DEDICATED TO
DIVERSITY

A Framework for Multicultural Education in Newfoundland and Labrador

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This hooked rug is a map of the world showing the 90 countries of students who were part of the Sharing Our Cultures' program from 1999 to 2019. The project began at Memorial University in July 2018 with the idea of mapping the world on a hooked rug. Starting with Memorial, Centre scolaire et communautaire des Grands-Vents and Holy Heart of Mary High School, it blossomed from there. Many friendships were developed among high school and university students from around the world. While the rug is finished, the friendships have endured. Words cannot express the value of these memories created and times shared together. Those who came together to hook a rug ended up gaining so much more. Priceless.

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Acronyms used in this document

CLD	Culturally and Linguistically Diverse
CQ	Cultural Quotient of Intelligence
EDU	Department of Education
EAL	English as an Additional Language
ELL	English Language Learner
ESL	English as a Second Language
L1	First Language
L2	Second Language
LEARN	Literacy Enrichment and Academic Readiness for Newcomers

"Increased awareness of multiculturalism and diversity will equip students in Newfoundland and Labrador schools with a greater understanding of the importance of welcoming newcomers in the school community."

The Way Forward on Immigration in Newfoundland and Labrador (2017)

Section 1:
Background and Rationale

Now is the Time: A report of the Premier's Task Force Improving Educational Outcomes (2017) outlined the importance of multicultural education for all students in Newfoundland and Labrador (NL). This multicultural education framework is a commitment to support the diverse educational needs of newcomer students and all students with culturally and linguistically diverse (CLD) backgrounds and to ensure that a multicultural perspective informs the education of all students.

The Way Forward on Immigration in Newfoundland and Labrador (2017) outlined a plan to increase immigration to the province as a key component of the province's economic growth and prosperity. Combined with the increase in numbers of refugees coming to Canada, this commitment has major implications for educational supports within schools in Newfoundland and Labrador.

Students for whom English is an additional language (EAL) are a growing segment of Newfoundland and Labrador's Kindergarten to Grade 12 (K-12) school population. Since 2006, the number of students receiving English language support in Newfoundland and Labrador has almost tripled. In order to retain newcomers, the education system needs to welcome them and provide necessary supports. In this document, the term "newcomer student" refers to a student in the K-12 system who has recently arrived in Canada.

Furthermore, in the province's increasingly diverse society, all students will benefit from the ability to effectively communicate, interact and work with people with varying cultural backgrounds and perspectives from all over the globe. Educational programming needs to reflect the increasingly diverse population and prepare all students to be productive and engaged members of the global community.

Embedding multicultural education throughout the K-12 system will create authentic opportunities to learn about different cultures, while guiding schools on ways to eliminate stereotypes, prejudices, discrimination and racism through the use of culturally responsive pedagogies. Students will develop competencies, which will allow them to actively engage with the world, to appreciate and value diversity and to challenge injustices and inequalities. The cultural and other significant contributions of immigrant, refugee and newcomer populations, as well as their integral place in the history, culture and society of the province and the country, will be highlighted in the curriculum.

Diversity is defined as "the presence of a wide range of human qualities within a group, organization or society. The dimensions of diversity include... ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status" (Ontario Ministry of Education, 2014, p. 86). For the purposes of this document, diversity refers to cultural and linguistic diversity.

GOALS

This document is a conceptual framework, outlining the commitment of the Department of Education (EDU) to multicultural education in Newfoundland and Labrador. It articulates a plan to create and maintain learning environments that are responsive to the social, cultural and linguistic diversity within the Newfoundland and Labrador education system. This framework will guide policy and practices for the implementation of multicultural education throughout all schools in Newfoundland and Labrador. The framework will permeate all aspects of education in the province, including curriculum, administration, teaching, resources, school environments, and other supporting services.

The framework goals are to guide policies and practices towards:

- making curriculum accessible to newcomer students
- providing adequate and appropriate supports and programming for newcomer students
- creating safe, inclusive and welcoming environments that allow newcomer students to thrive
- promoting an environment free of stereotypes, prejudices and racism
- eliminating systemic barriers to newcomer success in the education system
- equipping students and staff with the knowledge, skills and attitudes that are required to be successfully engaged in an increasingly globalized world
- highlighting the importance and value of global citizenship within schools
- cultivating all students' appreciation and acceptance of cultural, linguistic and religious diversity
- ensuring teachers, especially those working directly with newcomer students in specialized programs, have the education, skills and experience required to meet the needs of newcomer students
- encouraging the development of a critical worldview, including fostering awareness of one's own biases and cultural identities
- incorporating multicultural perspectives throughout the curricula

EDU is committed to working collaboratively with other agencies and government departments to ensure that the goals of this framework are achieved.

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter their color."

Maya Angelou (1993)

Multicultural education is defined as "an approach to education, including administrative policies and procedures, curriculum, and learning activities, that recognizes the experience and contributions of diverse cultural groups. One of the aims of multicultural education is to promote the understanding of and respect for cultural and racial diversity" (Ontario Ministry of Education, 2014, p. 88).
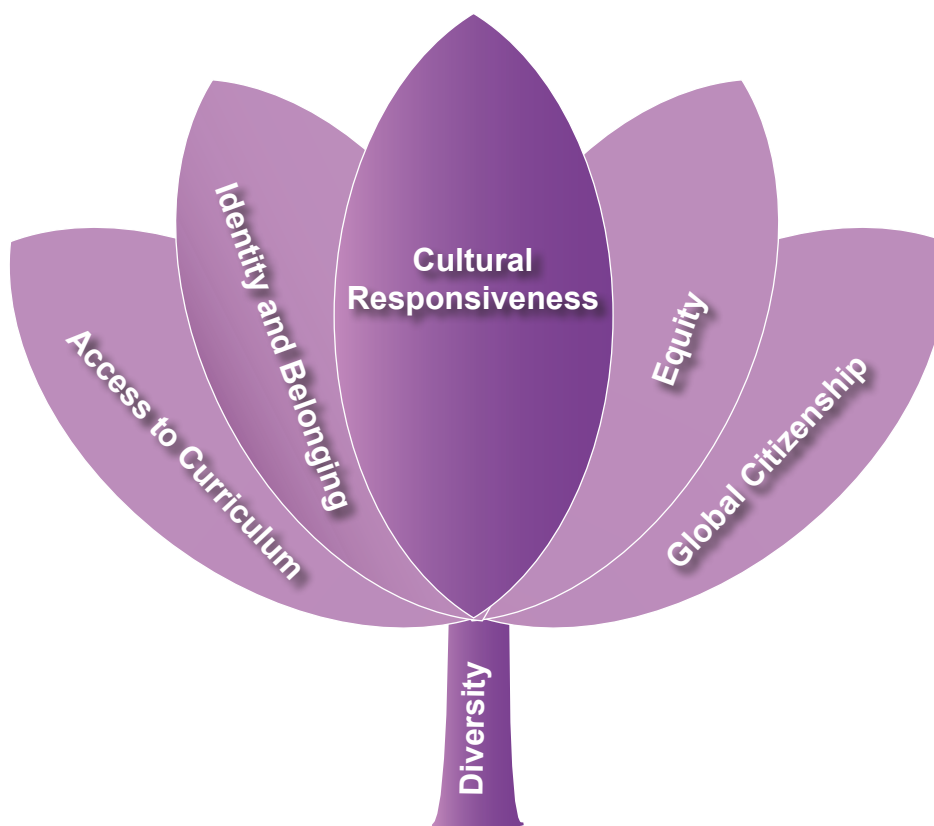
Section 2:
Guiding Principles-Keys to Success

Valuing diversity is the foundation of the guiding principles for multicultural education in Newfoundland and Labrador schools. These guiding principles are as follows:

- Access to Curriculum
- Identity and Belonging
- Cultural Responsiveness
- Equity
- Global Citizenship

A list of the guiding principles and the actions that would lead to their successful implementation - the keys to success - are provided in the chart on the next page.

The flower in this graphic was designed to depict the relationship between the elements of the multicultural education framework outlined in this document. The lotus was chosen for its association in a variety of cultures with knowledge, hope, strength and perseverance. Diversity is identified in the stem because cultural diversity is the foundation for the multicultural education framework. Each petal represents one of the guiding principles. Just as each petal contributes equally to the whole flower, the guiding principles contribute equally to the creation of an environment where all students can flourish.

These guiding principles align with the following documents:

- *The Way Forward: Education Action Plan* June (2018)
- *The Way Forward on Immigration in Newfoundland and Labrador* (2017)
- *Safe and Caring Schools Policy* (2013)
- *United Nations Universal Declaration of Human Rights* (1948)

Multicultural Education Framework: Guiding Principles and Keys to Success

Guiding Principle #1: Access to Curriculum
Newcomer students are supported to ensure equitable access to curriculum.

1.1 Provide appropriate placement evaluation.

1.2 Ensure access to EAL instruction.

1.3 Develop background skills.

1.4 Provide resources to ensure access to curriculum.

1.5 Ensure early intervention.

1.6 Program to address education gaps.

1.7 Implement trauma-informed practices.

1.8 Provide additional resources for students with interrupted formal education.

Guiding Principle #2: Identity and Belonging
Schools are welcoming environments that embrace all students' cultural and linguistic identities and foster a sense of belonging.

2.1 Support the use of the first language as a tool for learning and engagement.

2.2 Validate and promote cultural identity.

2.3 Increase sensitivity to newcomer students who have experienced trauma.

Guiding Principle #3: Cultural Responsiveness
Culturally and linguistically responsive pedagogy is a foundation of all educational policies and practices.

3.1 Overcome cultural and implicit bias.

3.2 Recognize and value the unique strengths of individual students with culturally and linguistically diverse backgrounds.

3.3 Maintain academic rigour and high expectations for all students with culturally and linguistically diverse backgrounds.

3.4 Recognize differences in cultural expectations of schooling.

3.5 Increase visibility of students' cultures and languages throughout the school.

3.6 Adopt an asset-based approach.

Guiding Principle #4: Equity
All stakeholders collaborate to remove systemic barriers that prevent success for newcomer students.

4.1 Increase awareness of systemic barriers.

4.2 Overcome classroom barriers.

4.3 Overcome barriers outside the classroom.

4.4 Collaborate with all stakeholders.

Guiding Principle #5: Global Citizenship
All students are provided with cultural knowledge, skills and attitudes required to be engaged and productive global citizens.

5.1 Provide curricula, materials and resources to promote global citizenship.

5.2 Engage students with experiences and demonstrations that reflect various worldviews.

5.3 Promote acceptance and respect of cultural and linguistic diversity.

5.4 Increase awareness of global issues.

5.5 Prepare students for participation in the global economy.

Guiding Principle #1:
Access to Curriculum

Newcomer students are supported to ensure equitable access to curriculum.

Newcomer students arrive from a variety of education backgrounds and academic experiences. Some newcomer students may excel in the prescribed curriculum, while others may experience limited access to academic curriculum. When students arrive, they are faced with a barrage of new experiences and may come from school cultures which differ significantly from the Newfoundland and Labrador school system. Newcomer students have varying degrees of proficiency and experience with the English language. The scheduling of newcomer students must involve age-appropriate grade placement, as well as evaluation to determine if additional strategies, resources and supports may be required to ensure successful academic programming.

Ensuring newcomers equitable access to curriculum entails providing adequate human, material and technological resources. This begins upon the student's arrival with the placement process, which must be standardized, comprehensive and timely. It follows with appropriate placement into programming. This may include providing the background skills, literacy and academic language, prerequisite knowledge and technology skills to ensure success. Throughout the process, the newcomer student and their parents and/or guardians are key participants who must be involved and informed at every step.

Keys to Success:

(1.1) Provide appropriate placement evaluation.

Student success requires placement in appropriate programming at a level that matches the student's current linguistic and academic skills. Access to the curriculum depends on students being placed in learning groups that are at their level. In order to properly program for newcomer students, their language, literacy and academic skills must be accurately determined upon arrival. This should be completed by qualified evaluators working in a centralized location, such as a welcome or reception centre, and trained in and using evaluation tools approved for English Language Learners (ELLs) in the second language (L2) language skills (listening, speaking, reading and writing), mathematics and first language (L1) literacy skills, if necessary. Standard literacy assessments targeted to native speakers should not be used to evaluate newcomer students since they do not adequately capture the students' skills and abilities.

In order to ensure access to curriculum, placement evaluations must occur in a timely manner. Therefore, EAL students must be identified as quickly as possible upon arrival or at the start of the school year. It is the responsibility of EDU and/or school district personnel, including school administrators and teachers, to identify EAL students in Newfoundland and Labrador schools and arrange timely EAL placement evaluations.

Evaluators must also be aware that some observed behaviours associated with learning differences may have a root cause in additional language development. Examples can be found in Appendix 2 of the document *ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment* (2012) It is important that the process of additional language development not be misinterpreted as a learning difficulty. In cases where a comprehensive assessment is recommended, special considerations, such as those outlined in the Guidelines, must be adhered to.

The placement evaluation should be undertaken and results forwarded to schools within a reasonable time frame. Grade and course placements and recommended supports should adequately address any gaps and support the learning profile identified during placement evaluations.

(1.2) Ensure access to English as an additional language (EAL) instruction.

Newcomer students in need of English support to access the prescribed curriculum require intensive EAL instruction delivered by qualified, specialized EAL teachers and supported by the whole school community. This must take place throughout the school system at all grade levels. The student-teacher ratio for EAL instruction should reflect the high and intensive need for EAL instruction, similar to the delivery of the instruction for other background skills (see Section 1.6). The program models adopted for the delivery of EAL services must be selected based on sound educational principles and research.

(1.3) Develop background skills.

Some newcomer students may require support to develop general curriculum knowledge and classroom competencies appropriate to the new context of schooling. Academic success in school assumes a great deal of underlying knowledge, language and academic skills accumulated over years in the classroom, which may vary according to the school system. Students with differing or lacking skills must receive targeted instruction leading to their participation in the prescribed curriculum. Newcomer students may need additional instruction in the differing or missing skills, including English, mathematics, social studies, science and related technology skills. These skills are developed in the English as an Additional Language program and in the Literacy Enrichment and Academic Readiness for Newcomers (LEARN) Program, which is described further in Section 1.6.

(1.4) Provide resources to ensure access to curriculum.

Newcomers arrive with a unique set of abilities and experiences which must be acknowledged, valued and supported in the school and classroom. All levels of the education system are responsible for providing the resources necessary to ensure all students reach their potential. These resources may include consistent access to qualified EAL and LEARN teachers, classroom/subject teachers and specialized teachers as needed, such as instructional resource teachers, guidance counselors and other educators, as well as curriculum, learning and technology resources. In addition, professional learning opportunities should be made available to equip educators with the knowledge and stategies required to support newcomer students.

(1.5) Ensure early intervention.

Early intervention creates higher success rates in academics and leads to long-term success. Newcomer students have a better chance of reaching their academic potential when the supports and programs required for their success are implemented early on. Extending specialized, quality programming, such as LEARN, for newcomer students with significant academic gaps to both primary and elementary levels will have positive effects on students' future academic success.

Similarly, providing required EALand LEARN services for all eligible students as quickly as possible after arrival will promote student engagement, model good learning and teaching behaviours, encourage higher levels of ultimate attainment, and promote faster access to the prescribed curriculum. The intake procedure at neighbourhood schools should include screening for potential EAL or LEARN eligibility. Early access to service entails the quick identification of EAL or LEARN students in schools. EDU and/or school district personnel, school administrators and teachers must cooperate to quickly identify students eligible for EAL or LEARN instruction.

"The ratio of ESL teachers to students requires improvement to address the complex needs of newcomers, particularly refugees who have little or no knowledge of English, have limited experiences with formal schooling, and who have experienced trauma in their previous environments. ESL and LEARN teachers who work directly with newcomers need improved initial teacher education and ongoing professional development, and they require support in assessing and responding appropriately to newcomer students' educational, social and psychological needs."

Premier's Task Force: Now is the Time, (2017)

"While every refugee's story is different and their anguish personal, they all share a common thread of uncommon courage - the courage not only to survive, but to persevere and rebuild their shattered lives."

Antonio Guterres (UNHCR, 2005)

Special Considerations: Students with Refugee Backgrounds

Some of the ELLs in the Newfoundland and Labrador classrooms are students with refugee backgrounds. Discrimination, forced displacement, exposure to violent conflict and years in refugee camps with limited access to health care and education may create a unique profile for these students. Children with refugee and newcomer backgrounds often face significant academic, social and emotional challenges that can be barriers to their school success; they may require specialized programming that addresses these challenges. These students often have very limited prior schooling and many lack literacy skills in their first language. In addition to learning a new language, they need to develop basic literacy and numeracy skills, gain general curriculum knowledge and build classroom competency.

Many students with refugee backgrounds or their families have experienced traumatic past events. They may have been in immediate danger of dying, through conflict or flight, and may have directly experienced the violence of war. Many have experienced physical violence, separation from family members, death or disappearance of an immediate family member, experiences and witnessing of rape and torture, as well as lack of access to necessities and adequate medical care in refugee camps.

Trauma may impact learning, behaviour and mental health. Research shows that childhood trauma impacts learning by affecting memory, cognition, concentration, behaviour, emotional regulation and relationship formation. Trauma can therefore be a barrier to school success for students with refugee backgrounds. Research indicates that one of the best protective factors against the negative effects of trauma are safe and caring environments which provide children with the opportunity to create new, positive memories and relationships in group settings that foster a sense of belonging. Ensuring that schools and classrooms are such environments is imperative.

Families with refugee backgrounds also face a new set of challenges when they arrive in Newfoundland and Labrador. They often face significant financial challenges, health issues and difficulty adjusting to the norms and expectations of a new culture. These factors also present barriers to school success. These students may lack the resources often assumed to be commonly available, such as computers, printers, smart phones, and even basics such as food and bus fare. Older children may have to take on a leadership role in the family by working, translating for parents and/or guardians or caring for younger siblings, which can result in time away from school. Inadequate past health and dental care may cause health issues and significant amounts of time away from school for appointments for themselves and family members. These financial, health and family issues can present barriers to school success for students with refugee backgrounds. An understanding of these special considerations is necessary to adequately support these students.

For a list of resources for trauma-informed practice, see Appendix A.

"Teachers need to know what to do when students disclose difficult information. Sometimes trauma comes out in writing or pictures. Teachers need to be ready for it, to understand where these kids are coming from and what to do with this information to support these kids."

Jan Stewart
(Dufresne, 2015)

(1.6) Program to address education gaps.

Newcomer students with significant education gaps require specialized programming to develop the background skills needed to access the prescribed curriculum. The basis of programming for such newcomer students is the development of these skills. These skills are developed in the LEARN program, which provides sheltered, supplementary, small-group instruction in EAL, literacy, numeracy, and curriculum areas, such as science and social studies. Students with large gaps in education and little-to-no first language literacy require individualized instruction targeting their strengths and accelerating their development and should have access to such specialized programming. Students who have developed some English proficiency and literacy and numeracy skills, as well as those with smaller education gaps and some literacy in their first language, will also need considerable support to maximize and accelerate their learning.

At all levels, students with interrupted formal education should participate in all content classes in which they are able to achieve success, while continuing to receive support. Classroom/subject teachers should provide support for ELLs using strategies, such as providing word banks, reading text aloud, providing an alternate setting and extra time for evaluations, clarifying and/or translating instructions, directions, questions, and providing access to scheduled support classes, electronic translators and differentiated instruction. As students transition into prescribed-curriculum classes, it is imperative that they continue to be supported.

(1.7) Implement trauma-informed practices.

Social-emotional learning lays the foundation for trauma-informed practices. An understanding of the effects of trauma on learning should be embedded in programming and should permeate the entire education system so that students who have experienced trauma continue to be supported as they progress. Schools should implement practices that ensure the whole school can recognize and respond to the needs of students who have experienced trauma. Teachers, administrators, guidance counsellors, educational psychologists and other educators should be trained in trauma-informed practices. A selected list of useful resources for trauma-informed pedagogy can be found in Appendix A.

(1.8) Provide additional resources for students with interrupted formal education.

The resilience of students with refugee backgrounds is well documented; however, some may lack the resources that they require for school success. Schools need to carefully examine what resources are required to access curriculum, and in cases where students do not have these resources they must be provided. This may include the provision of technology, school supplies, transportation, adequate clothing, as well as time and space within the school so students can readily access academic resources.

In addition to physical resources, some refugee students require additional human resources in order to access curriculum. Students who have directly experienced or witnessed extremely traumatic events such as rape, torture, imprisonment and violence may require more one-on-one support and instruction within the classroom setting. Increased access to guidance counsellors and/or other support staff trained in war- and/or displacement-related trauma may also be necessary for such students.

Guiding Principle #2:
Identity and Belonging

Schools are welcoming environments that embrace all students' cultural and linguistic identities and foster a sense of belonging.

Schools are enriched when they embrace the cultural and linguistic identities of all students. This helps foster a strong sense of belonging and enables students to be full participants in all aspects of the Newfoundland and Labrador school system. Students from all cultural and linguistic backgrounds need to feel supported and included. School communities must make a concerted effort to get to know each student, their cultlural and linguistic identities, their lived experiences, and in the case of newcomer students, their country of origin and in the case of ELLs, their home language.

For students who are learning English, the first language is essential in developing identity, maintaining culture and sharing knowledge. Emphasis should be placed on the importance of language and identity by encouraging the use of the home language throughout the curriculum. This gives the child a sense of belonging and helps develop confidence. If newcomer ELLs and their families feel welcomed and valued, they are more likely to participate actively and confidently in learning.

Keys to Success:

(2.1) Support the use of the first language as a tool for learning and engagement.

Students who are learning English are more likely to be successful if the L1 is supported as a tool for learning, as well as for accessing prior knowledge. The development of the additional language is grounded in L1 competency. Supporting L1 in the classroom boosts motivation, engagement and student learning because it gives the student a sense of value and permits processing at a higher level of learning and analysis than is possible in an emerging additional language.

The L1 can be incorporated by permitting and encouraging students to translate into L1 as needed, research and draft assignments in L1 before presenting final work in the additional language, use L1 throughout the school and, where possible, work together in L1 groups in class and connect with L1 speakers in the community.

(2.2) Validate and promote cultural identity.

Ensuring schools are welcoming communities entails promoting a positive attitude towards cultural and linguistic diversity. Diverse cultures and languages must not only be accepted but celebrated and encouraged in a way that makes all students with culturally and linguistically diverse backgrounds not only feel comfortable but empowered to express their identities, of which culture is an inherent part. There are many strategies schools can use to create a warm and encouraging environment. For suggestions, see Appendix B.

> "As educators, our unconditional acceptance carries a message of belonging and emotional safety. It communicates, in words and deeds, that the student is welcome regardless of his background or current situation and is part of the fabric of the classroom and school."
>
> Zacarian, Alvarez-Ortiz and Haynes (2017)

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> "To reject a child's language in the school is to reject the child."
>
> Jim Cummins (2001)

Special considerations: Students who have experienced trauma

In order for learning to take place, students must first feel safe and welcome in their classrooms and school environment. Some refugee children who come to schools in Newfoundland and Labrador have experienced or witnessed violence, sometimes including murder, rape, torture and other traumatic experiences. Students who have experienced such trauma may have higher incidences of anxiety and depression, challenges handling stress and difficulty forming new trusting relationships. For these students, a sense of belonging is especially important, as it is one of the protective factors against the negative impacts of trauma.

For a list of resources for trauma-informed practice, see Appendix A.

(2.3) Increase sensitivity to newcomer students who have experienced trauma.

Schools with students who have experienced trauma related to refugee backgrounds should be safe, respectful environments, which are sensitive to students' past and lived experiences. Students should be given opportunities to build positive relationships and participate in activities that promote their social and emotional well-being, help them develop positive self-esteem and foster a sense of belonging.

> "All members of the school community are responsible for the positive culture of the school. Student, teacher, parent and community engagement must be encouraged, nurtured and expected."
>
> (Safe and Caring Schools Policy, 2013)

Guiding Principle #3:
Cultural Responsiveness
Culturally and linguistically responsive pedagogy is a foundation of all educational policies and practices.

Culturally and linguistically responsive teaching is a pedagogy which assumes that culture underlies all aspects of learning. Cultural and linguistic responsiveness ensures high expectations for students by incorporating students' cultures, backgrounds and experiences into the school environment and classroom activities.

Culturally and linguistically responsive pedagogy must be a whole-school, team-based approach. Teaching styles and strategies need to be adapted to match the learning, cultural and motivational styles of all students with CLD backgrounds. Culturally and linguistically responsive pedagogy involves using resources and curricula that reflect and respect learners' cultures, perspectives, and experiences. In the case of students who are learning English, students' first languages must be respected and viewed as assets to the school and community.

Keys to Success:

(3.1) Overcome cultural and implicit bias.

Culturally and linguistically responsive teaching involves recognizing and questioning one's own cultural biases and overcoming the assumption that one culture should be the norm. Overcoming cultural and implicit bias requires intercultural competency. Teachers should recognize, examine and critically analyze their own attitudes to overcome judgments based on cultural and implicit biases They must in turn raise all students' awareness of bias, engage students in discussion and help them develop critical thinking skills to recognize and overcome examples of bias in their environments. A model of culture and some examples of cultural and implicit bias are provided in Appendix C.

It is important to recognize that bias extends not only to assumptions about individuals but also to cultural histories and groups. One's view of cultures other than one's own is informed by cultural history and the historical relationships of power among cultural groups. Teachers and students must also learn to recognize and address bias on this larger scale by acknowledging and validating the equal value of all cultural histories.

(3.2) Recognize and value the unique strengths of individual students with CLD backgrounds.

One of the basic tenets of education is to teach in response to the talents of the individual child; however, students with CLD backgrounds, including newcomer students, are often viewed as members of a homogeneous group, rather than as individuals.

It is important that the whole school treat all students with culturally and linguistically diverse backgrounds as unique individuals, not as members of a single group. This involves making connections and getting to know individual students and their unique qualities, characteristics and strengths. All teachers must be aware of and take responsibility for their role in actively encouraging the development of the strengths and potential of all students with CLD backgrounds, including newcomer students.

(3.3) Maintain academic rigour and high expectations for all students with CLD backgrounds.

To be culturally responsive, educators must hold positive and affirming views of all students with CLD backgrounds and their ability to learn and achieve academic success. Students must be encouraged to develop a growth mindset.

> "Culturally responsive teaching is not a strategy. It is more of mindset for teaching that embraces, values, and incorporates culture into daily instruction in order for learning to connect with students. Students feel valued, respected, and linked with instruction."
>
> Valentina Gonzalez (2018)

To allow students to reach their potential, it is important to provide the scaffolds needed while maintaining academic rigour. Students must be made aware that they are being held to high standards and must be held accountable for their efforts. Newcomer students with all levels of educational background and English proficiency must be expected to participate in class and to complete valid and accessible evaluations. Constructive formative feedback must be provided at all stages of learning.

For newcomer students, an evaluation of students' progress in all subject areas must be provided to parents and/or guardians at every reporting period after arrival. If a student is unable to complete the same evaluations as their peers, "a comment or anecdotal insert should be included to inform parents and/or guardians of a) topics covered b) student participation and c) observed progress or achievement in the subject area" (*Meeting the Needs of Students from Diverse Cultures,* 2010*,* p.14). For ELLs, a list of suggested evaluation practices to improve assessments of progress can be found in the evaluation suggestions for teachers in Appendix D.

(3.4) Recognize differences in cultural expectations of schooling.

Students with CLD backgrounds may hold assumptions about and have experiences of schooling that differ significantly from those of Newfoundland and Labrador schools. Students and their families, for example, might have different views on the roles and behaviours of students and teachers in the classroom. The structure of the school day and approaches to discipline may differ. Differing norms of teacher-student interactions and nonverbal communication can also create misunderstandings. It is important that educators be aware of these different assumptions and experiences when working with students with CLD backgrounds, and particularly newcomer students. Norms and expectations of Newfoundland and Labrador schools must be clearly communicated; however, it may take some time before newcomer students become familiar and comfortable with the new expectations.

(3.5) Increase visibility of students' cultures and languages throughout the school.

To be culturally and linguistically responsive, schools must reflect their diverse student population. This can be accomplished by using multicultural teaching resources and curricula, showcasing students' cultures, highlighting cultural and religious holidays, having dual language and multicultural books in schools, and posting multilingual signs and resources throughout the school. A key component of culturally responsive pedagogy is parent and/or guardian and community engagement. For linguistic, cultural or practical reasons, some parents and/or guardians may be unable to become involved in the school and may need to be encouraged and welcomed to participate. In order to improve contact with all parents and/or guardians and the wider community, schools might consider more effective ways to communicate and engage with them. These may include inviting parents and/or guardians and community representatives as guest speakers and having literacy fairs and information-sharing sessions. Also, parents and/or guardians of students with CLD backgrounds, especially newcomers, may be encouraged to join volunteer committees and school councils. See Section 2.2 for more suggestions.

(3.6) Adopt an asset-based approach.

Students excel when their performance and abilities are viewed from an asset-based rather than a deficit-based perspective. In the case of newcomer ELLs this means, rather than considering what the students cannot do in English and the new classroom, their first language, culture, acquired skills and experiences should be viewed as beneficial and tools to be developed and celebrated in the classroom. This can be accomplished for students with CLD backgrounds by building on the students' cultural and linguistic backgrounds and by highlighting their unique perspectives. It is important to recognize that when a student experiences struggles, it may be due not to lack of ability or effort, but to a lack of linguistic and/or academic supports, which should be provided.

"In order to address inequities in the classroom we need to recognize the inequities and our own implicit bias and deficit thinking. When viewing students from a deficit lens we invalidate unique perspectives, skills and experiences of students."

Bishop, Berryman and Wearmouth (2014)

Guiding Principle #4:
Equity
All stakeholders collaborate to remove systemic barriers that prevent success for newcomer students.

Systemic barriers are organizational policies, practices and procedures that result in the inequitable treatment of particular groups. These barriers can include unequal access to resources, lack of representation in decision making, obstacles to success not faced by the majority of group members and so on. Systemic barriers are often rooted in unconscious or implicit biases and can, therefore, be difficult to recognize and remedy. For more on implicit and cultural biases, see Appendix C. Systemic barriers can be particularly hard to recognize because they are inherent to the dominant culture. Access to social systems such as education, health care and justice depends on following established norms, which may differ significantly from those of the newcomer's culture. Systemic barriers in the education system are deeply ingrained and greatly affect students with CLD backgrounds, especially when they are newcomers.

Systemic discrimination based on cultural and linguistic diversity occurs in education whenever a newcomer student cannot access a resource, support or service because they differ from the local norms in terms of religion, economics, past experience, language or cultural expectations. Compared to the general student population, newcomer students can be hindered by systemic barriers from accessing instruction in content classrooms, comprehensive curriculum in EAL and LEARN, human and material resources appropriate for their success, supports in specialized skill areas, strong school-home relationships and practical material resources.

The foundation for removing these systemic barriers is the attitude that increasing cultural and linguistic diversity in the population is an enriching asset. Multicultural education should build on cultural competencies with all learners, a task which requires commitment and strong leadership.

Keys to Success:

(4.1) Increase awareness of systemic barriers.

The first step in eliminating systemic barriers is identifying them. It can be difficult to recognize where barriers might arise for students with culturally and linguistically diverse backgrounds. Members of all organizations need to be alert to potential barriers and work to increase their awareness of cultural differences and other challenges that can affect student access to resources, supports and services. For an overview of systemic barriers, see Systemic Barriers Defined on p. 24.

(4.2) Overcome classroom barriers.

Newcomer students who face barriers accessing curriculum need to be provided with programs, resources and supports as required, including consistent access to EAL instruction. They must be included in all programming, planning and allocation intended for the general school population. Their courses and work, even in the beginning stages of learning, must be allocated equal credit and value. They must be encouraged to complete schoolwork to the highest level of their academic potential, with adequate supports provided

"Educational equity means that 'every student has access to the resources and educational rigour they need at the right moment in their education regardless of race, gender, ethnicity, language, disability, family background, or family income. Striving for educational equity challenges us to examine biases and interrupt inequitable practices so we create inclusive, multicultural school environments that cultivate the interests and talents of children, youth and adults from diverse backgrounds."

(AESP/CSSO, 2017)

This requires an awareness of the process of additional language acquisition and knowledge of best practices for students with CLD backgrounds, as well as collaboration with EAL and LEARN teachers on student programming in the case of ELLs and newcomer students with interrupted formal education.

(4.3) Overcome barriers outside the classroom.

Barriers outside the classroom can include communication and logistical barriers. Barriers to communication can be overcome by ensuring that efforts are made to communicate with parents and/or guardians and translate school information into the home language for newcomers who are learning English. Logistical barriers can be overcome by facilitating transportation to and participation in specialized educational and extra-curricular programs.

(4.4) Collaborate with all stakeholders.

All stakeholders must engage to ensure that the educational needs of newcomer students and students with CLD backgrounds are addressed. These stakeholders include government departments, school districts, schools, settlement agencies and community organizations. With the support of all stakeholders, systemic barriers can be identified and removed. A commitment to understanding the unique profile of newcomer students and students with CLD backgrounds is paramount. Teachers, school and community leaders and all stakeholders must play an active role in promoting social justice and equality in programming offered for students with CLD backgrounds.

Barriers Defined

Systemic Racism

Systemic racism occurs in the education system when students' treatment or experience in the school system differs from that of the general student population because of their racial or cultural background. The path to equity lies in identifying and eliminating such differences.

Lack of access to comprehensive curriculum and programming for EAL and LEARN

This barrier exists when EAL and LEARN curricula and courses do not exist or are not offered, when students cannot access programming in a timely manner or when credit and value equal to mainstream courses are not assigned to courses and work in the EAL and LEARN programs. Valuing newcomer students' work by assigning equal credit to course work at all levels and ensuring that EAL and LEARN courses are offered where needed are means to providing equity in curriculum

Insufficient access to human resources

This barrier occurs when teachers and resource personnel trained and experienced in working with ELLs and/or students with refugee backgrounds are not available and provided. This barrier can be overcome by ensuring that newcomer students have access, as needed, to teachers and other educators, including EAL and LEARN teachers, guidance counselors and instructional resource teachers specialized in teaching ELLs and students with refugee backgrounds.

Limited access to the prescribed curriculum

This barrier exists when content is presented in a way that does not accommodate the student's level of proficiency in English or when students with CLD backgrounds are treated as a group different and separate from the general student population. By using a variety of strategies to make content accessible for ELLs and recognizing and fostering the individual strengths and profiles of each student, access to curriculum can be ensured.

Limited communication between school and home

Language and cultural differences can create a barrier to strong home-school relationships for families with CLD backgrounds. This can be overcome when efforts are made to communicate school information in the home language, arrange for translators, where possible, and understand, accept and accommodate alternate views of education and the role of schools.

Insufficient access to material resources

This barrier includes a lack of access to appropriate language learning textbooks and limited access to technology at home. This barrier can be partially addressed by increasing awareness of the student's home situation with regard to materials and resources and providing technological support at school, where possible. In school, it can be reduced by ensuring that appropriate language learning resources, including multilingual books where available, and materials at the student's English proficiency level are available for teaching purposes.

Logistical barriers

Logistical barriers exist when practical issues, such as transportation and finances, prohibit newcomer students from participating in school-based and extracurricular activities. Logistical barriers can be overcome first by recognizing the root cause of non-participation and providing tools to overcome them, such as increased access to transportation or financial assistance, if needed.

Insufficient data collection

This barrier occurs when information typically used to inform programming decisions for students in the general population is not available for students in EAL and/or LEARN programs. It can be overcome by identifying gaps and creating or improving functions for data collection, tracking, reporting and monitoring

Insufficient access to comprehensive assessment and support programming

Students with CLD backgrounds for whom comprehensive assessment is recommended experience barriers when they do not receive timely assessment due to English language proficiency or limited past education. Equitable access to comprehensive assessment can be ensured by adhering to special considerations, such as those outlined in *ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment (2012)*.

Systemic faithism

This refers to the establishment of societal systems based on the (usually) historically dominant religion in a society. Systemic faithism creates a barrier when established calendars, structures, norms and institutions are based on those of the dominant religion and do not reflect or respect differing religions or practices. Being aware of the religious and cultural calendars for students with CLDs and accommodating and celebrating differences within the school will establish a climate of equity.

Guiding Principle #5:
Global Citizenship

All students are provided with the cultural knowledge, skills and attitudes required to be engaged and productive global citizens.

Multicultural education must be embedded throughout all K-12 curriculum. For students to reach their full potential, cultural knowledge is essential. Cultural knowledge involves having an understanding of various cultural characteristics, including values, belief systems, history and social norms. Research has revealed that those with cultural intelligence, also known as cultural quotient (CQ), are more equipped to handle challenges in life and work. The National Education Association defines CQ in the classroom as having awareness of one's own cultural identity and views about difference, as well as the ability to learn and build on varying cultural and community norms.

Cultural knowledge can foster connections and help break down cultural barriers; it builds trust, increases communication skills, builds empathy and promotes global citizenship. A global citizen values and respects diversity and is able to work with others, while taking responsibility for their actions. Providing cultural knowledge can facilitate a more accepting, inclusive, and equitable society by fostering recognition that as a diverse group, we are richer for our many contributing parts. A multicultural classroom can provide enormous opportunity for learning and can allow for the sharing of fascinating insights not found in textbooks.

Increasing diversity strengthens Newfoundland and Labrador as a province. It is vital that we take advantage of this opportunity and invest in our future by providing the necessary supports for all students to be engaged and productive global citizens. Research has found that children with diverse friends have higher levels of social competence and increased self-esteem. They also tend to be better at perspective taking, which increases empathy and understanding.

Keys to success:

Examples and discussion of classroom applications of these keys are given in the Keys to Success for Global Citizenship chart in Appendix E.

(5.1) Provide curricula, materials and resources to promote global citizenship.

Curricula, materials and resources in all subject areas at all levels need to reflect multicultural perspectives. Curricula and materials should be examined for implicit and cultural bias (see Appendix C) and updated to ensure they reflect a multicultural worldview and are free of narratives promoting or reproducing prejudices and stereotypes against communities from various cultural and linguistic backgrounds. Standardized criteria should be established to aid in the selection of new curriculum resources to ensure they are free of implicit and cultural bias and reflect the appropriate multicultural learnings.

 "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."

(UN General Assembly, 1948)

"Exposing younger students to the benefits of multiculturalism and diversity in the classroom plays an important role in making Newfoundland and Labrador a more welcoming province."

The Way Forward, Immigration to Newfoundland and Labrador (2017)

(5.2) Engage students with experiences and demonstrations that reflect various worldviews.

Various worldviews need to be incorporated into classroom instruction. This can be done by using primary sources such as guest speakers, parents and/or guardians, students, as well as secondary sources such as books, films and texts from other cultures. All material should reflect a global perspective. If material fails to reflect a global perspective, supplementary or adapted material should be included in instruction.

(5.3) Promote acceptance and respect of cultural and linguistic diversity.

Students should be encouraged to see cultural and linguistic diversity as a benefit to their community, school and their own learning experience. As global citizens, students must be aware of, have exposure to and value other languages and cultures. This requires an open-minded, non-judgmental approach and the use of materials, resources and texts from a range of languages, cultural backgrounds and worldviews. Promoting acceptance of and respect for diversity involves providing training in critical media literacy so that students have the ability to recognize and counter expressions of xenophobia, ethnocentrism and racial discrimination they may encounter in popular culture, social media and their community.

(5.4) Increase awareness of global issues.

An awareness of world events and an ability to situate them in broader historical and economic contexts are fundamental to an informed and critical worldview. All students should explore significant topics in news, entertainment, politics and economics from other countries and cultures through an informed, critical lens. Understanding the issues of social, economic, political, ethical and environmental importance in other countries encourages critical thinking, heightens student engagement in globalization and promotes a sense of social responsibility.

"Schools can encourage intercultural sensitivity and respect by allowing students to engage in experiences that foster an appreciation for diverse peoples, languages and cultures."
(OECD, 2019)

(5.5) Prepare students for participation in the global economy.

Many of the economic goals outlined in *The Way Forward on Immigration in Newfoundland and Labrador* (2017) are linked to multiculturalism. These include increasing integration with the global economy, attracting and retaining more immigrant entrepreneurs and international students and increasing tourism revenue. Knowledge and understanding of other languages and cultures is important for global economic integration. Multicultural education helps students develop collaborative and flexible communication and problem-solving skills that are essential in diverse work environments. Students are empowered to critique and challenge their own beliefs and values, while developing an understanding of the beliefs and values of other cultures.

Appendix A: Resources for Trauma-Informed Practices

Bridging Two Worlds– Supporting Newcomer and Refugee Youth: A Guide to Curriculum and Implementation and Integration by Dr. Jan Stewart and Lorna Martin

A synopsis is available at the following link: *https://ceric.ca/resource/bridging-two-worlds-supporting-newcomer-refugee-youth/*

This is a resource guide for educators working with students with refugee backgrounds and newcomer youth in K-12 schools. This guide offers practical instructional ideas and data-based curriculum development to be more responsive to the needs of newcomer students who have lived through the trauma of war, family separation and loss.

Caring for Syrian Refugee Children: A Program Guide for Welcoming Young Children and their Families

https://cmascanada.ca/wpcontent/uploads/2015/12/Supporting_Refugees/Caring%20for%20Syrian%20Refugee%20Children-final.pdf

This document focuses on welcoming young refugees from Syria. In addition to providing general information about Syria, it provides practical suggestions for schools welcoming refugee students, many of which apply to students from other countries as well. In addition the document lists good strategies for incorporating culturally responsive teaching in schools.

CMAS Tip Sheets

https://cmascanada.ca/category/supporting-refugees/supporting-refugees-tip-sheets/

This website provides several tip sheets for supporting refugees. CMAS (Childminding Monitoring, Advisory and Support) is a Canadian organization dedicated to supporting the settlement of children and youth with refugee backgrounds.

Lesley Institute for Trauma Sensitivity: Trauma Sensitive Schools Checklist

https://lesley.edu/sites/default/files/2017-06/trauma-sensitive-school-checklist.pdf

This document comes from Leslie University in Cambridge, MA, which offers courses for working with students who have experienced trauma. A checklist tool for assessing schools for trauma-sensitivity is provided.

The How and Why to Trauma-informed Teaching

https://www.edutopia.org/article/how-and-why-trauma-informed-teaching

This article discusses the relationship between and the importance of social and emotional learning and trauma-informed pedagogy.

Trauma-Informed Classrooms (National Council of Juvenile and Family Court Judges)

https://www.ncjfcj.org/sites/default/files/NCJFCJ_SJP_Trauma_Informed_Classrooms_Final.pdf

Although this American resource is not written specifically for refugees, it gives an excellent overview of the cognitive and behavioural effects of trauma on youth, along with classroom strategies for addressing the needs of students who have experienced trauma (starting on p. 10).   It also outlines the effects of secondary traumatic stress and strategies for self-care for teachers.

Appendix B: Creating a Warm and Encouraging Environment

Prepare other students for the arrival of a new student: pronounce the student's name properly, locate the country of origin, ensure optimal seating for the student in class, arrange a peer mentor, label classroom objects and school rooms.

Encourage participation, acceptance, and respect.

Help students with essential survival expressions, such as, "May I go to the washroom, please.

Provide guidance in the selection of courses. At the high school level, students may experience more success in their first year with courses that are less language-dependent.

Include ELLs in classroom and extracurricular activities (e.g., classroom helper, sports teams, school choir).

Ensure access to bilingual dictionaries, children's dictionaries or picture dictionaries and encourage their use.

Initiate conversation with the student outside the classroom; every conversation is of value to the student and the teacher.

Use the newcomer student's knowledge of culture and language to enhance learning for other students: encourage the student to share information about the home country with the class and/or at a school assembly, teach the other students a few words of the native language, take part in a multicultural event, etc.

Seek information about the student's first language and writing system in order to better understand its influence on the student's progress in English.

Support continued first language use by the student; recognize that student conversations with family and friends will likely be in that language. Build the student's pride in heritage and pride in being bilingual, an asset to anyone.

Allow students to write in their first language (personal journal, study notes) or read a book in the first language during silent reading period.

Encourage libraries, including public libraries and schools' Learning Commons, to promote culture through dual-language books and multicultural literature.

Start extracurricular groups celebrating cultural diversity, such as, an international club, multicultural committee, multicultural art show or international dance club.

Promote the use of the first language in the school by translating newsletters in different languages, providing a lobby display with multicultural signs and world clocks, making announcements in different languages, etc.

Delegate an educator to ensure that the student's individual strengths are identified, encouraged and developed soon after their arrival. It is especially important to recognize a student's skills in music, sports, art and other activities when language prohibits them from displaying their academic skills early on.

(Adapted from *Meeting the Needs of Students from Diverse Cultures,* 2010, p.11)

Appendix C: Cultural and Implicit Bias

Identifying Cultural and Implicit Bias:
Questions for Self-Reflection

The questions below are included as food for thought and to start the conversation around implicit and cultural bias. Implicit and cultural bias is inherent. These questions are intended to increase recognition and sensitivity through self-reflection, as they include examples typical of cultural and implicit bias.

Have I ever avoided sitting next to a person in public based on how I perceived their race, religion, or ability?

Have I ever justified using language that might be offensive to some because a friend told me it doesn't bother them?

If I picture my three best friends, do they look like me?

Have I ever specified someone's race when it was not relevant to the description (for example, referring to someone as "a Black doctor" or a "Mexican lawyer")?

Have I ever assumed a person's stance on social issues based on their religion?

Have I ever ruled out certain neighborhoods as places I might live or send my kids to school based on the demographics?

Have I ever asked or heard someone ask "Where are you really from?"

Have I ever changed or avoided saying a person's name because it was hard to pronounce?

Have I ever assumed someone's social and economic status based on their clothing, belongings or appearance?

Have I ever assumed that someone couldn't do a job or task because their proficiency in English?

Have I ever not wanted to work or cooperate with someone because of where they're from or their language?

Have I ever avoided eating lunch with someone because of the way their food looks or smells?

Have I ever assumed where someone is from based on the way they look?

Do I only find people from certain races attractive?

Have I ever assumed people had particular talents based on where they're from?

Have I ever used a cultural group as an object of humour?

Have I ever made assumptions about someone's intelligence based on their level of English?

When I picture a doctor (or lawyer or teacher), what does the person look like?

What was the last stereotype that I heard? Did I call the speaker out on it?

When was I last in a role where the leader was from a different cultural background than me?

When did I last take the initiative to welcome someone from a different cultural background than me?
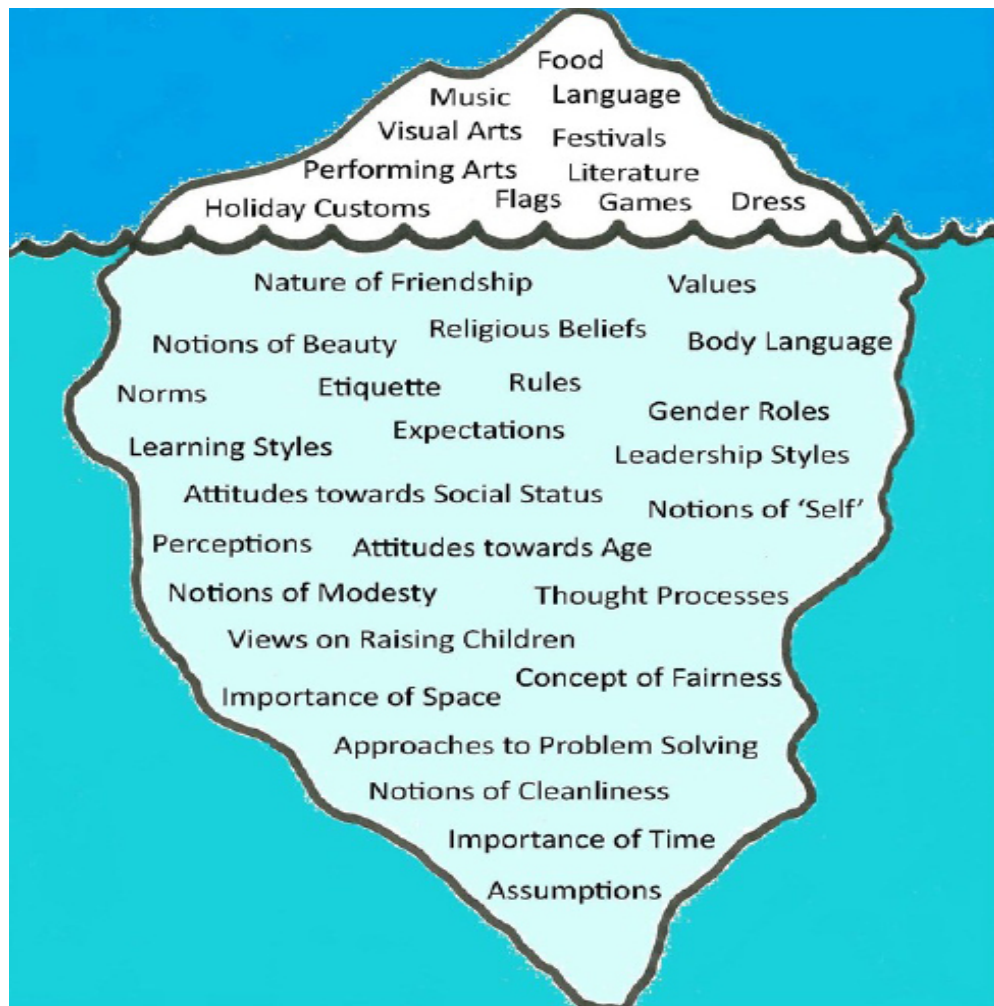
Questions taken/adated from:

1) *Love Has No Labels* https://lovehasnolabels.com/

2) *The North American Student Coop*

https://www.nasco.coop/sites/default/files/srl/Activity.Implicit%20Bias%20Discussion%20Questions.pdf

Visualizing the Iceberg Model of Culture (Penstone, 2011)

 "The idea of culture as an iceberg is simple but powerful when reflecting on how a school could actively promote intercultural education. We readily identify with the more 'visible' and 'obvious' aspects of culture, and so recognise where we celebrate these aspects within the school programme. However, for genuinely meaningful intercultural education to take place, the whole school community needs to reflect on and learn about the less tangible but no less important 'invisible' aspects as suggested below the waterline in the image below. Crucially, the cultural aspects on the visible part of the iceberg are influenced by the sub-surface values, beliefs, notions, attitudes and assumptions" (Penstone, 2011, para 3).

Appendix D: Evaluation Suggestions for Teachers

Provide clear instructions and explain the task carefully.

Provide models, samples or demonstrations.

Check for comprehension in various ways.

Provide sentence frames and word banks.

Suggest steps to help complete a project and monitor student progress.

Identify alternate resources such as easier reading materials on the same topic.

Provide a choice in topics and in presentation formats.

Ensure that points for language errors are not deducted in content area evaluations.

Allow extra time for in-class tests or assignments.

Provide a bilingual, children's or learner's dictionary.

Ensure that the EAL teacher or member of the EAL team is available during formal examinations to the extent possible.

Use oral assessments, interviews or conferencing.

Include evaluations which are less dependent on written language (pictures, graphs, diagrams, multiple choice items).

(Adapted from *Meeting the Needs of Students from Diverse Cultures,* 2010*,* p.11)

Appendix E: Keys to Success for Global Citizenship

Key to Success	Explanation/Description	Notes/Suggestions
5.1 Provide curricula, materials and resources to promote global citizenship.	Much of the content presented in classrooms is considered "neutral" or acultural, especially in so-called "objective" subjects like math and science. In fact, the content presented in schools is inextricably linked to the history, culture and educational goals of society. To encourage a global perspective, students must be taught to recognize societal influence in materials and resources and value and appreciate the contributions of other cultures.	- Incorporate examples of inventions, discoveries and developments from other cultures or in other languages in all subject areas. For example, recognize and celebrate inventions and advancements by non-European experts. - Be aware of ethnocentric perspectives in resources. For example, in social studies the history of Europe is normally presented from a Christian historical perspective, when in fact other cultures and religions, such as Islam, have also been influential. - Incorporate a multicultural perspective into subject areas by, for example, using structures and art from other cultures (e.g., pyramids, mandalas, dream catchers) as the basis for examples in geometry and physics.
5.2 Engage students with experiences and demonstrations that reflect various worldviews.	Where students are largely surrounded by people of their own culture, they have few opportunities to encounter and engage with a different cultural perspective in a meaningful way. The key to developing a sense of global awareness is being exposed to people, materials and resources from other cultures. Teachers have at their disposal many creative ways to accomplish this, including through literature, video, social media/technology and guest speakers.	- Use resources presenting the world from various cultural perspectives to incorporate alternate worldviews into the classroom. - Expose students to the movies, documentaries, music and television of other languages and countries as an entertaining way for them to develop an appreciation of diverse cultures. - Invite speakers and guests from various cultural backgrounds to inspire students or share an important message, skill or talent. Community organizations and settlement agencies are often useful resources for identifying and inviting speakers.

Key to Success	Explanation/Description	Notes/Suggestions
5.3 Promote Acceptance and Respect of Cultural and Linguistic Diversity	In order to appreciate and value linguistic and cultural diversity, cultures and languages other than one's own must be viewed as an asset and a strength. This can only be accomplished by recognizing one's own implicit bias and gaining knowledge and familiarity with other cultures and languages. Authentic and meaningful content and examples from other cultures and languages must be incorporated into lessons, Through knowledge and familiarity students come to accept, embrace and celebrate all cultures, including their own, which fosters a sense of belonging for all students. In addition to the suggestions in 5.1 above, students can participate in multicultural and food fairs where they each represent a different country. Words from a variety of languages can be displayed around the school, and knowledge of other cultures can be encouraged among students, staff and other stakeholders.	- Inject multicultural examples and content by basing lessons on global issues that affect all countries, such as population growth, food and water security and climate. - Use materials from other countries (e.g., new reports, case studies) to support instruction. - Familiarize students with other cultures through multicultural fairs. Each student or group could be made responsible for a particular culture or country and be charged with presenting the history, music, food, traditions, games, etc. of the assigned country. - Incorporate world languages and cultures into the life of the school through announcements, language lessons, a "phrase of the day", posters, world music, welcome signs and world clocks. Holidays and festivals from other cultures can be recognized and celebrated along with those of the dominant local culture. - Encourage opportunities to participate in intercultural competency workshops, which addresss issues such as cross-cultural communication, racism and bullying based on race, culture or religion. Workshops may be offered by local community organizations.

Key to Success	Explanation/Description	Notes/Suggestions
5.4 Increase Awareness of Global Issues	Global awareness and global content can be integrated into the existing curriculum at all grade levels and subject areas. Globally competent teaching can be achieved by using real-world global challenges as contexts for introducing new concepts (i.e., using word problems on population growth as a way to teach the rules of exponents). Globally competent teaching does not require a separate course or unit of study as there are countless ways to represent diverse cultural perspectives in the classroom (i.e., language arts teachers can select literature from around the world). To be culturally responsive, teachers must highlight the cultures, languages, perspectives and experiences of culturally and linguistically diverse students into instruction. This may also include learning about students' own local community, as it is a common misconception that teaching global awareness excludes local issues. Teaching social justice is an important way to reduce prejudice and empower minority groups. It cannot be taught in one easy lesson; it is a value that must be integrated in the philosophies and actions of educators. For example, teachers can include students in decision making about what and how they learn to foster empowerment and acknowledge opinions (e.g., designing assignments or blocks, setting evaluation criteria, self-evaluation and student-led conferencing).	- Take advantage of media and technological advances to establish cross-cultural connections.Teachers can arrange exchanges with classes in other countries for a range of projects and activities. - Provide virtual opportunities to connect and collaborate with other schools and to incorporate global education on intercultural projects in all subject areas. - Take both a formal and informal approach to the incorporation of culturally responsive teaching practices. Informally, cultural responsiveness can be shown by taking a global view in everyday conversations, bringing in artifacts and photos which reflect an alternate world view and incorporating global examples in discussions. - Incorporate instruction on social justice by creating opportunities to reflect and express ideas and opinions and to share narratives that reflect various world views through discussion and journal writing. - Engage with representatives of countries and cultural communities as guest speakers to share their experience and perspective on local and/or global issues.

Key to Success	Explanation/Description	Notes/Suggestions
5.5 Prepare Students for Participation in the Global Economy	Students will enter the workplace in the hypercompetitive and ever-changing global economy. To succeed in a global economy, students need both basic and applied knowledge, computational skills creative thinking and interpersonal skills. Cross-cultural communication skills and the ability to collaborate with those from other cultures are essential abilities.	- Develop cross-cultural communication skills by bringing in professionals from other cultures to discuss communication styles and differences. Students can work together to solve real world problems and use real statistics to analyze issues. This is especially effective when they can discuss and work on issues and concerns with another class in a different part of the world. - Provide students with opportunities to learn other languages through language clubs or language exchanges. - Provide opportunities for cross-cultural communication workshops offered by community organizations, if available. - Make students aware of the benefits of a global perspective using online resources.

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GLOSSARY

Classroom Competency – "When students have gaps in their formal education, they are often unfamiliar with the conventions of a school and classroom. They may not understand expected behaviours that are taken for granted. School staff may need to help students understand how to: use bathroom facilities; wait in line and wait one's turn; communicate with adults about emergencies, illnesses, absences etc.; stay in one place for long periods of time; use school devices such as doorknobs, locks [and staplers]; handle classroom materials such as writing instruments, notebooks, laptops. Students who have limited experience with formal schooling may also work very slowly, have difficulty recognizing relationships and applying patterns, copy from other classmates and rely on classmates for help, be inconsistent with their work, appear disorganized" (*School challenges*, 2012).

Cultural bias – "Cultural bias involves a prejudice that suggests a preference of one culture over another. Cultural bias can be described as discriminative. Cultural bias introduces one group's accepted behavior as valued and distinguishable from another lesser valued societal group" (Yingst, 2011, p. 41).

Culture – "Culture can be defined as 'the sum of a way of life, including expected behaviour, beliefs, values, language and living practices shared by members of a society. It consists of both explicit and implicit rules through which experience is interpreted'" (Herbig, 1998 as cited in McKinnon, n.d., p. 1).

English as an Additional Language (EAL) – "English as an Additional Language (EAL) [refers] to English language programming for linguistically diverse learners. This term reflects the additive nature of learning another language. The additive approach acknowledges and builds upon the strengths and contributions of [the] intercultural, multilingual student population. EAL refers to students whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within [the] school system" (Manitoba Education, Citizenship and Youth, n.d.).

Identity – "The way a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future…" (Norton, 2016, p. 476).

English Language Learner (ELL) – Throughout this document, the term English Language Learner (ELL) refers to a student who speaks a language other than English at home and requires specialized English language programming and supports in order to access grade-level prescribed curriculum. Most ELLs will be newcomers, but some may be born in Canada (EDU, 2009).

English as a second language (ESL) – is programming for students whose primary language or language of the home is other than English and who require additional English language support to develop reading, writing, listening and speaking skills (EDU, 2009).

First language (L1) – The language someone acquires first. For the purposes of this document, first language refers to the language used at home.

Implicit Bias–"Research on 'implicit bias' suggests that people can act on the basis of prejudice and stereotypes without intending to do so" ("Implicit bias," 2019). The Ohio University Kirwan Institute for the Study of Race and Ethnicity explains "the implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance"("Understanding implicit bias," 2015).

Intercultural competence – "Johnson et al. (2006, p. 530) defined intercultural competence as 'an individual's effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad'" (Leung, Ang, & Tan, 2014).

Literacy Enrichment and Academic Readiness for Newcomers (LEARN) – LEARN is specialized programming designed for newcomer students who have significant gaps in formal education. LEARN programming includes sheltered, supplementary, small group instruction in English, literacy, numeracy, and in curriculum areas such as science and social studies.

Newcomer – The Government of Canada defines newcomers as immigrants who were born outside Canada and recently arrived in Canada. There are four classes of immigrant in Canada: economic, family class, refugee and "other" (Statistics Canada, 2015). For the purposes of educational programming, newcomer refers to students who have normally arrived in Canada within the last seven years.

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Newcomer Categories (EDU, 2010, p. 3)

> **Canadian Citizen –** Should hold a passport, birth certificate or citizenship certificate

> **Permanent Resident –** (sometimes referred to as landed immigrant): Should hold a permanent resident card. (Government assisted refugees, privately sponsored refugees, family class, economic class)

> **Temporary Resident –** A student in Canada temporarily because of parent's employment or study. Parent should have a study permit or work permit. Child may have a study permit.

> **International Student –** (traditionally called visa student) Student who has come to study in Canada without an accompanying parent or whose parent is in Canada as a visitor. This student is required to pay tuition. This student should have a study permit if studying in Canada for more than six months.

> **Exchange Student –** A student who is in Canada to study as part of a reciprocal arrangement

Prejudice – "Prejudice is an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's [characteristics or] membership in a social group" (McLeod, 2008).

Racism – "Racism, also called racialism, is any action, practice, or belief that reflects the racial worldview—the ideology that humans may be divided into separate and exclusive biological entities called "races"; that there is a causal link between inherited physical traits and traits of personality, intellect, morality, and other cultural and behavioral features; and that some races are innately superior to others" (Smedley, n.d.).

Second/Additional Language (L2) – Any language acquired after the first language. For the purposes of this document, second language refers to the language of school, where it is different from the language of the home.

Sheltered Instruction – "Sheltered instruction is an approach for teaching content to English learners in strategic ways that make the subject matter concepts comprehensible while promoting the student's English language development. The model is best suited for content-based ESL courses and sheltered content courses that are part of a program of studies for English learners and struggling readers'' (Echevarria, Vogt & Short, 2010, pp. 5-6).

Social Justice – The British Columbia Ministry of Education defines social justice as "the full participation and inclusion of all people in society, together with the promotion and protection of their legal, civil and human rights. The aim of social justice—to achieve a just and equitable society where all share in the prosperity of that just society—is pursued by individuals and groups through collaborative social action" (BCTF, 2014, p. 1).

Stereotyping – "In sum, stereotypes represent a set of qualities perceived to reflect the essence of a group. We define stereotypes as associations and beliefs about the characteristics and attributes of a group and its members that shape how people think about and respond to the group" (Dovidio, Hewstone, Glick & Esses, 2010, p. 8).

Students with culturally and linguistically diverse (CLD) backgrounds – "A non-pejorative term referring to individuals who come from racial and ethnic groups other than the [dominant or mainstream] culture/or who may speak languages other than English as their first language" (DaCosta, Meyen & Seok, 2010, p. 387). In this document, students with CLD backgrounds may refer to a range of students, including newcomer students and Canadian citizens with all levels of English proficiency (including native speakers).