

**Jim Cummins**  
**The University of Toronto**

**School Success for Immigrant-Background Students: The Roles of Identity Negotiation, Home Language Support, and Explicit Teaching of Language**

The presentation will attempt to (a) interpret the research evidence regarding patterns of school success among first and second generation immigrant-background students and (b) identify social and instructional factors that influence these patterns of school achievement. The OECD's PISA research, together with a variety of additional studies, indicate that in some countries immigrant-background students perform relatively well academically (e.g., Australia, Canada) whereas in others (e.g., the majority of European countries) underachievement is common. The presentation will discuss the causal factors that determine these very different outcomes in different social contexts and examine the implications for educational policy and practice. Concrete instructional examples will be discussed of ways in which educators in different contexts have promoted identity affirmation, home language development and effective teaching of the school language.

**Fríða Bjarney Jónsdóttir**  
**University of Iceland**

**Acting on Challenges and Opportunities while Developing Appropriate Linguistic and Cultural Preschool Practices in Contemporary Iceland.**

For the last decade, Icelandic society has experienced huge demographic changes where number of immigrants has increased significantly resulting in changes from a homogeneous society into a multicultural one. The same holds true for the preschools where linguistic and cultural diversity of children is growing. Today 11% of all preschool children have another home language than Icelandic. In Reykjavík the number are even higher where children with one or both parents with immigrant background are 1325 or 18.9%. These changes bring challenges to the preschools in creating a curriculum where linguistic and cultural diversity is valued and built on inclusively within daily practices. This presentation will draw on these changes as well as reflecting on the challenges and opportunities this brings to teachers, parents and children that together construct the community of preschool. Examples from Icelandic research, policy and practice will be discussed in order to highlight successful inclusive practices with focus on language, identity affirmation and partnership with parents. Finally the need for research on language and literacy of multilingual preschool children in Iceland will be discussed.

**Gail Prasad, University of Wisconsin**

**Teaching through the Prism of Children's Plurilingualism in the 21<sup>st</sup> Century: Shifting towards a Culturally and Linguistically Inclusive Paradigm for Supporting All Students' School Success**

This presentation draws on a multi-site study conducted in Canada and France that sought to illuminate the changing multilingual context of schools while exploring how teaching and learning could be re-imagined through the prism of children's plurilingualism. Through five collaborative school-university partnerships, students documented their plurilingual and multicultural experiences: they took digital photos of their literacy practices at school and at home and classified them by theme to analyze the linguistic landscape around them and to reflect collaboratively on language policies that manage different spaces. Based on creative reflexive techniques such as drawing, creative writing and collage, students represented their plurilingualism by producing collaborative "identity texts" (Cummins & Early, 2011). Across the five school cases, five elements emerged as being foundational for building culturally and linguistically inclusive classrooms that support all students' success. This presentation will elaborate on each element by drawing on examples from classroom-based practice and interviews with children, their parents and teachers in order to offer a framework for re-imagining teaching and learning through the prism of students' plurilingualism in multilingual and multicultural schools in the 21<sup>st</sup> century.

**Saskia Stille (with Jackie Bradley-Brown, Gillian Hall, Janet Giberson, Robin Bethke)**

**Building Capacity to Meet the Needs of English Language Learners in Ontario Schools**

The Ontario Ministry of Education has implemented several initiatives to meet the needs of English language learners (ELLs) in K-12 schools across the province. The purpose of this presentation is to report research findings relating to one of these initiatives – engaging educators in collaborative inquiry as a means to build capacity for supporting ELLs. Drawing on data from case studies of educator teams in sixteen school districts, the presentation explores whether and how collaborative inquiry promoted effective professional learning and enhanced student learning. In particular, the findings suggest that engaging in collaborative inquiry deepened educator understanding of students' bilingual learning processes, shifted teacher attitudes, perspectives and beliefs about language teaching, and generated openness to student voice and the value of home languages in the classroom. The findings are illustrated with examples from classroom practice, and implications for curriculum policy and teacher professional learning are discussed.