REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

INTERNATIONAL LANGUAGES ELEMENTARY (ILE) PROGRAM

"All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability." Acts 2:4

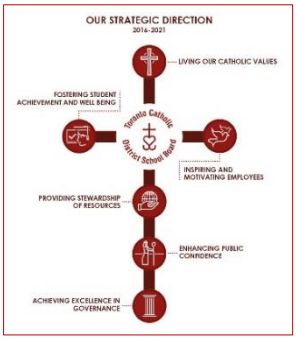
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INFORMATION REPORT

Vision:
At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:
The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



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A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board offers elementary students an opportunity to learn an International Language in an Integrated Day or After Hours delivery model. The International Languages Elementary (ILE) Program enriches a child's education through third language instruction, cultural awareness and a celebration of traditions. This report provides an overview of the ILE Program delivery models for the 2017-2018 academic year, including a statistical and financial overview.

The cumulative staff time required to prepare this report was 14 hours

B. PURPOSE

This report complies with the Action After request made on October 6, 2016 that an Annual Information Report on the International Languages Elementary (ILE) Program be added to the rolling calendar.

Staff is to report on the general statistics on enrolment and cost considerations.

C. BACKGROUND

1. The International Languages Elementary Program operated by the Toronto Catholic District School Board continues with its history of providing children with a valuable opportunity to learn a third language and culture. When the Ministry of Education established Ontario's Heritage Languages Program in July 1977, the TCDSB already had considerable experience in the field. As early as 1973, the Board, in collaboration with several community organizations, was piloting "Heritage Languages" classes for some 5,700 children in 14 schools.

2. The ILE Integrated Day and After Hours Program is governed by the International Languages Elementary Program S.P.05 policy.

International Languages Elementary (ILE) Program: Integrated Delivery Model

A. In the ILE Integrated Day Program delivery model, students in JK to Grade 8, received 30 minutes of instruction per day, in the target language, during the regular school day. This model extended the school day by 30 minutes.

TCDSB offered the following International Languages: Italian, Portuguese, Spanish, Ukrainian, Pilipino and Mandarin.

IL instructors were an integral part of the school community. In additional to teaching and reporting on student achievement, they also participated in extracurricular activities, as for example, chess club, sports, spelling bee contests, and literary contests. In addition, instructors in the ILE Integrated Program, in collaboration with the Community Relations Department, prepared students in the target language for all TCDSB Heritage Month Celebrations.

B. Statistical Information for ILE Program Integrated Delivery Model for 2017/2018:

Language	**Number of Schools**
Italian	23
Portuguese	7
Spanish	1
Ukrainian	3
Italian/Spanish	6
Italian/Portuguese	3
Pilipino/Mandarin	1

Total Number of Schools	**44**
Total Number of Classes	779
Total Number of Staff	84
Total Number of Students	19 599
Average Class Size	25.16
Total Number of Hours	72 837

International Languages Elementary (ILE) Program: After Hours Delivery Model

A. In the After Hours deliver model, students were offered the opportunity to maintain their heritage language or learn an additional International Language outside of the regular school day. In this model, the majority of classes were offered on Saturdays mornings, with the exception of one centre that is operating on Sundays and one operating on Tuesdays. Classes commenced on the third weekend of September and ended on the second weekend of June. There were 30 sessions in total for the academic year. Each session was 2 ½ hour in length.

   In addition to language and cultural learning, these programs had strong community ties and parental involvement. Throughout the academic year, these programs had many community building activities and cultural celebrations, closely tied to the local parish or community.

B. Statistical Information for the ILE Program, After Hours Delivery Model for 2017/2018:

Language	**Centres**	**Number of Classes**
Arabic	2	17
Armenian	1	9
Cantonese	4	17
Chaldean	1	4
Croatian	1	3
Filipino	3	4
Hungarian	2	10
Igbo	1	2
Italian	6	12
Korean	1	10
Lithuanian	1	4
Malayan	1	2
Maltese	1	1
Mandarin	4	48
Polish	7	22
Portuguese	6	12
Spanish	6	11

Tamil	4	5
Tigrinya	1	7
Vietnamese	3	24

Total Number of Centres	33
Total Number of Centres in TCDSB Schools	27
Total Number of Centres in Churches/Community Centres	6
Total Number of Classes	229
Total Number of Instructors	229
Total Number of Students	5273
Average Class Size	21.63
Number of Hours of Instruction	17 100

D. EVIDENCE/RESEARCH/ANALYSIS

In line with the Catholic Graduate Expectations, learning an international language further enhanced the opportunity for TCDSB students to become: effective communicators; reflective, creative and holistic thinkers; lifelong learners who demonstrate flexibility and adaptability; caring family members and responsible citizens who respect and affirm the diversity and interdependency of the world's peoples and cultures.

In addition to generally agreed upon cognitive benefits of learning additional languages (e.g., enhanced executive control; improved flexibility; greater higher order thinking; improved attention span), students use language to connect with others and identify with the world around them. The more words students have to translate what they see, the better their perception and understanding of the world will be.

By developing a deeper understanding of the role of language and culture in society, students have a unique opportunity to cultivate an appreciation and sensitivity to the cultural diversity within Canada, while developing a solid foundation to prepare them to be integrated and inclusive citizens of an increasingly interconnected, multicultural and diverse global village.

PROGRAM RESOURCES

- Over the years, TCDSB International Languages Elementary (ILE) Department developed curriculum for the following ILE target languages: Italian, Spanish, Portuguese, Filipino and Mandarin. These ILE Curriculum documents follow the Ontario Ministry Language Overall and Specific Expectations for JK to Grade 8, with accompanying teaching strategies and resources.

- ILE Department developed a TCDSB International Languages Elementary (ILE) Assessment Resource Guide to align ILE assessment practices and tools with Ontario Ministry assessment practices in *Growing Success.*

- Over the years, the ILE Department created TCDSB ILE student books for following languages: Italian, Spanish, and Portuguese.

- ILE instructors had access to dual language books, with accompanying student activities.

- ILE instructors had access to an International Languages SharePoint on the TCDSB Intranet Portal where a collection of activities and best practices were shared and posted.

- To facilitate 21st Century learning strategies all integrated day ILE instructors were provided with a designated laptop and projector. All ILE After Hours centres were assigned one laptop and one projector.

- The Ministry of Education of Portugal, through the Instituto de Camões, and Centro Scuola, contributed yearly financial support to the ILE Program, as well as, afterhours professional development to all Portuguese and Italian instructors.

- ILE instructors were provided with a variety of resource materials, including textbooks from various Government Educational Ministries, as for example, the Italian, Portuguese, Ukrainian, Spanish and Polish Ministries.

E. METRICS AND ACCOUNTABILITY

Appendix A shows a detailed budget analysis of the Revenues and Expenditures in delivering the International Languages Program (Elementary) in the Integrated Day and After Hours delivery models.

The International Languages budget analysis for 2017-2018 contained within Appendix A – *International Languages Elementary (ILE) Program Budget* illustrates the ILE Integrated Day delivery model had a material loss of $487, 080, while the After Hours delivery model had a material loss of $175 372.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.