

# Integration through Education

## Toronto, Canada

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# CANADA Population Data

- 
- Canada's Population 33.3 Million (2008 Census)
  - Ontario's Population 12.9 Million (2008 Census)
  - Toronto's Population 2.5 Million (2008 Census)

# TORONTO Who We Are

**52% of people in Toronto were born outside of Canada**

**Over 150 languages spoken by people of Toronto**

## **Top languages:**

English  
Portuguese  
Polish  
French  
Russian  
Korean


Italian  
Punjabi  
Tagalog (Pilipino)  
Urdu  
Arabic  
Somali

Chinese  
Spanish  
Tamil  
Greek  
Farsi  
Vietnamese




# TORONTO DISTRICT SCHOOL BOARD

## Who We Are

- 
- 260,000 students
  - 560 Schools
  - 30,000 Employees
  - 27% of students born outside of Canada
  - 68% of students' parents born outside of Canada
  - 43% of students learned English only as their first language

# THREE IMPORTANT CONTEXTS

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- In general, the vast majority of immigrants to Canada choose to come to Canada for a better life for their families and to integrate into Canadian society (exception: refugees)
  - Government policy and public institutions at all levels support the vision and identity of Canada as a multicultural nation
  - Resources exist at various levels to assist immigrants to adapt to Canadian society and to integrate into Canadian life



# TDSB EQUITY FOUNDATION STATEMENT

The Toronto District School Board is committed to ensuring that fairness, equity and inclusion are essential principles of our school system and are integrated into all our policies, programs and services




# IMPORTANT BELIEFS FOR EDUCATORS

- All children can learn
- All groups have equal ability to be successful
- High expectations for success for all creates motivation
- Each child is unique and has strengths and weaknesses
- Prejudice against others is harmful to everyone

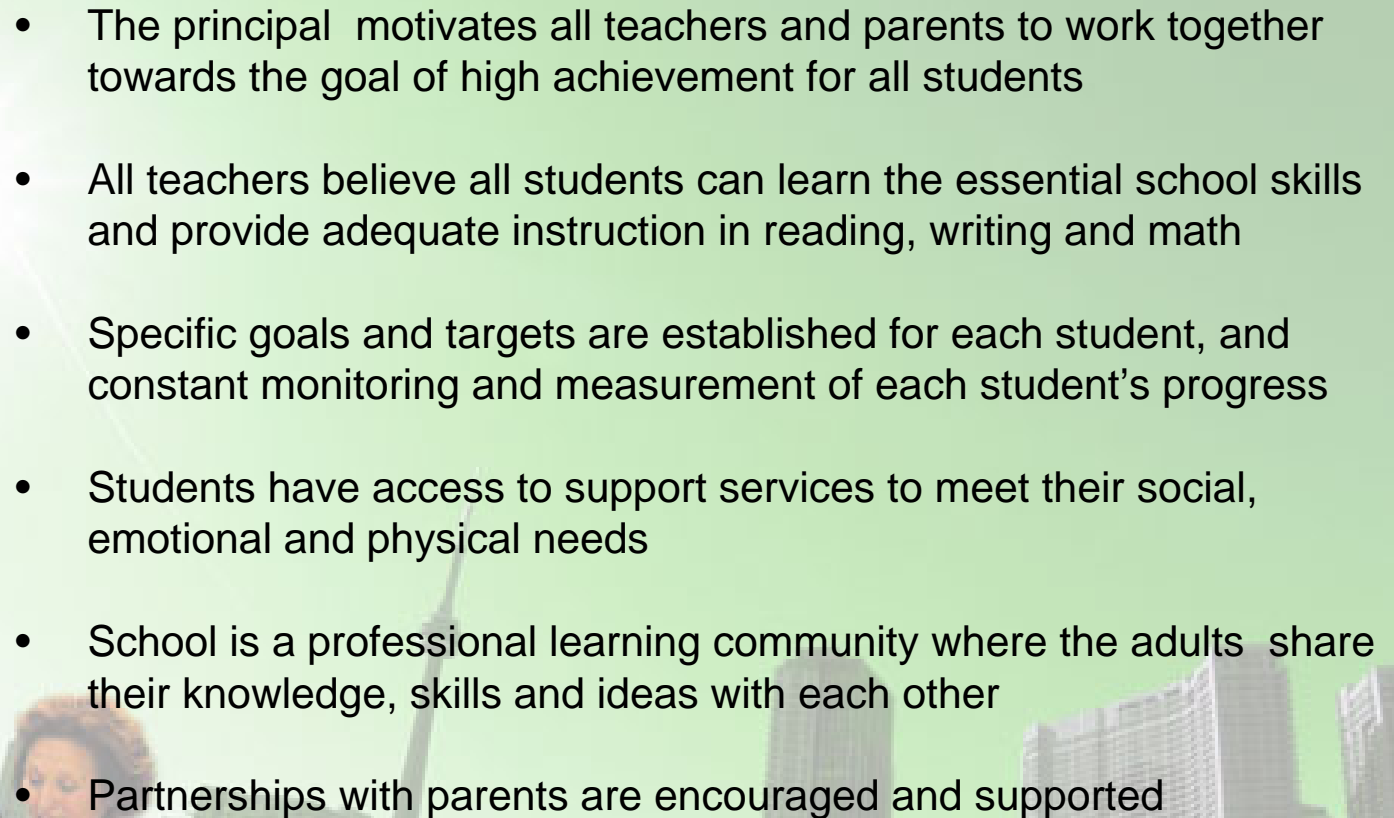


# PROGRAMS WHICH SUPPORT INTEGRATION


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- Early childhood education programs from birth to school entry
  - Newcomer Assessment and Placement, English as a Second Language Programs, Learning English For Adults
  - Books, materials and activities which positively reflect people of immigrant/migrant backgrounds
  - Extra support for schools in poor communities: teacher assistants, counselling, programs for students and parents
  - Resources and services to support parent involvement in their children's education, for example community persons who can assist the school to contact parents in their own language



# EFFECTIVE SCHOOLS

- 
- The principal motivates all teachers and parents to work together towards the goal of high achievement for all students
  - All teachers believe all students can learn the essential school skills and provide adequate instruction in reading, writing and math
  - Specific goals and targets are established for each student, and constant monitoring and measurement of each student's progress
  - Students have access to support services to meet their social, emotional and physical needs
  - School is a professional learning community where the adults share their knowledge, skills and ideas with each other
  - Partnerships with parents are encouraged and supported

# THE CULTURALLY SENSITIVE TEACHER


- 
- Communicates a respectful and caring concern for the students and the challenges they face in their lives
  - Consistently communicates high expectations for all students
  - Ensures a climate of respect for differences and rejects stereotypes of all kinds
  - Incorporates the backgrounds and experiences of the students into learning activities
  - Pays attention to the needs of the whole child: academic, social, emotional and physical

# CONTINUING CHALLENGES FOR SCHOOLS

- Focus on closing the achievement gap between immigrant/migrant groups and others
- Work with governments, and private sector to address poverty
- Provide regular training for all teachers, school leaders and other support staff
- Getting parents more involved in the educational process
- Getting more funding and resources to support needed programs



# MOVING FORWARD

- 
- Continue to collect and use information about students' (backgrounds, experiences etc) to improve achievement
  - Ensure that every student has access to a caring adult to help him/her with problems and challenges at home and in school
  - Give principals the authority for building effective schools and hold them accountable for doing so
  - Provide adequate opportunities for teachers to learn skills about educating immigrant/migrant students
  - Ensure that immigrant/migrant students have regular opportunities to experience life in the mainstream world ( museums, art, theatre, etc)



**DANKE SCHÖN**