






























Web Resources

NEW TEACHER INDUCTION PROGRAM

Teaching English Language Learners	Professional development and training, specific to the needs of new teachers, should include the following core content:				
	Knowledge, selection and use of a variety of instructional strategies and scaffolds appropriate to the varying needs of English language learners (such as dual language strategies, visual aids, vocabulary instruction, guided reading, writing scaffolds)	Knowledge, selection and use of pair, small-group and whole-class oral language strategies to encourage English language learners	Knowledge, selection and use of a variety of classroom assessment strategies that take into consideration the learning needs of English language learners	Knowledge, selection and use of strategies to assess, and account for, English language learners' prior knowledge	Knowledge, selection and use of a variety of learning resources to meet the varying needs, interests and ethno-cultural backgrounds of English language learners
Supporting English Language Learners in Kindergarten: A practical guide for Ontario educators					
Supporting English Language Learners with Limited Prior Schooling					
English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12					
Many Roots, Many Voices: Supporting English language learners in every classroom -- A practical guide for educators					
Think Literacy: Cross-Curricular Approaches ESL/ELD, 2004					
Think Literacy: Cross-Curricular Approaches ESL/ELD Part II, 2005					
Teaching and Learning in Multilingual Ontario					

Teaching English Language Learners

Professional development and training, specific to the needs of new teachers, should include the following core content:

Knowledge, selection and use of a variety of instructional strategies and scaffolds appropriate to the varying needs of English language learners (such as dual language strategies, visual aids, vocabulary instruction, guided reading, writing scaffolds)

Knowledge, selection and use of pair, small-group and whole-class oral language strategies to encourage English language learners

Knowledge, selection and use of a variety of classroom assessment strategies that take into consideration the learning needs of English language learners

Knowledge, selection and use of strategies to assess, and account for, English language learners' prior knowledge

Knowledge, selection and use of a variety of learning resources to meet the varying needs, interests and ethno-cultural backgrounds of English language learners

TIPS for English Language Learners in Mathematics



Trust in Teachers, Education System A Key Aspect of Asian Culture: Panel



Sharing Space with English and French: How to Create a Multilingual School Environment

