The Consortium
Calgary Office

# Teaching Multilingual Learners: Practical Strategies for Language, Literacy, and Learning (3-part series)

PRESENTED BY

Michelle Bence, PhD & Miriam Ramzy, PhD

SERIES SESSIONS

| Date | Time |
|---|---|
| January 12, 2027 | 4:00 PM - 5:00 PM |
| January 19, 2027 | 4:00 PM - 5:00 PM |
| January 26, 2027 | 4:00 PM - 5:00 PM |

LOCATION

Online

FEE

$75.00

QUESTIONS?

Contact Us:
calgary@aplc.ca
403-291-0967

REGISTER ONLINE

Visit our website to register:
calgary.aplc.ca

## Learning Opportunity

Target Audience: Pre K-Gr 6 instructional leaders, pre-service teachers and teachers are encouraged to attend.

This online three-part professional learning series supports educators in developing responsive, research-informed practices for multilingual learners across K–12 classrooms. Grounded in asset-based pedagogy, oral language development, and equitable literacy instruction, the sessions explore how language, identity, comprehension, vocabulary, and writing intersect to support deep learning across the curriculum. Participants will leave with practical strategies, instructional routines, and classroom approaches that can be immediately applied to support multilingual learners' participation, engagement, and academic success.

### Session 1: Beyond Labels: Understanding Multilingual Learners Through Identity, Language, and Asset-Based Pedagogy

This session explores who multilingual learners are and how language, identity, culture, and power shape students' experiences in classrooms. Participants will examine asset-based approaches that honour students' linguistic and cultural strengths while considering practical ways to create inclusive environments that foster belonging, participation, and meaningful engagement in learning.

### Session 2: Unlocking Meaning: Vocabulary, Morphology, and Language Comprehension Across the Disciplines

This highly practical session focuses on how vocabulary, morphology, syntax, and oral language support comprehension across subject areas. Participants will explore classroom-ready strategies for teaching academic language, scaffolding complex texts, and helping multilingual learners access rigorous content while strengthening disciplinary thinking and communication.

## Session 3: Supporting Multilingual Writers: Oral Language, Sentence Construction, and Meaning-Making Through Writing

This session examines how oral language, discussion, sentence construction, and multimodal supports strengthen writing development for multilingual learners. Participants will explore practical strategies to support idea generation, sentence development, organization, and written expression while maintaining high expectations and supporting students in communicating meaning across disciplines.

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## Presenters

### Michelle Bence, PhD

Michelle Bence is a dedicated educator with over 20 years of experience in K-12 classrooms and literacy education. She has worked extensively with several school boards across Western Canada as a literacy consultant, leading initiatives in literacy development, professional teacher learning, and the system-wide implementation of evidence-based literacy practices. Michelle recently completed her Ph.D. at the University of Calgary. Her research focuses on dialogic pedagogy and its role in fostering students' complex thinking, literacy identities, and language development in relation to literacy acquisition and engagement with texts.

### Miriam Ramzy, PhD

Miriam Ramzy is a teacher and researcher based in Alberta. She has worked as a classroom teacher in both English and French Immersion settings, a literacy coach and facilitator, a school administrator, and Director of Student Learning. Currently, she works with school boards across Western Canada, supporting teachers, leaders, educational assistants, parents, and students from Jr. K - 12. Her work centers on literacy research and practice, with a deep commitment to supporting partners in education to create effective, responsive, and inclusive spaces where all students thrive. Miriam holds a PhD from the University of Calgary. Her research examined writing instruction, with a particular focus on the transcription process. She continues to contribute to professional learning and educational research with a passion for bridging theory and classroom practice.

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## Registration Notes

This series will be recorded and available for 30 days.