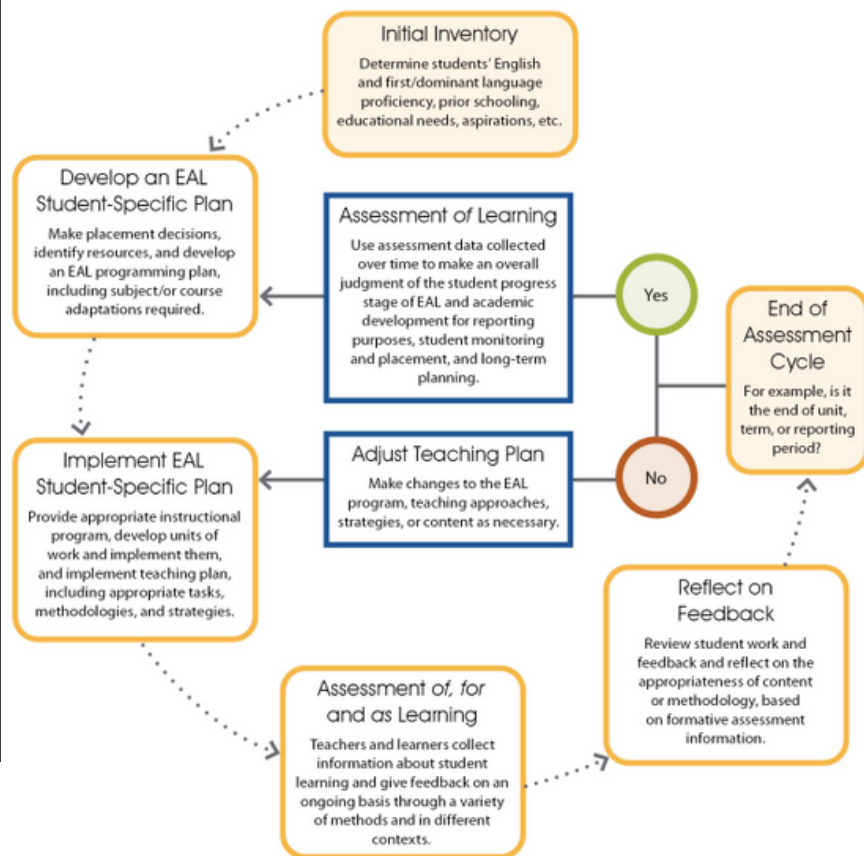
STEP 4

IMPLEMENTATION OF EAL CURRICULUM

- **WHO:** SST & Teachers collectively
- **WHEN:** To support and implement the EAL SSP
- **HOW:** Select clusters & strands based on the goals of the EAL SSP and progress through the sequence as the student demonstrates desired outcomes
- **WHERE:**
 - SY EAL Curriculum
 - Support for identifying use of F, S, G, and E-Designations
 - EAL Assessment

Assessment in the EAL Teaching and Learning Cycle

EAL assessment can be seen as occurring in interrelated phases, and their relationship to EAL teaching and learning cycle can be depicted as follows:



SENIOR YEARS COURSES

SY EAL Literacy Pilot

- *The EAL Stage 1, EAL Stage 2, and EAL Stage 3 Literacy Curriculum Guide is designed for teachers who are planning effective learning experiences and assessing the progress of English as an additional language (EAL) learners within and across three high school credits for Stage 1, Stage 2, and Stage 3 EAL.*

ELA: EAL for Academic Success 40S

- **NOTE:** The English Language Arts: English as an Additional Language for Academic Success - A Course for Senior 4 EAL Learners (40S) can NOT be used as the English Language Arts 40S course required for graduation purposes. It is an optional credit course.