STRATEGIES TO SUPPORT DIVERSE LEARNERS

Wheel sectors: SOCIOCULTURAL, ACADEMIC, LANGUAGE/COMMUNICATION, SOCIO-EMOTIONAL

Segments: Global Competencies, Culturally Responsive Pedagogy, Universal Design for Learning, Linguistic Actions to Support Academic Success, Intentional & Scaffolded Language Teaching, Autonomy, Socio-emotional Learning, Environment/Community
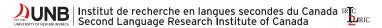
SOCIOCULTURAL SECTOR
Global Competencies

1. Recognize the existence of varied cultural practices and values related to education and take time to discuss differences with learners and families (e.g., playground behavior expectations, school attendance).
2. Encourage learners to share aspects of their culture, if interested (e.g., cultural or country information, words in home language, etc.).
3. Incorporate culturally diverse books, posters and content in classroom and teach how to deconstruct resources appropriately (critical language awareness).
4. Focus on learner strengths, talents and accomplishments.
5. Provide opportunities for learner to practice and display responsibility and/or leadership in local context.
6. Encourage cooperative learning through using thinking routines (e.g., visible thinking or global thinking).
7. Discuss the importance of participation in extracurricular activities as increased opportunities for language acquisition and social engagement.
8. Recognize that certain activities may cause concern for learners and families because of varying cultural "norms" (e.g., overnight travel); parents should be informed of school practices and schools may respond by acknowledging the need for occasional exemptions.

1. Engage in and model respectful knowledge-seeking behaviours by understanding and exploring learner background experiences (funds of knowledge).
2. Use learners' language(s) and culture(s) as springboards for learning (identity affirmation).
3. Base assessment prompts on shared experiences in order to minimize cultural bias.
4. Nurture relationships by appropriately acknowledging significant observances of learners/families (e.g., Ramadan, Diwali).
5. Be careful not to mistake a learner's culturally different ways of learning for intellectual deficits.
6. Act as a "warm demander": an educator that cultivates a respectful learning partnership with each learner, in which high expectations are consistent and fair.
7. Examine your own culture and your own cultural lens so that you can be open, adaptable and inclusive of the learning behaviours of diverse learners.
8. Consider how class structures (e.g., lecture vs. discussion, individual vs. group work) and environment (e.g., books, posters, rituals, routines) reinforce dominant or marginalized learner identities.
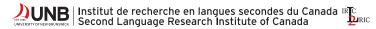
ACADEMIC SECTOR
Universal Design for Learning

1. Inform learners of upcoming content; encourage reading ahead, even if in home language.
2. Chunk tasks/assignments into smaller, more manageable pieces/steps.
3. Provide models of completed tasks.
4. Check-in for understanding multiple times.
5. Use active methods of learning (e.g., brainstorming and group discussion before writing).
6. Use a variety of grouping strategies to promote understanding of content/curriculum.
7. Use multiple modes of representation, expression and action.
8. Build language and literacy outcomes into your lesson plans; focus on skills needed for the content area.

Linguistic Actions to Support Academic Success

1. Get to know the language competencies of your learners and adjust the text complexity of assignments to match.
2. Monitor teacher talk: simplify language, speak slowly and clearly, use colloquialisms and idioms judiciously.
3. Pre-teach necessary background information and/or activate prior knowledge and experience.
4. Provide wait-time during class discussions.
5. Provide many exemplars/models for oral and written tasks.
6. Offer planning time and planning strategies for learners before starting a task.
7. Collect various types of evidence to document and assess what learners know and what they can do.
8. Use text enhancement (e.g., bold, highlight, colour) or oral cues (e.g., repetition, emphasizing, signal words).

LANGUAGE/COMMUNICATION SECTOR
Intentional and Scaffolded Language Teaching

1. Make learning objectives (both language and content) visible, clear and comprehensible.
2. Use intentional feedback to improve oral language.
3. Provide an explicit intention for listening/reading tasks.
4. Use sentence frames and/or graphic organizers to support oral and written production and interaction.
5. Preview and review essential vocabulary and structures (social, academic).
6. Co-create and display linguistic supports around the classroom.
7. Use gestures, facial expressions, images, pictures, drawings, objects and manipulation materials to increase comprehension.
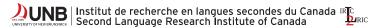8. Use 'routine' in lesson sequence to provide daily predictability of cues.

Autonomy

1. Focus on building a growth mindset in order to promote positive attitudes toward language learning by using formative assessment strategies (e.g., set goals and reflect on progress regularly).
2. Integrate activities that build persistence, optimism and achievement (e.g., positive peer feedback, focused conferencing sessions, going beyond the first drafts/attempts, journaling using positive sentence frames).
3. Encourage self-management in terms of emotions (e.g., choosing appropriate emotional reactions) and pro-social behaviours (e.g., turn-taking, polite interrupting).
4. Ensure access to a bilingual dictionary and/or picture dictionary and ensure the learner knows how to use it.
5. Provide a visual daily schedule and a schedule of school activities.
6. Equip learners with essential survival expressions (e.g., "Washroom, please").
7. Use routines and structure to assist in building confidence and learner autonomy.
8. Teach and encourage strategies for language learning (e.g., underline new words; model how to ask for clarification).

SOCIO-EMOTIONAL SECTOR
Socio-emotional Learning

1. Provide specific instructions and expectations and model these multiple times, in different ways, for different tasks.
2. Highlight individual contributions consistently and often.
3. Recognize and verbalize our strengths and challenges as a model for our learners.
4. Find specific strategies to foster group involvement (e.g., use cooperative learning in the classroom; develop supportive pair or small groupings).
5. Encourage active listening and reflection (e.g., teach group interaction skills; structure both oral and written reflection time into classroom routines; practice respectful questioning).
6. Engage in problem solving process with learners (e.g., begin with calming strategies, identify the problem, brainstorm solutions, and choose solutions).
7. Remind everyone in the learning environment that language learning takes time, persistence, and patience.
8. Find ways to assist learners in finding their place and nurturing their identity in the classroom and school.

1. Prepare yourself and classmates for the arrival of a new learner (e.g., pronounce name correctly, locate the country of origin, arrange a peer mentor).
2. Create a sense of community in schools through inclusionary activities and visible multilingual signs and symbols.
3. Encourage parents and community members to get involved in the school, and inform all learners of community events.
4. Inform in advance, if possible, of changes to schedule/routine.
5. Assure parents that developing the home language(s) supports additional learning and may foster connections to other family members.
6. Ensure there is a "buddy" in place in all classes to support learners' on-task behaviours (e.g., staying on the right page, knowing where to focus attention).
7. Foster a print-rich classroom (e.g., label important items; encourage bringing books from home; post learner work; use anchor charts).
8. Use assistive technology devices or services (e.g., FM systems, audio texts, apps, voice-to-text).

SELECTED REFERENCES

Arnett, K. & Bourgoin, R. (2018). *Access for Success: Making Inclusion Work for Language Learners.* Toronto, ON: Pearson Canada Inc.

Boix-Mansilla, V. (December 2016). How to be a global thinker. In *Educational Leadership*, 74(4), 10-16. Retrieved from: http://www.ascd.org/publications/educational-leadership/dec16/vol74/num04/How-to-Be-a-Global-Thinker.aspx

CASEL (n.d.). Social and Emotional Learning Framework. Author: Retrieved from: https://casel.org/what-is-sel/

CAST (2018). *Universal design for learning guidelines version 2.2 [graphic organizer].*Wakefield, MA: Author. http://udlguidelines.cast.org/

Chumak-Horbatsch, R. (2012). *Linguistically Appropriate Practice: A Guide for Working with Young Immigrant Children* (pp.99-142). Toronto, ON: University of Toronto Press.

Coelho, E. (2016). *Adding English: A Guide to teaching and Learning in Multilingual Classrooms.* Toronto, ON: Multilingual Matters.

Echevarria, J., Vogt, M., & Short, D.J. (2008). *Making Content Comprehensible for English Learners: The SIOP Model* (3rd ed.). Boston: Pearson Education Inc.

Egbo, B. (2019). *Teaching for Diversity in Canadian Schools* (2nd ed.). Toronto, ON: Pearson Prentice Hall.

Global Competencies. See: https://www.cmec.ca/682/Global_Competencies.html

http://www.edugains.ca/newsite/aer/global_competencies.html

Hammond, Z. (2015). Establishing Alliance in the learning partnership. *Culturally responsive teaching & the brain: promoting authentic engagement and rigor among culturally and linguistically diverse students* (pp. 88-108). Thousand Oaks, CA: Corwin.

Ralabate, P.K. & Lord Nelson, L. (2017). Culturally Responsive Design for English Learners: The UDL Approach. Wakefield, MA: CAST.

Stewart, J., & Martin, L. (2018). *Bridging two worlds: Supporting newcomer and refugee youth: A guide to curriculum Implementation and integration.* Toronto, ON: CERIC. Retrieved from: https://ceric.ca/resource/bridging-two-worlds-supporting-newcomer-refugee-youth/

TESOL International Association. (n.d.). *The 6 Principles for Exemplary Teaching of English Learners.* Retrieved from: https://the6principles.org