

# Impact of Teachers' Professional Development on the Reading Achievement of Canadian Allophone Students

Yesifa Azovide, Yamina Bouchamma and Marc Basque

Number 204, 2024

URI: <https://id.erudit.org/iderudit/1111525ar>  
DOI: <https://doi.org/10.7202/1111525ar>

[See table of contents](#)

Publisher(s)

Department of Educational Administration, University of Saskatchewan

ISSN

1207-7798 (digital)

[Explore this journal](#)

Article abstract

This study examines the impact of teachers' professional development on Canadian allophone students' learning and reading performance levels. We used the data from the Pan-Canadian Assessment Program 2016 involving Grade 8/Secondary II Canadian allophone students (N = 2,244) and teachers in French and English Language Arts (N = 598). Our correlation results show that Canadian allophone students' reading achievement was positively associated with teachers' professional development activities such as academic pursuits (e.g., university courses) and marking or scoring sessions. The correlations also demonstrate that teachers' professional practice of curriculum development had a positive influence on the learning levels of Canadian allophone students who were born in Canada, while teachers' participation in professional learning communities had a positive effect on Canadian allophone students who were not born in Canada.

Cite this article

Azovide, Y., Bouchamma, Y. & Basque, M. (2024). Impact of Teachers' Professional Development on the Reading Achievement of Canadian Allophone Students. *Canadian Journal of Educational Administration and Policy / Revue canadienne en administration et politique de l'éducation*, (204), 55–69. <https://doi.org/10.7202/1111525ar>

© Yesifa Azovide, Yamina Bouchamma, Marc Basque, 2024



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

Érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

## **Impact of Teachers' Professional Development on the Reading Achievement of Canadian Allophone Students**

Yesifa Azovide<sup>1</sup>, Yamina Bouchamma<sup>1</sup>, & Marc Basque<sup>2</sup>  
<sup>1</sup>Université Laval, <sup>2</sup>Université de Moncton

### **Author Note**

The authors acknowledge the Council of Ministers of Education, Canada for access to the Pan-Canadian Assessment Program data.

### **Abstract**

This study examines the impact of teachers' professional development on Canadian allophone students' learning and reading performance levels. We used the data from the Pan-Canadian Assessment Program 2016 involving Grade 8/Secondary II Canadian allophone students ( $N = 2,244$ ) and teachers in French and English Language Arts ( $N = 598$ ). Our correlation results show that Canadian allophone students' reading achievement was positively associated with teachers' professional development activities such as academic pursuits (e.g., university courses) and marking or scoring sessions. The correlations also demonstrate that teachers' professional practice of curriculum development had a positive influence on the learning levels of Canadian allophone students who were born in Canada, while teachers' participation in professional learning communities had a positive effect on Canadian allophone students who were not born in Canada.

*Keywords:* student achievement, Canadian allophone students, teacher professional development, student linguistic diversity, Pan-Canadian Assessment Program

### **Introduction**

The number of immigrants in member countries of the Organisation for Economic Co-operation and Development (OECD) is on the rise, particularly due to the increase in international conflicts and natural catastrophes that have led to a growing diversity in immigration on many levels (e.g., language, ethnic, social, cultural, and religious) (Coste & Cavalli, 2018a; Population Division, 2020; Vertovec, 2007). In turn, this increasingly diversified immigration flux has had major repercussions on host societies in terms of education and the students' linguistic and cultural dimensions (Appave & David, 2017; Castles, 2010; Castles et al., 2002; Czaika & De Haas, 2014; Dalton-Puffer et al., 2014; Demireva, 2019; Directorate-General for Communication, 2018; Goldin et al., 2011; Newland, 2017; OECD, 2018; Silver, 2015; Somers, 2018; Triandafyllidou, 2018; Zetter et al., 2006). For this reason, we are now seeing more allophone students younger than 16 years of age who were born in or outside of the welcoming country and whose first language differs from the language of instruction in the host country.

It is with this in mind that many student assessment programs, such as the prominent Programme

for International Student Assessment (PISA), focus on student achievement by considering students' different language-related characteristics and their teachers' professional development to propose actions based on these profiles and needs (OECD, 2016a). In Canada, the Pan-Canadian Assessment Program (PCAP) informs on the learning levels of students across Canada, including those of students whose first language differs from the language of instruction. This program evaluates the reading level of students who are 13–16 years of age and the impact of their teachers' professional growth activities on their learning processes.

Canada has ranked highly among OECD countries with a strong education system (O'Grady et al., 2016; OECD, 2016a). However, recent PISA and PCAP results show that student performance levels in Canada have declined in the last 10 years (O'Grady et al., 2016). One factor that may explain this decrease is the increase in the number of new arrivals in the country, which went from 6,328,755 to 7,540,830 people between 2011 and 2016, signifying 1,212,075 additional immigrants (Statistics Canada, 2017). Within this immigrant population are students younger than 16 years of age whose first language differs from the languages of instruction in Canada (Council of Ministers of Education, Canada, 2016; OECD, 2018). When there is an increased number of these students in Canadian schools, it becomes an immense struggle for teachers who often lack the proper preparation and training to adequately respond to the specific needs of this student population (Brown & Medway, 2007; Kanouté et al., 2008; Larochelle-Audet et al., 2013; OECD, 2018).

Current teacher training practices fail to adequately prepare teachers—in terms of relevant knowledge, abilities, and aptitudes—for the challenges of cultural and language diversity (Appave & David, 2017; Arapi et al., 2019; Cenoz & Gorter, 2014; Demireva, 2019; Larochelle-Audet et al., 2013; OECD, 2015; Somers, 2018). Moreover, immigrant students in OECD countries estimate that their teachers do not know how to best address their needs (Brown & Medway, 2007; OECD, 2018) and that teacher professional development is out of touch with students' realities and learning difficulties (Larochelle-Audet et al., 2013). Consequently, when teachers do not receive the training required to properly address and respond to the needs of this student population, the disparities observed in immigrant students' academic results are bound to continue (Bouchamma, 2008; OECD, 2016b, 2018). Given these, we sought to learn more about the impact of teacher development on the learning and achievement of students whose first language differs from the language of instruction.

## **Review of the Literature**

Professional development is an opportunity for teachers to constantly improve their competencies in line with the needs and expectations of their school system or to explore professional collaborations (Bouchamma, 2005; Goï, 2015; Le Boterf, 2002; Sergiovanni et al., 2014; Zepeda, 2012). Therefore, professional growth activities are instrumental in improving teaching practices and student learning—and ultimately meeting the students' needs in this regard (Leithwood & Jantzi, 2008; Nolan & Hoover, 2008; Northouse, 2012; Sergiovanni et al., 2014). Leithwood et al. (2004, 2020) reported that teachers' professional development practices that have a significant effect on both teaching and student achievement include the following: improving teaching practices; acquiring better adapted knowledge and know-how; and developing, coordinating, and implementing effective educational plans and programs (Bouchamma, 2005, 2009; Cotton, 2003; Marshall, 2005; Nolan & Hoover, 2008; Silva & Dana, 2001).

In the literature, studies are unfortunately rare on the subject of diversity in teacher training, and the reported effects fail to quantitatively consider the teacher's point of view (Bouchamma, 2009). According to Branch et al. (2012), a more thorough examination of teachers' perceptions of the impact of their professional development activities on their students' academic results—in the context of language diversity—would help to better understand how these practices affect student achievement. Hence, we address three key concepts in the present study, namely, teachers' professional development, factors determining language competencies, and allophone student achievement.

## ***Student Achievement***

The notion of academic achievement refers to the attainment of educational objectives associated with the mastering of a determined set of knowledge related to the students' learning path within their school system (Bouchard & St-Amant, 1996; Lefebvre, 1999). Student achievement is thus characterized by the

level of acquisition of a learning objective, as determined by the student's performance or success in a given curriculum, such as reading, for example. Although this level of expected achievement is the same for all students—including those whose first language differs from the language of instruction—the latter continue to experience integration issues in the form of academic, social, cultural, and even psychological difficulties that affect their results (Coste & Cavalli, 2018b; Jacquet & Masinda, 2014). Reinforcing teacher competency through targeted continuing education and training would serve to better support the integration of these students and, in turn, their achievement. In this sense, the academic success of this student population is often linked to the teachers' ability to deal with language diversity in their day-to-day pedagogical practices (Armand et al., 2008; Candelier, 2003; OECD, 2018; Perregaux et al., 2003).

### *Professional Development Practices and Resources*

Professional development practices help prepare teachers to reinvest and more easily integrate newly acquired skills and strategies. Teachers perceive several of these pedagogical practices as having a considerable impact on student learning and achievement. These include differentiated teacher supervision, adapted modes of supervision, and collaborative initiatives and practices that have been shown to not only complement formal training but also better prepare educators for concrete situations in which their skills are clearly deficient (Azovide & Bouchamma, 2021; Bouchamma, 2005; Colletette et al., 2013; DuFour et al., 2004; Marks & Printy, 2003; Marshall, 2005; Nolan & Hoover, 2008; Sergiovanni et al., 2014; Silva & Dana, 2001).

### *Indicators of Language Competency in Allophone Students*

There appears to be a connection between reading achievement and certain student characteristics, regardless of the child's origin (e.g., prevalent attitudes and behaviours within the family unit, such as the difficulty the parents have in using the host language, and the importance they give to literacy practices and support actions, such as having regular communication with their child regarding school). In the case of immigrant families, some families support actions to help their child develop a productive work ethic, autonomy, and creativity (McAndrew et al., 2015) and to influence the child's language skills when learning a new language of instruction or social codes vital to their integration (Colletette et al., 2013; Coste & Cavalli, 2018b; Dalton-Puffer et al., 2014; Duval et al., 2014; Goï, 2015; Jacquet & Masinda, 2014; Little, 2010; Vienneau, 2004).

That said, when this connection is challenged because of socioeconomic status and the parents' education level and relationship with the host culture (Kanouté et al., 2008; Thamin, 2015), studies show that this student population tends to integrate fewer specific skills. The abilities needed to effectively interact (e.g., communication, stress management, or acceptable social behaviour) are often misunderstood or unrecognized by teachers who lack the necessary intercultural experience, knowledge, and tools to undertake proper action and provide support (Armand et al., 2008; Ballinger et al., 2017; Coste & Cavalli, 2018b; Jacquet & Masinda, 2014).

### **Objectives**

How teacher professional development affects student learning and achievement is a major factor influencing the choice of professional growth activities. Using quality professional development serves to improve teaching practices and student performance and better meet the students' needs. However, few studies on the subject of the professional development of teachers who work with different language groups quantitatively examine their perceptions of how their continuing education affects their students' academic growth and success (Bouchamma, 2009; Leithwood & Jantzi, 2008; Leithwood et al., 2020). The present study therefore addresses the connections between reading achievement and the teachers' views of the impact their professional development activities have on their students' performance.

## Methodology

### Questionnaire

This study drew from secondary data from the student and teacher surveys in the PCAP 2016. The student questionnaire covered students' sociodemographic characteristics, including gender (Question S01) and birth in Canada (Question S03A), and academic characteristics, including reading achievement (performance level), first language (Question S05), language of instruction (Question S06), and language they use outside of school to communicate with family (Question S07) (Appendix A). The teacher questionnaire covered teachers' professional experience (Question T2) and view of the impact of their professional development activities on how well their students learned (Questions T12A, T12B, T12C, T12D, T12E, T12F, T12G, T12H, T12I, and T12J) (Appendix B).

### Sample

The sample consisted of Canadian allophone Grade 8/Secondary II students ( $N = 2,244$ ) taken from the PCAP 2016 secondary data on Canadian students aged between 13 and 16 years of age. Among the participants, 51.5% were female ( $N = 1,155$ ), 47.5% were male ( $N = 1,066$ ), and 1% either identified themselves differently, preferred not to say, or did not respond ( $N = 23$ ), with 34.9% born in Canada ( $N = 783$ ), 64.8% born elsewhere ( $N = 1,455$ ), and 0.3% not indicating where they were born ( $N = 6$ ). These allophone students, whose first language was different from the language of instruction (French or English), presented diverse characteristics in terms of language competency (Table 1).

**Table 1**

*Language Competency Characteristics of Canadian Allophone Students in PCAP 2016*

		Language of instruction					
		English		French			
Frequency and % of language(s) used outside of school		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
	English only or mostly English	308	13.73	274	12.21	34	1.52
	French only or mostly French	18	0.80	2	0.09	16	0.71
	English and French equally	63	2.8	12	0.53	51	2.27
	English and a language other than French	1146	51.07	993	44.25	153	6.82
	French and a language other than English	126	5.61	6	0.27	120	5.34
	Mostly another language	554	24.69	443	19.74	111	4.95
	Did not indicate the language(s) used outside of school	29	1.30	12	0.54	17	0.76

Note.  $N = 2,244$ .  $N = 29$  did not indicate the language(s) used outside of school.

The teachers ( $N = 598$ ) of the sampled students taught French or English Language Arts. In terms of the number of years of teaching experience, 16.55% ( $N = 99$ ) had less than 5 years, 26.58% ( $N = 159$ ) had between 5 and 10 years, 21.5% ( $N = 128$ ) had more than 11 years, 16.55% ( $N = 99$ ) had more than 16 years, and 18.89% ( $N = 113$ ) had more than 20 years. From 2011 to 2016, these teachers attended professional growth activities that had a certain level of impact on the achievement of their Canadian allophone students (Table 2).

**Table 2**  
*Impact of Teachers' Professional Development on Canadian Allophone Student Achievement*

	Level of the impact of professional development activities on Canadian allophone students								<i>N</i> (students)
	None		A little		Some		A lot		
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	
1. Academic courses (e.g., university)	644	28.7 %	170	7.6 %	362	16.1 %	385	17.2 %	1561
2. Workshops or conferences	61	2.7 %	350	15.6 %	923	41.1 %	519	23.1 %	1853
3. Professional learning communities	201	9.0 %	323	14.4 %	753	33.6 %	468	20.9 %	1744
4. Curriculum development	581	25.9 %	340	15.2 %	435	19.4 %	244	10.9 %	1600
5. Development of common assessment items	251	11.2 %	416	18.5 %	696	31.0 %	344	15.3 %	1707
6. Marking or scoring sessions	447	19.9 %	512	22.8 %	443	19.7%	244	10.9 %	1646
7. Online (e.g., webinars, videos)	739	32.9 %	516	23.0 %	256	11.4 %	63	2.8 %	1574
8. Integration of information technology into French/English Language Arts	244	10.9 %	548	24.4 %	641	28.6 %	324	14.4%	1757
9. Assessment and evaluation	129	5.7 %	311	13.9 %	898	40.0 %	408	18.2 %	1746
10. Differentiated instruction/resources to adapt to the students' interests and needs	79	3.5 %	407	18.1 %	768	34.2 %	546	24.3 %	1800

*Note.* Students:  $N = 2,244$ .

### Variables

Our dependent variable, namely, reading achievement level, housed three levels corresponding to the expected results in reading for Grade 8/Secondary II students: (a) below expected level, (b) expected level, and (c) above expected level.

Our independent variables were as follows: (a) the teacher's perspective of the impact of specific professional activities, such as university courses, workshops or conferences, professional learning communities, curriculum development, development of common assessment items, marking or scoring sessions, online (e.g., webinars and videos), integration of information technology into French or English Language Arts, assessment and evaluation, and differentiated instruction or resources to meet the students' interests and needs; and (b) the Canadian allophone students' sociodemographic characteristics (gender and birth in Canada).

### Data Analysis

We used the IBM SPSS Statistics (Version 28) package to perform a Spearman analysis of the correlations between the Canadian allophone students' reading achievement level, gender, and birth in Canada and the teachers' perceptions of the impact of their professional development activities on student learning. This analysis method uses categorical variables (Glass & Hopkins, 1984; Vallerand & Hess, 2000).

### Results

From our analysis to identify the correlations between the Canadian allophone students' reading achievement level, gender, and birth in Canada and the teachers' perceptions of the impact of their professional development activities on student learning (Table 3), we observed a weak negative yet significant correlation between Canadian allophone students' reading achievement level and gender. For gender ( $r_s = -.097$ ;  $p < .01$ ), the reading achievement level was higher for females and lower for males.

We found weak positive yet significant correlations between Canadian allophone students' reading achievement level and three variables. For birth in Canada ( $r_s = .085$ ;  $p < .01$ ), the reading achievement level increased when the student was born in Canada and decreased when the student was born outside of Canada. For the impact of teachers' professional development on student learning – *university courses* ( $r_s = .074$ ;  $p < .01$ ), the reading achievement level increased when the teacher perceived that the impact this practice had on student learning was more important and decreased when they viewed it as being less important. For the impact of teachers' professional development on student learning – *marking or scoring sessions* ( $r_s = .068$ ;  $p < .01$ ), the reading achievement level increased when the teacher perceived that the impact this practice had on student learning was more important and decreased when they considered it as being less important.

We found a weak negative yet significant correlation between the allophone students' birth in Canada and the impact of teachers' professional development on student learning – *professional learning communities* ( $r_s = -.048$ ;  $p < .05$ ). The teachers considered that this variable was more important when the allophone student was born outside of Canada than when they were born in Canada.

We noted a weak positive yet significant correlation between born in Canada and the impact of teachers' professional development on student learning – *curriculum development* ( $r_s = .052$ ;  $p < .05$ ). The teachers considered this variable as being more important when the allophone student was born in Canada rather than outside of Canada.

**Table 3**

*Correlations of Three Variables with the Teachers' Perceptions of the Impact of Their Professional Development Activities on Student Learning*

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. <i>Reading achievement</i> of the Canadian allophone students	-												
2. <i>Birth in Canada</i> of the Canadian allophone students	.085**	-											
3. <i>Gender</i> of the Canadian allophone students	-.097**	0.035	-										
4. Impact of PD – <i>university courses</i>	.074**	0.002	0.011	-									
5. Impact of PD – <i>workshops and conferences</i>	0.009	0.026	0.003	.216**	-								
6. Impact of PD – <i>professional learning communities</i>	-0.024	-.048*	-0.015	.151**	.466**	-							
7. Impact of PD – <i>curriculum development</i>	0.011	.052*	0.017	.210**	.362**	.317**	-						
8. Impact of PD – <i>development of assessment items</i>	0.005	-0.017	0.002	.148**	.394**	.457**	.488**	-					
9. Impact of PD – <i>marking or scoring sessions</i>	.068**	0.002	0.002	-0.010	.184**	.251**	.316**	.454**	-				
10. Impact of PD – <i>online (e.g., webinars, videos)</i>	-0.002	0.038	0.034	.236**	.297**	.272**	.233**	.273**	.206**	-			
11. Impact of PD – <i>integration of information technology</i>	0.025	-0.044	0.005	.259**	.379**	.306**	.233**	.307**	.076**	.440**	-		
12. Impact of PD – <i>assessment and evaluation</i>	0.015	-0.022	0.016	.176**	.357**	.393**	.329**	.498**	.411**	.175**	.269**	-	
13. Impact of PD – <i>differentiated instruction/resources</i>	-.030	-0.044	0.033	.244**	.471**	.396**	.264**	.387**	.213**	.296**	.357**	.572**	-

Note. PD = Professional development.

\*  $p < .05$ ; \*\*  $p < .01$



## **Discussion and Conclusion**

We examined the impact of teachers' professional development practices and resources to meet the specific needs of Canadian students whose first language differed from the language of instruction (English or French). Our findings reveal that the impact of teachers' professional activities involving university courses (academic courses) and marking or scoring sessions had a positive effect on the reading performance of Canadian allophone students.

Our results also show that the teachers' professional practice of curriculum development had a greater impact on learning for Canadian allophone students born in Canada than it was for those born outside of Canada. In contrast, professional learning community activities had a greater impact on learning for the students born outside of Canada and less so for those born in Canada. Furthermore, reading achievement decreased for allophone students born outside of Canada and for male students and increased for allophone students born in Canada and for female students.

This study thus demonstrates the positive effects of teachers' professional practices of university courses and marking or scoring sessions on the reading achievement of Canadian allophone students, the significant impact of curriculum development on how well Canadian allophone students learn, and the important influence of professional learning communities on the performance of Canadian allophone students born outside of Canada.

The correlation between performance in reading and professional development activities, such as university courses and marking or scoring sessions, can be explained by their role in helping teachers to better understand the particular challenges associated with the academic success of Canadian allophone students and in enhancing their existing capabilities to interact more effectively and provide vital feedback to meet the needs of this student population (i.e., students whose first language differs from the language of instruction) (Armand et al., 2008; Beacco et al., 2016; Cenoz & Gorter, 2014; Clement & Vandenberghe, 2000; Day, 1999; Hargreaves & Fullan, 1992; Moreira, 1996). Reading achievement was shown in this study to be better among Canadian allophone students born in Canada who experienced an easier integration in school and had earlier access to the language of instruction since their birth in the host country (Armand et al., 2008).

When considering these school characteristics, the teachers' professional development practice of curriculum development had a greater impact on the learning achievement of Canadian allophone students born in Canada, as opposed to those born outside of Canada who had more difficulty integrating in school because they had to learn the language of instruction in addition to the different societal codes of the new country. For this particular group to learn better, the teachers felt that professional learning communities were crucial. In recent years, these practices have proved to be an invaluable support tool and collective professional growth practice to promote the sharing of experiences, best practices, and new ways of doing that alleviate the teachers' lack of experience in intercultural contexts and better address the learning difficulties of allophone students born outside of Canada (Bainski et al., 2010; Moreau et al., 2013; Panagiotopoulou & Rosen, 2018).

## **Implications and Limitations**

The findings of this study show that teacher professional development activities such as pursuing university courses and participating in professional learning communities can help improve the learning and achievement of Canadian allophone students. The observed correlations with this particular student population warrant that teacher trainers, supervisors, and principals not only support but strongly encourage professional development practices such as curriculum development and marking or scoring sessions. Teachers should also welcome collaborative practices and feedback from peers to help improve their teaching practices (Dionne et al., 2013; Lindsey et al., 2009; Mitchell & Sackney, 2011; Oliva & Pawlas, 2001). As for continuing education, it is vital that universities providing teacher training include, encourage, and promote courses, knowledge, and tools that best meet the needs of Canadian allophone students. As for the limitations of this study, because one aspect of our study pertained to reading achievement, we intentionally chose data from the PCAP 2016 in which reading was the main assessment domain. In the PCAP 2019, reading was the secondary assessment domain. Moreover, the teacher survey focuses on the impact of teacher professional development in academic courses and aligns this with university courses. However, it can also be offered by various providers.

## References

- Appave, G., & David, I. (2017). Integration that values diversity – Exploring a model for current migration dynamics. In M. McAuliffe & M. Klein Solomon (Eds.), *Migration research leaders' syndicate: Ideas to inform international cooperation on safe, orderly and regular migration* (pp. 159–167). International Organization for Migration. <https://publications.iom.int/books/migration-research-leaders-syndicate>
- Arapı, E., Pagé, P., & Hamel, C. (2019). Quels sont les liens entre l'implication parentale, les conditions socioéconomiques de la famille et la réussite scolaire? : une synthèse des connaissances [What are the links between parental involvement, family socioeconomic conditions, and school achievement?: A research synthesis]. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 53(1), 88–108. <https://doi.org/10.7202/1056284ar>
- Armand, F., Dagenais, D., & Nicollin, L. (2008). La dimension linguistique des enjeux interculturel : de l'éveil aux langues à l'éducation plurilingue [The linguistic dimension of intercultural issues – From language awareness to pluralism]. *Éducation et francophonie*, 36(1), 44–64. <https://doi.org/10.7202/018089ar>
- Azovide, Y., & Bouchamma, Y. (2021). Supervisors' feedback and teacher professional development in a context of students' linguistic diversity in OECD countries. *Creative Education*, 12(12), 2934–2953. <https://doi.org/10.4236/ce.2021.1212220>
- Bainski, C., Kaseric, T., Michel, U., McPake, J., & Thompson, A. (2010). Co-operation, management and networking: Effective ways to promote the linguistic and educational integration of children and adolescents from migrant backgrounds (Studies and Resources No. 6). In D. Little, *The linguistic and educational integration of children and adolescents from migrant backgrounds* [Concept paper]. Language Policy Division, Directorate of Education and Languages, DGIV, Council of Europe. <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016805a1cb5>
- Ballinger, S., Lyster, R., Sterzuk, A., & Genesee, F. (2017). Context-appropriate crosslinguistic pedagogy: Considering the role of language status in immersion education. *Journal of Immersion and Content-Based Language Education*, 5(1), 30–57. <https://doi.org/10.1075/jicb.5.1.02bal>
- Beacco, J.-C., Fleming, M., Goullier, F., Thürmann, E., Vollmer, H., & Sheils, J. (2016). *A handbook for curriculum development and teacher training: The language dimension in all subjects*. Council of Europe. <https://rm.coe.int/a-handbook-for-curriculum-development-and-teacher-training-the-languag/16806af387>
- Bouchamma, Y. (2005). Evaluating teaching personnel. Which model of supervision do Canadian teachers prefer? *Journal of Personnel Evaluation in Education*, 18(4), 289–308. <https://doi.org/10.1007/s11092-007-9025-8>
- Bouchamma, Y. (2008). Les défis de l'école en milieu minoritaire francophone face à l'intégration des élèves immigrants [The challenges in francophone minority schools and the integration of immigrant students]. *Revue Thèmes canadiens*, 120–123. <https://crires.ulaval.ca/publication/61a6d84b036ba74f1636798f>
- Bouchamma, Y. (2009). *L'intervention interculturelle en milieu scolaire* [Intercultural intervention in schools]. Les éditions de la Francophonie.
- Bouchard, P., & St-Amant, J.-C. (1996). Le retour aux études : les facteurs de réussite dans quatre écoles spécialisées au Québec [Back to school: Success factors in four Québec specialized schools]. *Canadian Journal of Education / Revue canadienne de l'éducation*, 21(1), 1–17. <https://doi.org/10.2307/1495061>
- Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2012). *Estimating the effect of leaders on public sector productivity: The case of school principals* (Working Paper 17803). National Bureau of Economic Research. [https://www.nber.org/system/files/working\\_papers/w17803/w17803.pdf](https://www.nber.org/system/files/working_papers/w17803/w17803.pdf)

- Brown, K. E., & Medway, F. J. (2007). School climate and teacher beliefs in a school effectively serving poor South Carolina (USA) African-American students: A case study. *Teaching and Teacher Education*, 23(4), 529–540. <https://doi.org/10.1016/j.tate.2006.11.002>
- Candelier, M. (2003). *L'éveil aux langues à l'école primaire. Evlang : bilan d'une innovation européenne* [Learning languages in elementary school. Evlang: Assessment of a European innovation]. De Boeck Supérieur. <https://doi.org/10.3917/dbu.cande.2003.01>
- Castles, S. (2010). Understanding global migration: A social transformation perspective. *Journal of Ethnic and Migration Studies*, 36(10), 1565–1586. <https://doi.org/10.1080/1369183x.2010.489381>
- Castles, S., Korac, M., Vasta, E., & Vertovec, S. (2002). *Integration: Mapping the field* (Home Office Online Report 29/03). Home Office Immigration Research and Statistics Service. <http://webarchive.nationalarchives.gov.uk/20110218135832/http://rds.homeoffice.gov.uk/rds/pdfs2/rdsolr2803.doc>
- Cenoz, J., & Gorter, D. (2014). Focus on multilingualism as an approach in educational contexts. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as practice and pedagogy* (Educational Linguistics, Vol. 20, pp. 239–254). Springer. [https://doi.org/10.1007/978-94-007-7856-6\\_13](https://doi.org/10.1007/978-94-007-7856-6_13)
- Clement, M., & Vandenberghe, R. (2000). Teachers' professional development: A solitary or collegial (ad)venture? *Teaching and Teacher Education*, 16(1), 81–101. [https://doi.org/10.1016/S0742-051x\(99\)00051-7](https://doi.org/10.1016/S0742-051x(99)00051-7)
- Collerette, P., Pelletier, D., & Turcotte, G. (2013). *Recueil de pratiques des directions d'écoles secondaires favorisant la réussite des élèves* [Student achievement: Collection of best practices for principals]. Université du Québec en Outaouais.
- Coste, D., & Cavalli, M. (2018a). Altérité, communauté, médiation, mobilité : des notions à manipuler avec précaution? [Otherness, community, mediation, mobility: Handle with care?] In C. Jeoffrion & M.-F. Narcy-Combes (Eds.), *Perspectives plurilingues en éducation et formation. Des représentations aux dispositifs* (pp. 243–256). Presses universitaires de Rennes.
- Coste, D., & Cavalli, M. (2018b). Migration et politiques linguistiques éducatives : le rôle majeur de la médiation [Migration and language policies in education: The role of mediation]. *European Journal of Language Policy*, 10(2), 165–186. <https://doi.org/10.3828/ejlp.2018.10>
- Cotton, K. (2003). *Principals and student achievement: What the research says*. ASCD.
- Council of Ministers of Education, Canada. (2016). *PCAP 2016: Assessment framework*. <http://www.cmec.ca/docs/pcap/pcap2016/PCAP-2016-Assessment-Framework.pdf>
- Czaika, M., & de Haas, H. (2014). The globalization of migration: Has the world become more migratory? *International Migration Review*, 48(2), 283–323. <https://doi.org/10.1111/imre.12095>
- Dalton-Puffer, C., Llinares, A., Lorenzo, F., & Nikula, T. (2014). “You can stand under my umbrella”: Immersion, CLIL and bilingual education. A response to Cenoz, Genesee & Gorter (2013). *Applied Linguistics*, 35(2), 213–218. <https://doi.org/10.1093/applin/amu010>
- Day, C. (1999). *Developing teachers. The challenges of lifelong learning*. Falmer Press.
- Demireva, N. (2019). *Immigration, diversity and social cohesion* [Briefing] (6th revision). The Migration Observatory, University of Oxford. <http://migrationobservatory.ox.ac.uk/wp-content/uploads/2016/04/Briefing-Immigration-Diversity-and-Social-Cohesion.pdf>
- Dionne, L., Savoie-Zajc, L., & Couture, C. (2013). Les rôles de l'accompagnant au sein d'une communauté d'apprentissage d'enseignants [Tasks of the facilitator in a professional learning community]. *Canadian Journal of Education / Revue canadienne de l'éducation*, 36(4), 175–201.
- Directorate-General for Communication. (2018). *Special Eurobarometer 469: Integration of immigrants in the European Union* (v1.00) [Data set]. European Commission. [http://data.europa.eu/euodp/en/data/dataset/S2169\\_88\\_2\\_469\\_ENG](http://data.europa.eu/euodp/en/data/dataset/S2169_88_2_469_ENG)
- DuFour, R., DuFour, R., Eaker, R. E., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Solution Tree.

- Duval, J., Dumoulin, C., & Perron, M. (2014). Collaboration école-famille et prévention du décrochage scolaire : des pistes d'action pour les enseignants du primaire [School-family collaboration and preventing drop out: Possible actions for elementary teachers]. *Canadian Journal of Education / Revue canadienne de l'éducation*, 37(3), 1–23. <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/1665>
- Glass, G. V., & Hopkins, K. D. (1984). *Statistical methods in education and psychology* (2nd ed.). Prentice-Hall.
- Goï, C. (2015). *Des élèves venus d'ailleurs* [Students from elsewhere]. Réseau Canopé. [https://www.reseau-canope.fr/notice/des-eleves-venus-dailleurs\\_7383](https://www.reseau-canope.fr/notice/des-eleves-venus-dailleurs_7383)
- Goldin, I., Cameron, G., & Balarajan, M. (2011). *Exceptional people: How migration shaped our world and will define our future*. Princeton University Press.
- Hargreaves, A., & Fullan, M. G. (Eds.). (1992). *Understanding teacher development*. Teachers College Press.
- Jacquet, M., & Masinda, M. T. (2014). Réflexions sur la notion d'intégration scolaire des jeunes immigrants [Thoughts on the integration of young immigrant students]. *International Journal of Canadian Studies*, 50, 277–296. <https://doi.org/10.3138/ijcs.2014.015>
- Kanouté, F., Vatz Laaroussi, M., Rachédi, L., & Tchimou Doffouchi, M. (2008). Familles et réussite scolaire d'élèves immigrants du secondaire [Families and the academic success of immigrant high school students]. *Revue des sciences de l'éducation*, 34(2), 265–289. <https://doi.org/10.7202/019681ar>
- Larochelle-Audet, J., Borri-Anadon, C., Mc Andrew, M., & Potvin, M. (2013). *La formation initiale du personnel scolaire sur la diversité ethnoculturelle, religieuse et linguistique dans les universités québécoises : portrait quantitatif et qualitatif* [Initial teacher training on ethnocultural, religious, and linguistic diversity in Québec universities: A qualitative and quantitative portrait]. Chaire de recherche du Canada sur l'Éducation et les rapports ethniques, Université de Montréal. [https://ofde.uqam.ca/wp-content/uploads/2019/10/portrait\\_formation2013\\_vFinale.pdf](https://ofde.uqam.ca/wp-content/uploads/2019/10/portrait_formation2013_vFinale.pdf)
- Le Boterf, G. (2002). *Développer la compétence des professionnels : construire les parcours de professionnalisation* [On developing professional competence. Building toward professionalism] (4th ed.). Éditions d'Organisation.
- Lefebvre, M.-L. (1999). [Review of the book *Garçons & filles, Stéréotypes et réussite scolaire* (Boys and girls, stereotypes and academic achievement), by P. Bouchard & J.-C. St-Amant]. *Canadian Journal of Education / Revue canadienne de l'éducation*, 24(1), 81–86. <https://doi.org/10.2307/1585774>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of leader efficacy. *Educational Administration Quarterly*, 44(4), 496–528. <https://doi.org/10.1177/0013161x08321501>
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. University of Minnesota, The University of Toronto, & The Wallace Foundation. <https://wallacefoundation.org/sites/default/files/2023-07/how-leadership-influences-student-learning.pdf>
- Lindsey, D. B., Jungwirth, L. D., Pahl, J. V. N. C., & Lindsey, R. B. (2009). *Culturally proficient learning communities: Confronting inequities through collaborative curiosity*. Corwin Press. <https://doi.org/10.4135/9781452219271>
- Little, D. (2010). *The linguistic and educational integration of children and adolescents from migrant backgrounds* [Concept paper]. Language Policy Division, Directorate of Education and Languages, DGIV, Council of Europe. <https://rm.coe.int/the-linguistic-and-educational-integration-of-children-and-adolescents/16805a0d1b>

- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370–397. <https://doi.org/10.1177/0013161x03253412>
- Marshall, K. (2005). It's time to rethink teacher supervision and evaluation. *Phi Delta Kappan*, 86(10), 727–735. <https://doi.org/10.1177/003172170508601004>
- McAndrew, M., Balde, A., Bakhshaei, M., Tardif-Grenier, K., Audet, G., Armand, F., Guyon, S., Ledent, J., Lemieux, G., Potvin, M., Rahm, J., Laaroussi, M. V., Carpentier, A. & Rousseau, C. (2015). *La réussite éducative des élèves issus de l'immigration : dix ans de recherche et d'intervention au Québec* [Educational achievement of immigrant students: Ten years of research and intervention in Québec]. Presses de l'Université de Montréal. <https://www.jstor.org/stable/j.ctv69t4cr>
- Mitchell, C., & Sackney, L. (2011). *Profound improvement: Building capacity for a learning community* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203826027>
- Moreau, A. C., Leclerc, M., & Stanké, B. (2013). L'apport du fonctionnement en communauté d'apprentissage professionnelle de huit écoles inclusives sur l'autoappréciation en enseignement en littératie et sur le sentiment d'autoefficacité [The contributions of a professional learning community to the self-assessment of literacy teaching and a sense of self-efficacy in eight schools]. *Éducation et francophonie*, 41(2), 35–61. <https://doi.org/10.7202/1021026ar>
- Moreira, J. M. (1996). Approaches to teacher professional development: A critical appraisal. *European Journal of Teacher Education*, 19(1), 47–63. <https://doi.org/10.1080/0261976960190106>
- Newland, K. (2017). Migrant return and reintegration policy: A key component of migration governance. In M. McAuliffe & M. Klein Solomon (Eds.), *Migration research leaders' syndicate: Ideas to inform international cooperation on safe, orderly and regular migration* (pp. 169–173). International Organization for Migration. [https://publications.iom.int/es/system/files/pdf/migration\\_research\\_leaders\\_syndicate.pdf](https://publications.iom.int/es/system/files/pdf/migration_research_leaders_syndicate.pdf)
- Nolan, J. F., & Hoover, L. A. (2008). *Teacher supervision and evaluation: Theory into practice* (2nd ed.). Wiley.
- Northouse, P. G. (2012). *Leadership: Theory and practice* (6th ed.). SAGE Publications.
- O'Grady, K., Deussing M.-A., Scerbina, T., Fung, K., & Muhe, N. (2016). *Measuring up: Canadian results of the OECD PISA study. The performance of Canada's youth in science, reading, and mathematics: 2015 first results for Canadians aged 15*. Council of Ministers of Education, Canada. <https://www.cmec.ca/publications/lists/publications/attachments/365/pisa2015-cdnreport-en.pdf>
- Oliva, P. F., & Pawlas, G. E. (2001). *Supervision for today's schools* (6th ed.). John Wiley & Sons.
- Organisation for Economic Co-operation and Development. (2015). *Immigrant students at school: Easing the journey towards integration*. OECD Publishing. <https://doi.org/10.1787/9789264249509-en>
- Organisation for Economic Co-operation and Development. (2016a). *PISA 2015 results (Volume I): Excellence and equity in education*. OECD Publishing. <https://doi.org/10.1787/9789264266490-en>
- Organisation for Economic Co-operation and Development. (2016b). Teacher professionalism. *Teaching in Focus*, 14. OECD Publishing. <https://doi.org/10.1787/5jm3xgskpc40-en>
- Organisation for Economic Co-operation and Development. (2018). *The resilience of students with an immigrant background: Factors that shape well-being*. OECD Publishing. <https://doi.org/10.1787/9789264292093-en>
- Panagiotopoulou, J. A., & Rosen, L. (2018). Denied inclusion of migration-related multilingualism: An ethnographic approach to a preparatory class for newly arrived children in Germany. *Language and Education*, 32(5), 394–409. <https://doi.org/10.1080/09500782.2018.1489829>

- Perregaux, C., de Goumoëns, C., Jeannot, D., & De Pietro, J.-F. (2003). *Éducation et ouverture aux langues à l'école (EOLE)* [Education and openness to languages at school]. Secrétariat général, Conférence intercantonale instruction publique et culture Suisse romande et Tessin.
- Population Division. (2020). *International migrant stock 2020* (POP/DB/MIG/Stock/Rev.2020). United Nations Department of Economic and Social Affairs. [www.un.org/development/desa/pd/content/international-migrant-stock](http://www.un.org/development/desa/pd/content/international-migrant-stock)
- Sergiovanni, T. J., Starratt, R. J., & Cho, V. (2014). *Supervision: A redefinition* (9th ed.). McGraw-Hill Higher Education. <https://www.mheducation.com/highered/product/supervision-redefinition-sergiovanni-starratt/M9780073378664.html#toc>
- Silva, D. Y., & Dana, N. F. (2001). Collaborative supervision in the professional development school. *Journal of Curriculum and Supervision*, 16(4), 305–321.
- Silver, H. (2015). *The contexts of social inclusion* (DESA Working Paper No. 144). United Nations Department of Economic and Social Affairs. [https://www.un.org/esa/desa/papers/2015/wp144\\_2015.pdf](https://www.un.org/esa/desa/papers/2015/wp144_2015.pdf)
- Somers, T. (2018). Multilingualism for Europeans, monolingualism for immigrants? Towards policy-based inclusion of immigrant minority language students in Content and Language Integrated Learning (CLIL). *European Journal of Language Policy*, 10(2), 203–228. <https://doi.org/10.3828/ejlp.2018.12>
- Statistics Canada. (2017, October 25). Immigration and ethnocultural diversity: Key results from the 2016 Census. *The Daily*. <https://www150.statcan.gc.ca/n1/en/daily-quotidien/171025/dq171025b-eng.pdf?st=xnGK8WXJ>
- Thamin, N. (2015). Quand des enfants allophones sont perçus comme des élèves en difficulté de langage dès la maternelle : pistes de réflexion à partir d'une recherche en Franche-Comté [When allophone children are perceived as having language difficulties in school: Early signs]. In D.-L. Simon, C. Domp martin-Normand, S. Galligani, & M.-O. Maire-Sandoz (Eds.), *Accueillir l'enfant et ses langues : rencontres pluridisciplinaires sur le terrain de l'école* (pp. 141–66). Riveneuve éditions.
- Triandafyllidou, A. (2018). Globalisation and migration: An introduction. In A. Triandafyllidou (Ed.), *Handbook of migration and globalisation* (pp. 1–13). Edward Elgar Publishing.
- Vallerand, R. J., & Hess, U. (2000). *Méthodes de recherche en psychologie* [Research methods in psychology]. Gaëtan Morin.
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024–1054. <https://doi.org/10.1080/01419870701599465>
- Vienneau, R. (2004). Impact de l'inclusion scolaire sur l'apprentissage et sur le développement social [Effect of academic inclusion on learning and social development]. In N. Rousseau (Ed.), *La pédagogie de l'inclusion scolaire. Pistes d'action pour apprendre tous ensemble* (2nd ed., pp. 125–152). Presses de l'Université du Québec.
- Zepeda, S. J. (2012). *Instructional supervision: Applying tools and concepts* (3rd ed.). Eye on Education.
- Zetter, R., Griffiths, D., Sigona, N., Flynn, D., Pasha, T., & Beynon, R. (2006). *Immigration, social cohesion and social capital: What are the links?* Joseph Rowntree Foundation. <https://www.jrf.org.uk/sites/default/files/migrated/migrated/files/9781899354440.pdf>

---

**Appendix A**
*Pan-Canadian Assessment Program 2016 Student Questionnaire*


---

1. How do you identify yourself?	1. Female
	2. Male
3a. Were you born in Canada?	1. Yes
	2. No
5. What language do you consider to be your first language (the language you first learned and still understand)?	1. English
	2. French
	3. Aboriginal (e.g., Cree, Inuktitut)
	4. Other (e.g., German, Mandarin)
6. In what language are most of your school subjects taught?	1. English
	2. French
	3. Aboriginal (e.g., Cree, Inuktitut)
	4. Other (e.g., German, Mandarin)
7. Which language or languages do you use outside the school (e.g., with family, friends, or in the community)?	1. English only or mostly English
	2. French only or mostly French
	3. English and French equally
	4. English and a language other than French
	5. French and a language other than English
	6. Mostly Aboriginal (e.g., Cree, Inuktitut)
	7. Mostly other (e.g., German, Mandarin)
8. Do you identify yourself as Aboriginal? If YES, with which Aboriginal peoples do you identify yourself?	1. No
	2. Yes, First Nations
	3. Yes, Inuk (Inuit)
	4. Yes, Métis

---

---

**Appendix B**
***Pan-Canadian Assessment Program 2016 Teacher Questionnaire***


---

2. Including this year, how many years of teaching experience do you have?

1. Fewer than 5 years

2. 5 to 10 years

3. 11 to 15 years

4. 16 to 20 years

5. More than 20 years

---

12. Have you participated in any of the following types of professional development activities in the past five years? If YES, to what extent did this impact your students' learning?

---

a) Academic courses (e.g., university)

1. Not considered at all

b) Workshops or conferences

2. Considered with low importance

c) Professional learning communities

3. Considered with moderate importance

d) Curriculum development

e) Development of common assessment items

4. Considered with high importance

f) Marking or scoring sessions

g) On-line (e.g., webinars, videos)

h) Integration of information technology into English Language Arts

i) Assessment and evaluation

j) Differentiated instruction/resources to adapt to students' interests and needs

---