

EMB Parent Advocacy and Bilingual Education Agenda

- Host: EMB Parents & UBC
- When Saturday, April 2 at 3:00 PM
- Where St. John's College, UBC
2111 Lower Mall, Vancouver, V6T 1Z4, BC St. John's College, UBC
Vancouver, BC None

Dr. Henry Yu and Ai Mizuta have generously offered to host a Parent Information Session at St. John's College, UBC on the following topics:

1. Early Mandarin Bilingual - Norquay (Sai Chu/Tom Grant)

- Introduction of the most pressing decisions facing VSB in the next month or two
 - Budget Shortfall (\$24M), Long Range Facilities Plan
 - How will these two issues affect EMB High School, if at all?
- Results of the EMB Parent Survey - What next?
- What are the most important issues to parents?
- Are parents interested in advocating for the program?
- What form of advocacy do parents want this to take?
- What are parents willing to do as a group/individuals?
- What are effective messages for parents to bring to VSB about EMB, how, when and where?

2. Mandarin and English Language Outcomes through Bilingual programs (Dr. Henry Yu, Ai Mizuta, UBC Professor)

- What are reasonable expectations for your child's Mandarin Language acquisition?
 - How can English proficiency be affected?
 - Is there a catch up time?
- When should parents start getting concerned?
- How can Mandarin acquisition be evaluated/assessed? Should it be assessed?
- What are next steps for Language and Literacy?

The second part of the information session will be very interesting to those parents that are looking for more in depth understanding of language acquisition, especially bilingual education. Hopefully, this will help parents with supporting their children's learning in the EMB program.

**Early Mandarin Bilingual
(EMB) Program
Parent Perspective
for
EMB High School Options**

EMB Parent Advocacy Group
John Norquay Elementary
April 2016

1. Provide Committee with a brief overview of the program and its successes.
2. Present Additional Information for Implementation of EMB High School Program from parents' perspectives (Results from EMB Parent Survey)
3. Sustainability and further development of the program

- 7 EMB classes – 7 EMB Teachers –Students
 - 1 Kindergarten Class (22 students)
 - 1 Grade One Class (24 students)
 - 1 Grade Two Class (24 students)
 - 1 Grade Three Class (22 students)
 - 3 Grade Four/Five Split Classes (66 students)
- 2011 there was intake of 1.5 Kindergarten and 1.5 Grade One intake
- Since then intake has dropped to only one class of 22 Kindergarten students per year and 2 students for Grade 1
- There is capacity for second intake at Grade 4/5/6

- Norquay is located in the Eastside at 4710 Slocan Street, between East 29th and Kingsway
- About 80% of the EMB students live outside the Norquay catchment
- There are families that moved outside of Vancouver (Burnaby, Coquitlam), but have remained in the program.

EMB Parent Survey (by EMB Parents)

Saturday, April 02, 2016


Powered by

61 Total Responses

Total EMB Students: 14 Grade 5 Families
25 Grade 4 Families
20 Grade 3 Families
12 Grade 2 Families
18 Grade 1 Families
12 Kindergarten Families
1 Unspecified

Date Created: Wednesday, March 16, 2016

Complete Responses: 61

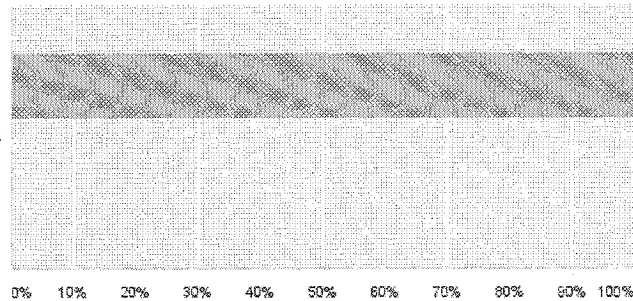
Powered by  SurveyMonkey

Q3: When you first started at Norquay's EMB Program, was it your understanding that the program would continue onto Gr. 8 - 12?

Answered: 61 Skipped: 0

*VSB Welcome letter signed by Valerie Overgaard, Associate Superintendent at the time and dated October 20, 2011 stated a commitment to parents that the EMB program will continue onto high school. See copy in Appendix.

Q3: Yes



	Yes	No	Total
Q3: Yes (A)	100.00% 61	0.00% 0	100.00% 61
Total Respondents	61	0	61

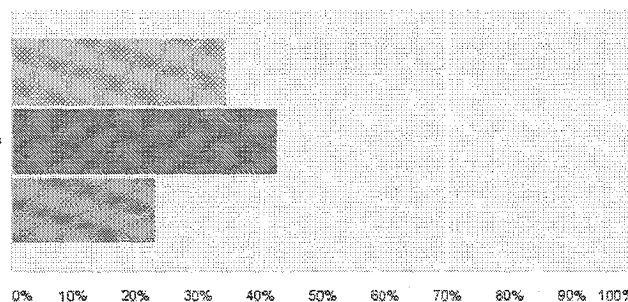
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Q4: If you were told EMB did not continue onto high school, would you have enrolled your child into the EMB program?

Answered: 61 Skipped: 0

*Most EMB Parents would have chosen another program or gone to private school if they were told EMB high school would not be available for their children.

Q3: Yes



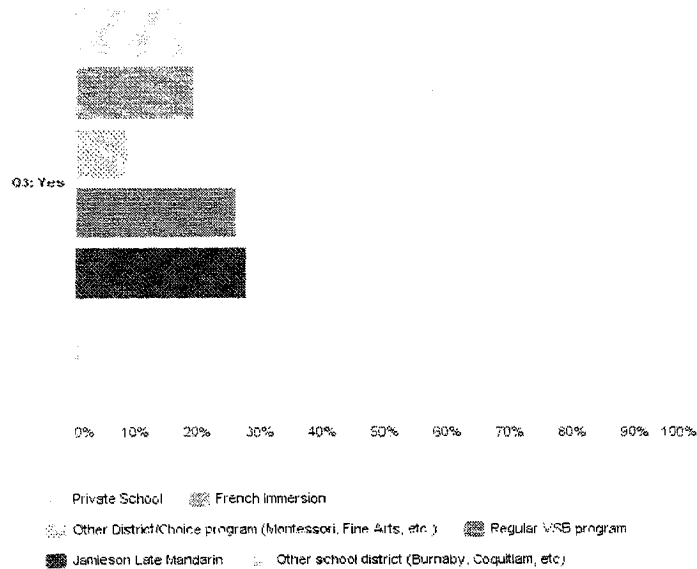
	Yes	No	Other (please specify)	Total
Q3: Yes (A)	34.43% 21	42.62% 26	22.95% 14	100.00% 61
Total Respondents	21	26	14	61

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Q5: If your child did not get into the EMB program, where would your child have been enrolled? Choose only one.

Answered: 58 Skipped: 3

***3 of the 'Other' responses stated that parents were considering or were already in private schools or would consider another school district. Therefore, the EMB program attracted approximately **22 of its EMB students** to remain in the district's public school.



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Q5: If your child did not get into the EMB program, where would your child have been enrolled? Choose only one.

Answered: 58 Skipped: 3

	Private School	French Immersion	Other District/Choice program (Montessori, Fine Arts, etc.)	Regular VSB program	Jamieson Late Mandarin	Other school district (Burnaby, Coquitlam, etc.)	Total
Q3: Yes (A)	17.24% 10	18.97% 11	8.62% 5	25.86% 15	27.59% 16	1.72% 1	100.00% 58
Total Respondents	10	11	5	15	16	1	58
Q3: Yes (A)	Other (please specify)					Total	
						2	2

***3 of the 'Other' responses stated that parents were considering or were already in private schools or would consider another school district. Therefore, the EMB program attracted approximately **22 of its EMB students** to remain in the district's public school.

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Q6: Which of these options would you prefer for an EMB High School site. Rank them in order if more than one. (#1 being highest, #4 lowest. Do not need to rank all, can just choose one as #1)

Answered: 61 Skipped: 0

A High School site close to Norquay					
	1	2	3	4	Total
Q3: Yes (A)	50.00% 21	28.57% 12	16.67% 7	4.76% 2	68.85% 42
High School site on East side of Vancouver					
	1	2	3	4	Total
Q3: Yes (A)	9.30% 4	46.51% 20	32.56% 14	11.63% 5	70.49% 43
Eric Hamber, so our EMB students can merge with Jamieson Late Mandarin students					
	1	2	3	4	Total
Q3: Yes (A)	36.11% 13	16.67% 6	27.78% 10	19.44% 7	59.02% 36
We plan to attend EMB high school regardless of location					
	1	2	3	4	Total
Q3: Yes (A)	47.83% 22	21.74% 10	4.35% 2	26.08% 12	75.41% 46

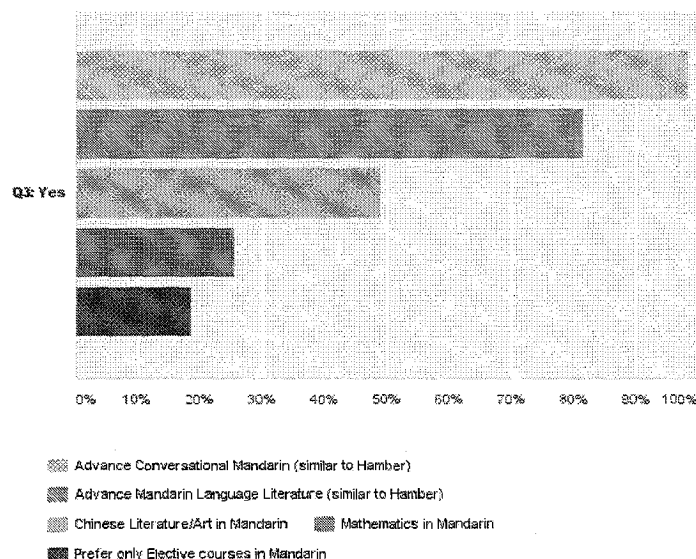
*75.41% of Respondents plan to attend EMB high school regardless of location

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Q7: At Hamber students can take two Mandarin courses in Grade 8 and one in Grade 9 before transitioning into the appropriate level of the regular Mandarin stream in Grade 10. What high school elective courses would you be interested in having your child take in Mandarin? Choose all that apply

Answered: 59 Skipped: 2

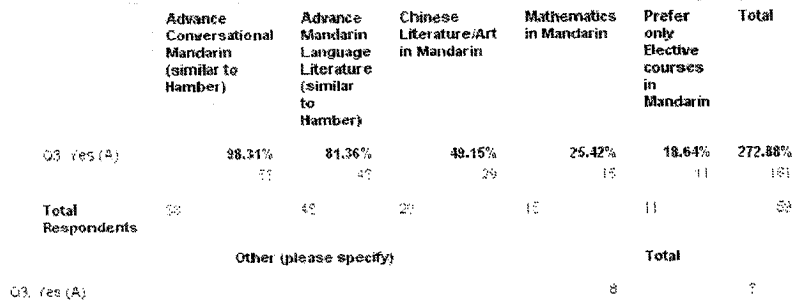
*Advanced conversational Mandarin proficiency is the highest priority for EMB parents.



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Q7: At Hamber students can take two Mandarin courses in Grade 8 and one in Grade 9 before transitioning into the appropriate level of the regular Mandarin stream in Grade 10. What high school elective courses would you be interested in having your child take in Mandarin? Choose all that apply

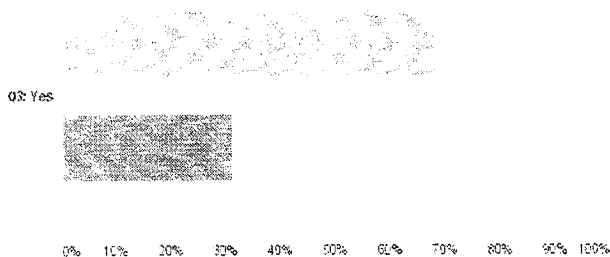
Answered: 59 Skipped: 2



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Q8: According to Hamber website: <http://go.vsb.bc.ca/schools/hamber/departments/Mod.Lan/Pages/Mandarin.aspx> Upon completion of their Mandarin 12 (MMAN-12) course, students will reach level 4 or 5 of HSK (a standard Mandarin efficiency test). What are your expectations of your child(ren)'s Mandarin proficiency after completing the EMB program to Gr. 12?

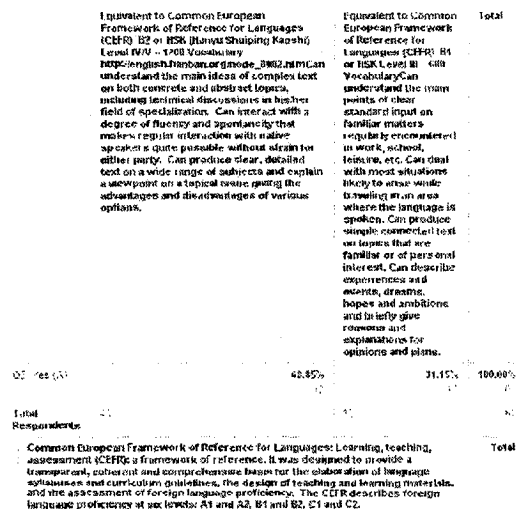
Answered: 61 Skipped: 0



•EMB Parents want higher level of Mandarin proficiency. Or at least equivalent to Jamieson/Hamber Mandarin students.

Equivalent to Common European Framework of Reference for Languages (CEFR) B2 or HSK (Hanyu Shuiping Kaoshi) Level 4 or 5

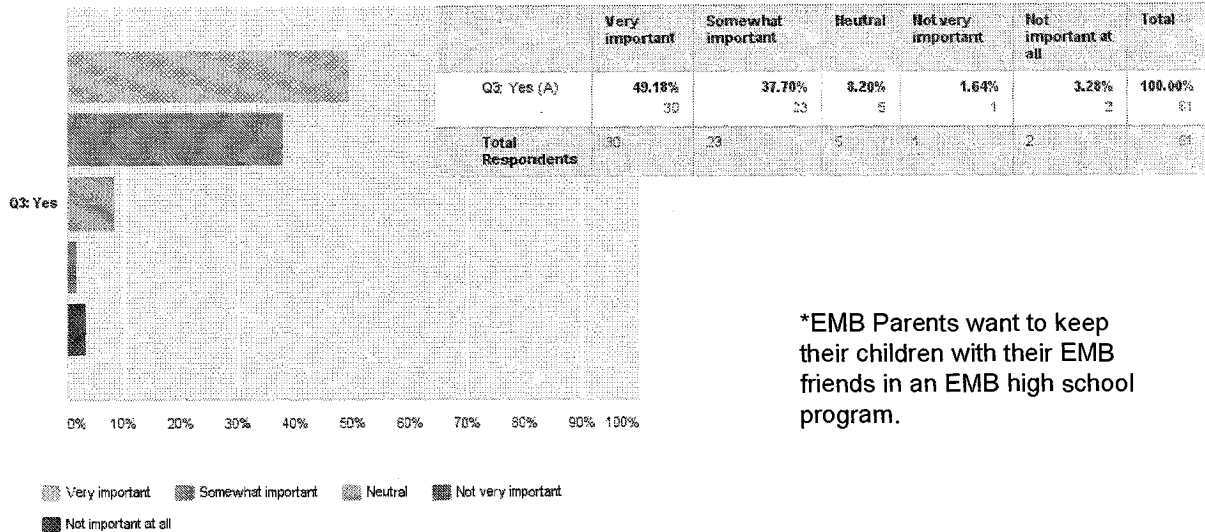
(2) Equivalent to Common European Framework of Reference for Languages (CEFR) B1 or HSK Level 3



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Q9: How important is it for your child(ren) to move onto high school with their EMB classmates?

Answered: 61 Skipped: 0



*EMB Parents want to keep their children with their EMB friends in an EMB high school program.

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Q10: In Eric Hamber students can take two Mandarin courses in Grade 8 and one in Grade 9 before transitioning into the appropriate level of the regular Mandarin stream in Grade 10. See link in Q#9. In French Immersion in high school usually take 4 courses in grade 8 and 9; 3 in grade 10; 2 in grade 11 and one in grade 12. What would be your preference for EMB Mandarin course load in high school? Rank in order of preference. (#1 being highest, #4 being lowest)

Answered: 61 Skipped: 0

*82% of EMB Parents would support 3 Advance Mandarin classes in Gr. 8

3 Advance Mandarin Classes in Grade 8; 2 Advance Mandarin Classes in Grade 9 and 10; 1 Advance Mandarin Class in Grade 11 and 12					
	1	2	3	4	Total
Q3: Yes (A)	36.00% 18	40.00% 20	18.00% 9	6.00% 3	81.97% 50
2 Advance Mandarin Classes in Grade 8 - 10; 1 Advance Mandarin Class in Grade 11 and 12					
	1	2	3	4	Total
Q3: Yes (A)	22.64% 12	24.53% 13	43.40% 23	9.43% 5	86.88% 53
3 Advance Mandarin Classes in Grade 8 and 9; 2 Advance Mandarin Classes in Grade 10 and 11; 1 Advance Mandarin Class in Grade 12					
	1	2	3	4	Total
Q3: Yes (A)	46.00% 23	24.00% 12	12.00% 6	18.00% 9	81.97% 50
2 Advance Mandarin Classes in Grade 8 and 9; 1 Advance Mandarin Class in Grade 10 - 12					
	1	2	3	4	Total
Q3: Yes (A)	15.38% 8	13.46% 7	17.31% 9	53.85% 28	85.25% 52

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**Thank you Committee members and Trustees for
your vision and courage to support this AMAZING
program and giving our children the opportunity
to “Talk to the World”.**



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EMB Parent Survey – Parent Responses to “OTHER”

Question 4

- maybe not
- Yes, as I REALLY wanted my children to learn Mandarin.
- I'm not sure. I may have had second thoughts.
- YES ... would have enrolled BUT we would have wanted EMB to continue onto high school
- Don't know
- I would still have enrolled and lobbied for a Gr 8-12 program because it doesn't make sense to stop teaching a language at Gr 8
- maybe not
- We would have put more consideration of going to Christian school
- Unsure. Would have more seriously considered other options.
- Maybe
- If it was the only special program we were accepted to then yes; otherwise we would have chosen French Immersion because it goes to grade 12.
- We would have discussed other options but would have applied regardless
- I don't know
- not sure as my daughter's previous school offered 30 minutes of mandarin as part of curriculum and i liked her former school

Question 5

- We were considering choice between private and French immersion
- french immersion or move to burnaby/coquitlam for their mandarin programs
- We would have eventually enrolled our children into Private school as the oldest was accepted into Grade 1. but we declined because we did get into the EMB program in Kindergarten and decided to continue.
- French Immersion or other district
- My daughter started school at a catholic school, but possibly would have gone to jamieson in grade 4
- We were accepted into both French and Mandarin programs.
- First choice Jameison, 2nd choice other/ district Montessori or fine arts
- Burnaby Mandarin (at forest hill) or Coquitlam bilingual Mandarin program
- Our son already been accepted by Private School but we chose NorQuay because of EMB

Question 7

- "Core" courses to be taught in ENGLISH only ... do NOT wish any "core" courses taught in Mandarin. Preference would be for students to focus learning on "practical" Mandarin (ie. reading & writing which they can use in "daily" life) and less focus on literature (ie. reading and analyzing poems).
- same or similar to Coquitlam's or Edmonton's Mandarin bilingual programs
- Being unfamiliar with the curriculum, this is a difficult question to answer. Ultimately it will be my child's decision four years down the road, rather than mine.
- Mandarin Language Arts (ie reading & writing)
- Drama
- As many Mandarin components as practical to keep the language fresh and current
- I need a better understanding of the full high school curriculum before I can answer this question
- if applicable, continue gr6/7 subjects in mandarin

Question 8

- Would prefer this: More Mandarin taught early on in lower grades (8 - 10) and perhaps only "1" Mandarin course taught in "each" upper grades (11 - 12). Mandarin course for upper grades (11 - 12) focuses on "practical" reading, writing and not "literature" (ie. reading & analyzing poems etc.).
- whatever level was promised in the beginning -- CEFR B1
- not sure what this box is for
- I would hope that the students emerging from early mandarin bilingual would reach at LEAST the same level as Jamieson students.
- preferably, the same outcome as Coquitlam's Mandarin bilingual program. we should collaborate with Coquitlam for curriculum/high school planning.

2016 February 26

Dear EMB families,

My name is Adrian Keough and I am the District Principal for Speciality Programs including EMB. As you are aware, the first EMB co-hort is currently in grade 5 and will be starting grade 8 and secondary school in 2.5 years.

The VSB is interested in learning more about your ideas for your child(ren) and secondary school. Please take a few minutes to complete this survey and return it to the teacher of your oldest child in the EMB program. Only one survey per family please.

Thank you for replying before 4:00 pm March 4th.

Regards,
Adrian Keough

Please complete one survey per family

Family name: _____

Number of children currently enrolled in Early Mandarin Bilingual Program: _____

Current grade level(s): _____

1. Please check the descriptor that best describes your plans for your child(ren) when selecting a high school:

- _____ I would like my child to continue with a secondary Mandarin Bilingual Program if available
- _____ I would like my child to be able to access a regular Mandarin course at the secondary level
- _____ I would like my child to attend our neighbourhood (catchment) secondary school
- _____ I would like my child to apply for other district choice programs (i.e. mini schools, IB, etc.)
- _____ I have not made any decisions at this point regarding my child's secondary school education

2. Is having the option for your child to take Mandarin at high school a priority in choosing a secondary school?

- ☐ Yes
- ☐ No

3. In your opinion, what is the most important factor when choosing a secondary school for your child?

- ☐ Proximity to your home
- ☐ Proximity to your work
- ☐ Proximity to after school community activities
- ☐ For your child to go to a high school with his/her friends
- ☐ To have his/her siblings in the same school or in a school close to where siblings attend school
- ☐ For your child to get into a district specialty program (i.e. IB, mini-school, etc.)
- ☐ For the school to offer certain courses/programs
- ☐ What the school has to offer in the way of extracurricular activities (i.e. sports teams, or clubs)

4. What are your expectations of your child going into a Mandarin Bilingual program at the high school level:

- ☐ Students have a Mandarin Bilingual cohort that continues after grade 7, hopefully throughout their secondary years
- ☐ Students begin with a Mandarin Bilingual course for Grade 8 and 9 and then join the regular Mandarin classes at the senior grades, allowing for more space in their timetable to take other courses
- ☐ My child may not go into a Mandarin program at the secondary level.

5. Are there any additional comments or points that you would like to have noted?



VANCOUVER BOARD OF EDUCATION
School District No. 39
ASSOCIATE SUPERINTENDENT
1580 West Broadway
Vancouver, B.C. V6J 5K8

October 20, 2011

Dear Parents of Children in the Mandarin Bilingual Program

Thank you so much for your comments about your child's experience in the new Mandarin Bilingual Program at Norquay. It is great to hear so many positive comments about how this year has begun. We hope you continue to feel this way about the program. At the same time, we do acknowledge that there are concerns, and we are committed to addressing them to the extent possible.

In our planning for this program, which took over two years of work, we considered all aspects of Mandarin second language learning and teaching. We examined models from across North America. We worked with the Chinese Language Institute at the University of British Columbia (UBC). Members of the Task Force visited Edmonton and Portland. Staff from Coquitlam came to visit the Task Force. Over that time we did make a number of decisions, but we also left some work for the ongoing implementation of staff in the program.

Some things are in policy. For example, from grades kindergarten through seven, there will be 50% instruction in Mandarin. We did not follow exactly either the Edmonton or the Coquitlam models, but through their example decided to teach in Mandarin the subjects that they had found to be the best for bilingual learners. These are Mandarin Language Arts, Music, Mathematics, Physical Education, and Career and Personal Planning.

One important decision made by the Task Force, and which is in policy, is that the program is for students who have English fluency. This is quite different from the programs in Edmonton and Coquitlam, for example, where many – sometimes most – of the children enter the program with Mandarin fluency and little English.

Another decision made early on was that this would be a bilingual program – not an immersion program. We set as our ultimate goal that students would be at a level of B1 in the Common European Framework of References for Languages by the end of grade twelve. This level is briefly described in the following language: *

"Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and

explanations for opinions and plans. Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans."

We deliberately did not choose the immersion model for our Mandarin program. The model of instruction for language learning chosen is for 50% of the day starting in kindergarten through grade three. This is different from full immersion in French where, as you probably know, the immersion program is 100% French in the primary grades.

Mandarin is a very difficult language to learn. We understand that given the difficulty of the language and the developmental level of the students, the teachers are not yet teaching at the full 50% target. As students become more comfortable with the language, and in the case of kindergarten students with school routines, teachers will gradually be increasing instruction in Mandarin until the four subjects will be taught wholly in Mandarin. We know from research that a model where a separate part of the day is identified for one language or the other is the most effective for learning a second language. That is the model the teachers are moving towards.

We are working with UBC on best practice as supported by the research. We have a commitment to continue to implement the program on this basis. We are also working with the teachers to make ongoing professional development and networking opportunities available so that they can continue to refine their practices. We will continue to communicate with parents about our plans and your experiences in the program.

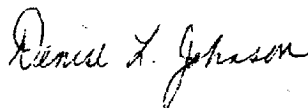
One question was asked that was not related to the program content, but to the process. To be clear, it is in policy that there is "sibling priority". That means that if you have a child in the Mandarin Program, any siblings coming up will have immediate entry to the program. We are delighted that parents are already thinking ahead to this possibility!

Thank you again for your interest. We hope that you will continue to be happy with your child's experience in the Mandarin Bilingual Program. If you have questions about your child or their progress in the program, please let the principal, Tricia Rooney, know. We know she appreciates all your support. If there are other questions of a district nature, we are happy to follow up with you.

Yours truly,



Valerie Overgaard
Associate Superintendent
604-713-4594



Denise Johnson
Director of Instruction
600-713-5097

IGBF-R: Second Language Instruction

Classification:

I: Instructional

Code:

IGBF-R

PROGRAM OUTLINES

Second Language Instruction

In second language programs, the target language is offered as a subject for a specified number of minutes per week. Second language instruction is mandated from Grades 5 to 8 under the provisions of the Provincial Language Education Policy and is an optional subject in the preceding and subsequent years. Offering a specific language program is the decision of the school and its community, following procedures established by the Board. A minimum of 80 minutes per week of instructional time is required at the elementary grades; 12.5% of instructional time at the secondary grades. The goals of this program are to enable students to acquire skills in the language, develop positive attitudes towards the language and language learning, and to gain insight into the culture of the target language.

An exemption to the Language Education policy (Grades 5-8) will apply only to a student who is both:

- enrolled in an educational program specified by the Minister, for students with special needs

OR

- receiving English as a second language services as defined by the 1701 form.

AND

- unable to demonstrate his or her learning in relation to the intended outcomes of the second language program e.g. French

Vancouver students capable of successfully challenging the intended learning outcomes of any language curriculum will be encouraged to do so at the Grade 11 and 12 levels as per the Ministry's Challenge and Equivalency Policy.

Immersion and Bilingual Programs

In the immersion programs, the target language is taught not only as a subject but is also used as the language of instruction in other subjects. The aims of the program are to enable students to obtain the same education as in the English-language program and to acquire fluency in the target language. Students completing French Immersion to grade 12 will receive a Bilingual Dogwood Certificate upon graduation.

Early French Immersion: offered from Kindergarten through grade 12. French is the language of instruction in K-3. English Language Arts is introduced in grade 4 and Mathematics is usually taught in English at the intermediate level. Most other subjects are taught in French in grades 4 to 7 to ensure that 60% or more of the instruction is in French.

In the secondary school the amount of French language instruction from grades 8 to 10 is 50%. The amount of French is 25% in grade 11 and 12.5% in grade 12.

Late French Immersion: begins in grade 6. All classroom instruction is in French in grade 6 and English Language Arts is reintroduced in grade 7.

Early Mandarin Bilingual Program: begins in Kindergarten. From the beginning and through grade seven, 50% of instruction will be in Mandarin. As students enter Secondary schools, the amount of instruction in Mandarin will decrease. The goal of this program is ultimately to have students graduate with a level B2 of the Common European Framework of Reference for Languages.

Mandarin Bilingual Program: begins in grade 4. The amount of Mandarin language instruction is up to 50% from grades 4 to 7. In Grade 8 and 9, students have two courses in Mandarin: Mandarin Language Arts and Communication. In grade 10 students move to Grade 11 Core Mandarin.

EMAIL From Mary Wilson:

Below I have outlined my notes from the discussion in the following sections:

1. High Level Programme Timeline
2. Important Dates
3. Frequently Asked Questions
4. Similar programmes to Norquay EMB
5. Board Resources/Documentation
6. Next Steps
7. Have Your Say - PAC link for parents to ask questions, leave suggestions, comments or concerns - we will use this for the info night with VSB after Spring Break.

1. High Level Programme Timeline

2011-2016	2016-2017	Winter/Spring 2016	Spring 2016	Spring 2016	Spring 2017	Spring 2017	Fall 2018 (Sept)
Elementary EMB Program start	VSB/Norquay EMB staff refine Elementary curriculum	Initial high school survey to all EMB families	VSB reviews survey results	Norquay EMB/VSB open meeting date TBD (after March break)	Confirmation of enrollment interest, available facilities for HS program	Structure, location, of EMB HS Program confirmed	EMB HS program begins

2. Important dates

- ❖ 2011-2016 Program started with three divisions: K, K/1 and 1 and the lead class is now in grade 5 with 7 divisions of EMB in the school
- VSB supports to EMB with an annual fund for program development, resources and professional development and curricular support from District learning Services staff
- ❖ 2016 -2017 VSB worked closely with Norquay EMB staff to further develop EMB program and meet regularly to discuss emergent issues
- VSB prepared EMB program brochure for distribution
- ❖ Spring 2016 Initial primary survey to all families in the program
- Discussion of survey results and next steps will be finalized
- Meeting with Norquay EMB parents and Board representatives
- ❖ By September 2017 The grade 6/7 curriculum will be developed
- ❖ By spring 2017 In the grade 6 year of the first cohort, the District will decide where the secondary program will be and what it will look like (number of courses etc.)
- ❖ September 2018 If enough interest / enrollment, and an appropriate facility can be located, the EMB program will begin in a secondary school in Vancouver
- ❖ Long Range Facilities Plan public meeting dates: <https://vsbengagement.wordpress.com/how-to-get-involved/>

3. Frequently Asked Questions

I've seen a few topics come up in parent discussions a few times so asked for clarity. While I'm sure I wasn't able to cover everything, I hope this is a good start to moving us forward.

Q: What does long range planning to determine what a high school EMB would look like, how many courses in grade 8, 9, 10, 11 and 12. What the Mandarin language curriculum would look like in high school? What core courses and electives qualified would be offered in Mandarin?

Decision has not been finalized; board policy recognizes there is intent for a program, however, the structure of the program will driven by enrollment, qualified staffing, and resourcing availability (physical space, content).

In terms of complexity in designing a high school course and long range planning for the EMB program, the Board needs to plan for 5 years of a cohort at the same location, not just the first class.

There are a number of drivers that influence the makeup of the High School program. Below is not an exhaustive list but some key considerations I picked up are:

- When thinking about which subjects should be taught in Mandarin, parents may want to consider the complexity of certain subjects over others and how we will be setting our students up for future successes. For example, if students are learning chemistry (or a similarly technical subject) only in Mandarin and then decide to go on to university level in a non-Mandarin university, they may be a disadvantage in that they'd have the extra work of relearning complex terms in English.
- Recruiting and onboarding appropriately skilled resources at the right time is a key consideration for the program. Even if we wanted to have a complex topic such as Chemistry taught in Mandarin, there may not be qualified teachers readily available that have Chemistry AND Mandarin, there may be other subjects that draw a wider base of Mandarin speaking teachers.
- Program will be influenced and driven by interests and passions of students who will be close to teenagers and will have an emerging voice of their own. Based the Hamber experience, the cohort originally took 3 mandarin courses up to grade 10, at which time, students found they were missing out on desirable English electives due to Mandarin requirement so they elected to scale the program back to 2 Mandarin courses. This does not mean the Norquay EMB program will be the same as Hamber, the example is provided to show the flexibility that needs to be built into the program to fit the needs of the students as they grow.

Q: Which secondary school will it be located?

A larger Board activity is underway for long range facilities planning which is hugely impacted by a large number of seismic projects scheduled and underway that are extremely complex. As a result, thousands of High School students need to be relocated during construction at multiple sites.

There is a Public consultation process scheduled with workshops in month of April. As such, Board cannot commit to a particular HS location at this time. We should expect an indication of location from Board in grade 6 year around the time District Secondary Programs brochure is issued. The transition to the HS program will begin in earnest in grade 7 when there will be a private articulation process which describes the HS transition process and the program in detail.

Q: Would you be interested in a Mandarin mini-program

EMB will not be offered as a mini school, and will not likely appear in the District HS brochure due to prerequisites - i.e. it is highly unlikely (but not impossible) that there will be intake at the Gr 7+ level, so each child in the program will have come through the Norquay program.

Q: What level of Mandarin language proficiency will our children have by the time they graduate from Grade 12?

The VSB's 2010 Policy indicated the intent/goal to have kids at B2 level on European standards – however, in practice students are assessed on EMB curriculum from year to year – compiled by the VSB language consultant and teachers. Goal is to have EMB students to function day to day in language but would be unusual for student to do a full degree in Chinese.

4. Similar programs to EMB

Mandarin Bilingual at Jamieson and Hamber

The students from Jamieson Mandarin learn Mandarin for up to 30 % of the day starting in grade 4 and then can choose to attend Hamber where they can take two Mandarin courses in Grade 8 and one in Grade 9 before transitioning into the appropriate level of the regular Mandarin stream in Grade 10.

There are typically 25-28 students in each cohort although some years the enrolment has been a bit lower and this can lead to timetabling challenges

French Immersion

Students who enroll in French Immersion in high school usually take 4 courses in grade 8 and 9; 3 in grade 10; 2 in grade 11 and one in grade 12.

<http://go.vsb.bc.ca/schools/hamber/departments/Mod.Lan/Pages/Mandarin.aspx>

Location: [Eric Hamber Secondary School](#) » [Departments](#) » [Modern Languages](#) » Mandarin

Mandarin

Mandarin Accelerated Program

Students in this program should have completed the Mandarin bilingual program from grade 4 to grade 7 at Jamieson Elementary School. This program offers two separate courses in grade 8 and one course in grade 9. The students are required to take all courses in order to remain in the accelerated program.

Mandarin 8 Accelerated (Communication) (MMAN-08CO)

This course builds on the language skills acquired in elementary school. Students continue to develop their oral communication skills through a variety of creative works (i.e. songs, films, artwork, presentations and news reporting). At the end of the course students should be able to express themselves orally in basic Mandarin. This course is intended for students who have completed the Mandarin Bilingual Program at Jamieson Elementary. Students enrolling in this course **MUST ALSO** register for Mandarin 8 Accelerated (Language) (MMAN-08LA).

Mandarin 8 Accelerated (Language) (MMAN-08LA)

This course further develops Mandarin literacy and communicative proficiency using Chinese Made Easy, Book 2. Exploration into the Chinese culture will include history, art appreciation and selected literature. Students learn to read and write the simplified characters and may use the traditional characters as an aide during this transition. Pinyin is also introduced in the beginning of the year and is continuously used throughout the course of the whole program. The emphasis is on proficient verbal communication with reading and writing complimenting verbal fluency. This course is intended for students who have completed the Mandarin Bilingual Program at Jamieson Elementary. Students enrolling in this course **MUST ALSO** register for Mandarin 8 Accelerated (Communication) (MMAN-08CO).

Mandarin 9 (MMAN-09)

This course is offered to students who have no or a little knowledge of Chinese. At this introductory level, students will learn to exchange greetings, introduce family and friends, express likes and dislikes, and discuss the weather and daily activities, such as sports and health, food and clothing, etc., through a communicative approach. Students will learn the Pinyin system and basic characters. Components of characters and stroke orders will be introduced and used in learning to write characters. Skills in reading and writing simple Chinese will be practiced and the basic sentence structures will be learned during this first year.

Mandarin 9 Accelerated (Language) (MMAN-10LA)

This course is a continuation of Mandarin 8 Accelerated (Language). Students continue to acquire Mandarin language proficiency through a communicative and a more literature-based approach using Chinese Made Easy, Book 3. Creative writing and personal writing will be explored. Transference of a more literal writing style will be encouraged in written expressions. Exploration into the Chinese culture will continue to include history, art appreciation and selected literature. At the end of the course, students should be able to read comprehensively and express themselves in writing in more meaningful contexts, such as notes, letters and descriptive paragraphs. Students will proceed either to Mandarin 10 or Mandarin 11 the following year. This will be based on teacher's recommendation and result of final grade.

Mandarin 10 (MMAN-10)

This second-year course is created for students who have completed Mandarin 9 or have some experience in learning Mandarin. Students will learn to introduce themselves, including families and friends, diet and health, hobbies and school related activities, etc. The vocabulary of daily situations will be practiced, such as classroom expressions, the number systems, time, currency, clothing, sports, weather and seasons, household items, and body parts. Chinese sentence structures and reading and writing skills will be further developed. On completion of this course, students will reach level 2 or 3 of HSK (a standard Mandarin efficiency test).

Mandarin 11 (MMAN-11)

This intermediate course is developed for students who have a few years of Mandarin experiences. Students will gain increased understanding of Chinese culture and customs through conversational exchanges. Reading comprehensions and writing abilities will be improved through short stories and articles, advertisements and letters, etc. focusing on cultural awareness, diet and health, environment and transportation etc. The basic grammar and sentence structures will be introduced. Comprehension of spoken Mandarin will be reinforced by increasing use of Mandarin in instruction and in exchanges among students. On completing this course, students will reach level 3 or 4 of HSK (a standard Mandarin efficiency test).

Mandarin 12 (MMAN-12)

This course is established for students who wish to continue learning Mandarin after having completed Mandarin 11. In this advanced course, students will use their prior knowledge of Mandarin to improve their Mandarin reading and writing skills. Chinese proverbs and traditional culture will be introduced. Various themes, such as social activities, travel and leisure time, earth and environment, education and job hunting, etc., will be used to improve the skills of speaking, listening, reading, and writing to a high level. Upon completion of this course, students will reach level 4 or 5 of HSK (a standard Mandarin efficiency test).

Draft EMB Report to PAC
September 2015 to March 2016
Final Versions on Approved PAC Minutes

PAC Meeting September

EMB Report:

- EMB Feedback and EMB Meeting throughout the year - Principal will bring 3 dates forward for EMB parents, Modern Languages (Adrian Keough) and school staff to come together in conversation once each term.
- Funding EMB Projects outside of VBE funds that can be supported by PAC. Parents can discuss potential projects, events, etc. with EMB teachers that can then be brought to admin for approval and to PAC for financial support.
- EMB Mandarin Arts Curriculum (Scope and Sequence) - This is all within the school based planning role. Principal will share the MLAR work completed last year and that continues to be worked on. Possibly looking at Edmonton EMB model
- Proficiency Testing and Standardized Testing - There was an assessment of Grade 3 students for EMB last year. Results can be obtained by asking teachers, this was conducted by Ms. Peng. Looking at the possibility of assessing students at end of Grade 3 each year and again during an intermediate grade.
- Standardized tests for Mandarin, similar to French Immersion DELF will be explored
- High School Options - this is all for conversation at the District level - all stakeholders will have valuable input to support moving forward.
- We are hoping to have a joint meeting with all VSB Mandarin teachers from both elementary and high school programs to come together to plan and implement a comprehensive program that outlines clear educational goals as well as a curriculum that will more smoothly transition from elementary to high school so that Mandarin learning can be more effective.
- How to plan a PD day for Mandarin teachers?
- Increasing intake of EMB students because of demand, second site, this will be advocated for at the district level.

PAC Meeting October

EMB Report:

Not much to report from last meeting

Some action items to follow up from last EMB meeting on Sept. 21

- Confirm EMB meeting dates with Adrian Keough
- Learning Outcomes, Mandarin Rubric to be given to parents that was completed last year by Mandarin Teacher for K to Grade
- Plan meeting of elementary and high school Mandarin teachers to discuss high school options for EMB students
- Research Standardized or Proficiency tests for Mandarin
- Parents to discuss how best to advocate for expansion of EMB program at district level

PAC Meeting November

EMB - Letti Kwong and Barb Lee met with Margaret Nov. 2/15 to discuss updates on EMB program

- Draft Mandarin Language Acquisition Rubric (MLAR) K - Gr. 5 is targeting for inclusion in first term report card (December)
- Margaret has met with Adrian Keough, Modern Languages and new Modern Language Consultant (name??), teachers have also met with her, she is a great resource
- There will be not be a Mandarin parent night scheduled as teachers felt majority of questions should be addressed by district. The team is working on MLAR and program fliers for parents.
- Providing parents with Learning Outcomes or Overview of Classroom learning is up to individual teachers
- VSB Modern Languages is supporting EMB teachers through release time to complete MLAR and any district program documents and this release time does not come from annual EMB allocation.
- Commitment from VSB to have K- Grade 7 curriculum by end of next year, June 2016, to be ready for planning high school and this will allow summer Mandarin programs to be subsidized by Ministry
- Barb will bring up at MLAC meeting Nov. 23, if VSB will have available for parents an EMB high school site and pamphlets outlining course descriptions for EMB program at the secondary level by September 2017
- Barb will also ask at MLAC meeting for comparison of Intensive French high school options
- Commitment to allow EMB teachers time to develop scope and sequence/learning outcomes for their grades and what this would look like within the new curriculum
- Coquitlam's curriculum has been obtained and being reviewed
- Margaret will reach out to Jamieson to see what their Grade 4-7 Mandarin teachers use for assessments/evaluation at each grade level as a resource or reference for our teachers, as these would be helpful to see if students from both schools could be combined into the same high school Mandarin courses
- General discussion of whether high school options would be a combining of Jamieson Mandarin program and/or native Mandarin speaking students that would have comparable Mandarin skills or if EMB will continue on its own track and then what secondary sites would lend themselves to either options. VSB would need to decide on this fairly soon.
- Meeting with secondary and elementary Mandarin teachers would be beneficial to see how EMB would work at the secondary level and what type of courses would be offered at high school level, i.e. Conversational Mandarin, Mandarin Arts, other courses offered in Mandarin - this is something that district needs to plan. How and when this meeting can happen is in discussion at district level
- Margaret will be sending out updates for EMB parents and it was suggested to include definition of terms as used by VSB and school - "curriculum, prescribed learning outcomes, scope and sequence, bilingual, intensive, second language, platooning, team teaching"

PAC Meeting December

Modern Language Advisory Committee (MLAC) and EMB Report - Barb attended MLAC meeting Nov. 23/15

- In the VSB Program Outline under EMB, it states the ultimate goal is to have students graduate with a level B2 of the Common European Framework of Reference for Languages (I've attached wikipedia definitions)
- Late Mandarin Bilingual Program (Jamieson) offers 50% Mandarin Language instruction in grade 4 to 7. In grade 8 and 9, students have 2 courses in Mandarin - Mandarin Language Arts and Communication. In grade 10 students move to Grade 11 core Mandarin
- Requested VSB to consider if EMB students would merge with Late Mandarin Bilingual students at Hamber or kept on its own track
- Asked what can be learned and applied to Mandarin from Early French Immersion and Late French Immersion as they both merge at the high school level
- In order to determine where a high school site would be for the EMB program, VSB would need to first send out requests or inquiries to see which high schools would be willing to take the EMB students coming from Norquay. It is a matter of physical space as well as timetables and Mandarin teachers. This

inquiry has not yet been sent out to Vancouver high schools to respond, so that is why there is no proposed site at this time.

- High School Mandarin teachers and Elementary Mandarin teachers have opportunities to organize meetings to discuss how to transition EMB elementary, this may be facilitated through Modern Language Consultant or up to Mandarin teachers themselves, but difficult as no high school site has been identified
- Meeting to determine how EMB High School program will be developed have not yet been scheduled by VSB staff. However, they feel they will be ready by September 2017 - so far no commitment for when planning will start
- Key to determining High School options is to determine where Norquay EMB students Mandarin level will likely be by Grade 7. So need to know how to assess for this level by Grade 7?
- EMB is not a Choice program and will not be on the Choice program list, just as French Immersion is not listed as a Choice program at the high school level
- EMB parents should choose a Choice program even though they want to continue with EMB through high school because they could later decline the Choice program, but once they do not choose a Choice program, they cannot opt into a Choice program after the deadline. However, if EMB parents were to do this, it is important that VSB won't consider this as attrition to EMB and will continue to plan the EMB high school program.
- UBC does not have a bilingual Mandarin language instruction course at this time, but will be looking to develop one
- One French Immersion Principal did not feel EMB Parents should be concerned about the competency of Immersion/Bilingual Mandarin Language teachers as they should be specifically trained, but not sure how he could be confident of this as there is no formal teacher training of EMB program at university level.
- Recruitment of EMB teachers have been done by current EMB teachers? It was unclear to me how is competency assessed during hiring process?
- I will follow up to ask what is the Mandarin Language requirements for EMB Teachers to ensure that there is a minimum level of training and consistency of teaching Mandarin across class and across teachers? Especially if the program expands
- French Immersion only has entry at Kindergarten and Grade 1, there is no other entry point, EMB is the same, but Jamieson does offer late entry at grade 4
- Discussion of the possibility at high school if student not part of EMB, but has the language proficiency can join this cohort, if this is the case, an assessment of Mandarin language proficiency would need to be developed at grade 7/8 level. French immersion high school teacher said she would have not problem allowing a non-French immersion student into French immersion class at high school if he/she was assessed and had the proficiency needed.
- Jamieson Grade 4 entry has no native Mandarin speakers, 2 classes, but allows native Mandarin speakers in Grade 5, no ELL allowed, there is no year end formalized assessment of Mandarin students at Jamieson at each grade level.
- EMB Teachers attended 3 PD workshops/meetings regarding Curriculum and Implementation of Mandarin Bilingual Program at Norquay on Oct. 27. Nov. 12 and Nov.24. These Pro-D Days were used to mainly develop the Mandarin Rubric to Grade 5, funded partly by VSB
- Parents will receive this Mandarin rubric with report cards and encouraged to provide feedback (concerns and positive comments) and questions on form to be provided and then teachers and admin will determine how best to address them
- Adrian Keough did not feel the need to meet with EMB parents and felt that it would be better use of his time, if I would bring this information to admin, DPAC and EMB parents.
- Because EMB is a local program, there will be no EMB Language Arts curriculum to be developed by Ministry

PAC Meeting January

EMB Report:

- The Mandarin Curriculum Framework was sent out with report cards to EMB parents
- Some feedback/comments have come back, planning the next EMB meeting with Principal to discuss, date TBD
- More detailed EMB report will come after this meeting
- No word from VSB whether or not an inquiry has been sent out to potential high school sites for EMB, will follow up with them for commitment to sent out before Spring Break
- Intermediate EMB parents would like a group meeting with intermediate EMB teacher

PAC Meeting February (Adjourned)

EMB Report

- There has not been a Mandarin Curriculum small parent group meeting with Principal since the Mandarin Curriculum Framework was sent out with report cards to EMB parents in December, we hope to have a meeting before Spring Break
- Many Parents would rather not meet individually with Principal with their comments regarding Mandarin Curriculum Framework and program questions. Many prefer having a small group of parents bring their views to Principal to discuss and then perhaps have a larger meeting about the overall program direction once a year.
- Intermediate EMB parents' request for a group meeting with intermediate EMB teachers and Admin did not happen as teachers and Admin did not feel the need for this from the school perspective.
- MLAC - Modern Language Advisory Meeting scheduled for February 23
 - Looking forward to attending this as EMB high school options is on the agenda
 - Points that parents would like me to bring up regarding high school options are:
 - Will Norquay's EMB merge with Jamieson's Late Mandarin like French does?
 - Or will Norquay's EMB continue on its own track and if yes, will there be opportunity for students outside EMB to challenge and join our students to strengthen the numbers in our program?
 - Parents want to know when a secondary school site will be confirmed and we do not want this decision to fall between the cracks while the Long Range Facility Plan is being worked on.
 - Please forward me any additional comments, you would like me to bring up at this meeting

PAC Meeting March – No time for EMB on the Agenda, short discussion regarding parent advocacy for EMB

Modern Language Advisory Committee (MLAC) meeting
Monday, February 22, 2016.
Report on Mandarin issues only

- EMB and High School
 - Will Norquay's EMB merge with Jamieson's Late Mandarin like Early French and Late French do?
 - Unlikely to merge with Jamieson, mainly because of space at Hamber and they are up for seismic upgrading soon.
 - Or will Norquay's EMB continue on its own track and if yes, will there be opportunity for students outside EMB to challenge and join our students to strengthen the numbers in our program? Who and how are these two points determined?
 - Jamieson has second round of intake at Gr. 5 & 6, this may be possible for Norquay as the intake at Kindergarten and Gr. 1 is only 22 and 24, so even with a small attrition rate, around 20 by grade 6/7
 - Parents want to know when a secondary school site will be confirmed and we do not want this decision to fall between the cracks while the Long Range Facility Plan is being worked on.
 - It will likely be determined by Gr. 6 for oldest EMB students – 2016/17, closer to existing site as there are likely be more parents wanting to be closer to Norquay
 - Is MLAC coming up with recommendation/answers to these questions that will be presented to Committee III? If not then who is in charge or leading these discussions about EMB high school options?
 - MLAC discusses issues brings them up at different meetings, Parents if they feel they have something to present to Committee III can ask to be speaker on the list
 - VSB to send out survey to EMB parents
- Introducing a new language to the VSB
 - VSB has been approached by 2 parent groups wanted to introduce 2 new languages into the high schools as a second Language option – one is Tagalog
 - There is a process and group is working through process with school board

Update on Early Mandarin Bilingual (EMB) Program

March 2014

Parent Advisory Council
John Norquay Elementary

Purpose

1. Provide Committee with an update on the progress of the program and its successes
2. Current challenges of the program from parents' perspective
3. Sustainability and further development of the program

Program Overview - Classes

- 5 EMB classes – 5 EMB Teachers – 116 Students
 - 1 Kindergarten Class (22 students)
 - 1 Grade One Class (24 students)
 - 1 Grade Two Class (24 students)
 - 1 Grade Two/Three Split Class (22 students)
 - 1 Grade Three Class (24 students)
- 2011 there was intake of 1.5 Kindergarten and 1.5 Grade One intake
- Since then intake has dropped to only one class of Kindergarten students per year

Program Overview - Location

- Norquay is located in the Eastside at 4710 Slocan Street, between East 29th and Kingsway
- About 80% of the EMB students live outside the Norquay catchment
- Farthest distance from school is one family commuting from near UBC

Program Overview - Curriculum

- 50% Mandarin and 50% English Instruction
- Some EMB teacher do half days in each language, some do alternate teaching days in each language
- Mandarin Subjects Taught – Mandarin Arts, Math, Physical Education, Health and Career
- Traditional Chinese and Hanyu Pinyin taught from Kindergarten to Grade 3
- Simplified Chinese and Hanyu Pinyin will be taught from Grade 4 and up

Program Overview - Funding

- EMB funding transferred to Norquay:
 - \$25,000 for 2011-12 school year
 - \$25,000 for 2012-13 school year
 - \$17,000 for 2013-14 school year
- These funds are on top of general funding for all students to help with the development of the program to ensure its sustainability
- Review of accounting of funds in progress

Program Overview - Enrolment

- Students are assessed for strong English language skills for entry to the program – no students are ELL
- About 90% of families are non-Mandarin speaking
- For Sept 2014 – 173 families applied for 22 spots in the EMB program, of which about 90 were first choice
 - Because of Sibling Priority only 2-4 spots were available
 - Between 160 to 171 families were turned away
- Since program start in Sept 2011, only 4 EMB students have left the program, 3 from change of residence

Program Successes

- Increase in school enrolment due to the program – results in increase funding with many more "burns in seats"
- Phenomenal demand for the program – drawing families back into public education
- EMB activities – Chinatown parade, class plays, cultural field trips, etc.



Program Successes Cont'd

- Equipping students for Global Community – this is recognized by parent that their child can "Talk to the World"
- Fundraising for new playground – in part due to EMB parent support



Program Successes Cont'd

- Revitalization of the school community – PAC has become extremely active and has organized free waffle breakfasts 2x a year, Hot Dog/Pizza days, Bingo night and many other community building activities
- Expanded After School Childcare Spaces – almost double to support this district program
- Highly dedicated teachers who care deeply about the program and devote many hours of their own personal time to develop much of their own Mandarin teaching and resource materials for their classes

Program Challenges

- Curriculum development – additional language resource required, support for teachers including Mandarin Language consultant to help establish and review goals of the program
- Classroom materials and sourcing Mandarin resources
- Standards – introduce an international testing standard which will bring credibility to the program and ensure students are on the right track
- Sustainability of the program – need to increase intake at Kindergarten and allow for another intake at Grade 4 (if only 22 students are starting in Kindergarten)

Program Challenges Cont'd

- Expansion of the program – enough demand to add an extra full class at Norquay and to offer the program at another school (or convert Jameson to an EMB program)
- Continuation of program to secondary school – there was a commitment from the outset of the EMB program that EMB program will continue into high school, but sentiment now has seemed to change and no word on plans for EMB students after Grade 7
- EMB students entering Grade 8 will be beyond the Mandarin 9/10 and possibly Grade 12 Mandarin levels. High school is only 4 years away for the oldest EMB students.

Program Next Steps

Parents are asking the Committee for the following:

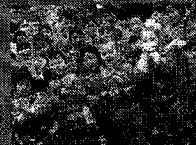
- Continued Support and Funding to ensure the program's development, stability and sustainability, including clear accounting of how EMB funds are spent.
- Curriculum Development for Mandarin Language Arts including Teacher support for resource materials, assessment tools and access to Language Consultants

Expansion of the program through increasing the intake with either a second class of Kindergarten or K/G1 class at Norquay or a second school site

Start Planning for EMB High School options, whether it be developing a mini-school or adding 2-3 Mandarin high school courses at the level of the EMB students

謝謝

Thank you Committee members for your time, vision and support of this amazing Program.



Norquay Parent Advisory Council