



ST. JAMES CATHOLIC GLOBAL LEARNING CENTRE

Language Policy:

A language policy is an integral part of an IB World School. This policy outlines guidelines for the use of languages in the school and in communication with other parties. This policy was developed for both the Primary and Middle Years Programmes in the school. A language policy is a working document that guides the learning practices for staff and students at St. James School. It asserts the notion that all teachers are language teachers and that language learning is in alignment with the Learner Profile. Furthermore, acquisition of more than one language enriches personal development and helps facilitate international-mindedness.

Philosophy of Language:

Language is the foundation for communicating and inquiring which is essential for the development of social, emotional and cognitive skills. **Language is used and expressed differently in different contexts and audiences and will change over time.** Acquisition of language is an ongoing process as the child develops skills, knowledge and concepts to achieve fluency and proficiency. It is important to respect and build upon a child's first language as experience in one language will benefit in the learning of other languages. Language permeates the whole curriculum and listening, speaking, reading, writing, viewing and representing are the necessary skills for knowledge acquisition and construction of meaning.

St. James School Objectives:

- to support children in the language of instruction as outlined in the Ontario Ministry Language Arts Program
- to build confidence, competence and fluency in French as a Second Language
- to provide support to help manage everyday experiences in the local environment for English as Second Language (ELL) learners
- to support mother-tongue learning, so as to assist any additional language learning and maintain and enhance a student's cultural links
- to promote the students' language diversity within school contexts as a means to enhance the school culture of the PYP and MYP

Instruction of Language A and B

Within the context of teaching language, teachers strive to:

- promote inquiry-based authentic language learning
- focus on the transdisciplinary nature of language learning
- incorporate the teaching and learning of language into the programme of inquiry
- develop and interrelate the skills of listening, speaking, reading, writing and media literacy
- promote consistency of practice in the teaching and learning of language A and language B

Recommendations of time for additional language learning

IB PYP:

The recommendation of regular, 30 minute daily lessons beginning by age 7, preferably integrated with other subjects can serve as a practical guide for PYP schools to fit the additional language into the timetable. In so doing, the child will

have an understanding of language structure and the cognitive and metacognitive skills that may be used to facilitate the learning of the additional language.

Ontario Ministry Education:

Students in Grade 4-8 are engaged in 200 minutes of Core French a week.

IB MYP: Students must receive 50 hours of instruction over the course of the year in Language B at a minimum beginning in Grade 6.

St. James implementation of time for additional language learning

Age group 4-9 years (Full Day Kindergarten-Grade 3):

French specialist teachers are expected to teach French language through an integrative and transdisciplinary approach for a minimum of 100 minutes a week. The teachers follow a scope and sequence to help support their teaching of these areas. French language instruction follows the teaching methodology known as Accelerative Integrated Method (AIM) which uses gestures, music, dance, and theater to help students learn.

Age group 9-12 years (Grades 4-6):

French specialist language teachers provide 200 minutes of French instruction a week.

Age group 12-14 years (Grades 7-8):

French specialist language teachers provide 200 minutes of French instruction a week.

Mother Tongue Support

Mother tongue is a matter of cultural identity. In order to support this belief, the school library and literacy room have a selection of multilingual and multicultural books including a French language section.

There are opportunities for parents to share their rich cultural heritage as well as their mother tongue through a variety of school celebrations and events. Mother tongue languages can also be honored through the development of posters of common IB language, common classroom greetings, singing of O Canada in French, and multilingual prayers.

The Dufferin-Peel Catholic District School Board supports linguistic and cultural diversity and the maintenance of mother tongue by offering:

- Elementary International Language Classes on the weekend for students
- access to information on the board website in various languages
- interpreters to support home school communication (e.g. parent-teacher conferences)
- Newcomer Reception and Assessment Centres which provide families and students a supportive introduction to the Ontario school system
- diversity workshops for teachers
- specialized English Language Learner teachers

Mother Tongue Languages at St. James School

From our 29 identified ELL students out of a student population of 199, the mother tongue languages that are spoken at home include: Tagalog, Arabic, Spanish, Polish, Russian, Ukrainian, French and Portuguese.

Assessing proficiency in Language A

Students who qualify for ELL funding in Dufferin-Peel are assessed at our Newcomer Assessment and Reception Centre or at the school level to determine the stage of English language acquisition and literacy development. All teachers at St. James School are aware of the language stages of the students in their class and modify and/or accommodate the student's individual programs as appropriate.

All students at St. James are assessed for their primary and secondary language proficiencies in reading, writing, speaking and listening using a variety of formal and informal measures. Further information regarding assessment practices are highlighted in our assessment policy document.

Language Profile of Students

Through diagnostic reading assessments students are benchmarked throughout the year on accuracy, fluency and comprehension in language arts. Teachers use the information provided by these assessments to help plan for instruction and intervention if needed. The information is shared to parents through ongoing communication, report cards and student-led conferences.

ELL Supports

Students receive ELL supports in the classrooms through differentiated instruction practices, accommodations and modifications to programming where necessary. Students who require many modifications to programming often receive extra ELL instruction by a specialized teacher. The families at St. James also have access to board settlement workers and support services. Teachers and resource support staff use a variety of literacy intervention resources to support the language development of all students (e.g. Leveled Literacy Intervention, Snuggle Up and Read Program, All Star Reading Program).

Professional Development for all stakeholders

Teachers are provided with a variety of opportunities to participate in professional development to improve effective language instructional practices through workshops, courses and resources.

Our Language Policy is based on the principles and guidelines provided in the following sources:

- *PYP Making it Happen: A Curriculum Framework for international primary education*
- *Learning in a language other than mother tongue in IB programmes*
- *Guidelines for developing a school language policy*
- *Towards a continuum of international education*
- *Programme standards and practices*
- *IB learner profile booklet*
- *Language and learning in the IB programmes*
- *Language Scope and Sequence Document*
- *Second-language Acquisition and Mother-tongue Development MYP guide*
- *Growing Success*
- *Education for All*
- *Learning for All*
- *A Framework for French as a Second Language*
- *Supporting English Language Learners: A practical guide for Ontario educators*
- *English Language Learners: ESL and ELD Programs and Services*

Resources for Students, Parents and Teachers

Online Stories for children

<http://raz-kids.com>

<http://www.starfall.com>

<http://tumblebooks.com>

<http://studyladder.com>

Dual/Multilanguage

<http://www.childrensbooksforever.com/>

<http://www.thelittlebigbookclub.com.au/e-books>

<http://www.toon-books.com/toon-readers.html>

<http://www.duallanguageproject.com/booklets.html>

<http://en.childrenslibrary.org/>

<http://www.thornwoodps.ca/dual/index.htm>

<http://www.biguniverse.com/readkidsbooks>

<http://www.ipl.org/div/hello/>

French Language

<http://www.chillola.com/index.html/>

<http://www.radio-canada.ca/jeunesse/>

<http://www.caillou.com/indexFR.shtml>