

ST. JAMES CATHOLIC GLOBAL LEARNING

Updated and Revised PYP / MYP 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 our Primary and Middle Years Programmes; it is a working document that guides the learning practices for staff and students at St. James Catholic Global Learning Centre.

This language policy is informed by an array of resources, including:

- Ministry curriculum and supporting documents (*i.e. Ontario Curriculum Documents such as the 2023 Language Curriculum; Kindergarten Program; Assessment, Evaluation and Reporting in Gr. 1 - 8 Language Curriculum, Effective Early Reading Instruction, A Guide for Teachers; Education for All; Growing Success, etc*).
- IB documents (*i.e. · Guidelines for Developing a School Language Policy; Programme Standards and Practices; Principles into Practice; Language and Learning in the IB Programmes; Language Acquisition and Language and Literature Guides, etc*)
- Dufferin Peel created resources (*i.e. K-4 Foundational Skills Overview; Kindergarten Foundational Skills Routine; K-1 Foundational Skills Scope and Sequence, etc*).
- Teaching Manuals and Core Resources approved by Dufferin Peel (*i.e. Heggerty; Acadience; UFLI; Reading Above the Fray; Shifting the Balance, Moving Up etc*).
- Professional Development Opportunities

Philosophy of Language:

The philosophy of language at St. James Catholic Global Learning Centre reflects the beliefs of the IB Language Tenets, as outlined in the IB's official document. Our philosophy believes that language is the foundation for communicating and inquiring which is essential for the development of social, emotional and cognitive skills. Developing language is an ongoing process, as our learners develop skills, knowledge and concepts to achieve fluency and proficiency. Not only does language permeate the whole curriculum, but multilingualism is an important part of our school's cultural fabric. We are committed to helping students develop and strengthen the listening, speaking, reading, writing, viewing and representing skills necessary for knowledge acquisition and construction of meaning.

St. James C. G. L. C. Objectives: English and French as a Second Language

- Support children in acquisition of language and literacy skills as outlined in the newly revised 2023 Language Curriculum (Ontario), French as a Second Language Curriculum (2013), and the IB Language and Literature Guide.
- Build confidence, competency and proficiency in Language Acquisition (French) as outlined in the Ontario Ministry French as a Second Language Program, and the IB Language Acquisition

Guide

- Encourage authentic language acquisition and application in both English and French through inquiry using concept-driven learning.
- Support students in becoming proficient language users with the ability to critically analyze language to better understand the world around them
- Promote language development in all disciplines and encourage the transdisciplinary application of skills across the curricula
- Provide support to help manage everyday experiences in the local environment for English Language Learners
- Support mother-tongue learning while promoting multilingualism and diversity throughout the school community.
- Integrate Indigenous literature and identity affirming texts.

Primary Years Program (PYP)

As per the IB's Language Scope and Sequence document (2018):

- Language is woven authentically into all units of inquiry
 - Appreciation for language is developed throughout the PYP
 - Oral language, written language and visual language are taught across subjects •
- Language is explored through the key concepts to promote conceptual understanding • The learning continuums available in the Language Scope and Sequence can be used by teachers as a point of reference.

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 a 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 theatre to help students learn.

Age Group 9-11 years (grades 4-5):

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

Middle Years Program (MYP)

As per the MYP: Language and Literature Guide as well as the Language Acquisition Guide:

Language and Literature: <u>Implementation of Time and Other Requirements:</u>	Language Acquisition: <u>Implementation of Time and Other Requirements:</u>
<ul style="list-style-type: none"> • A minimum of 50 hours of teaching time • Engage students in aspects that pertain to community and culture <ul style="list-style-type: none"> • Be a balance of language and literature • Develop all language skills including: listening, speaking, reading, writing, and critical literacy skills • Provide linguistic and academic challenges • Offer a study of a wide range of literary and non-literary text types, writing style and techniques • Include a study of a balance of genres and range of literature • Include a world literature component (<i>L & L Guide, p. 14-15, 24</i>) 	<ul style="list-style-type: none"> • A minimum of 50 hours of teaching time • One additional language sustained across the entire programme • Opportunity to progress through the phases over the years of the programme • Each class to be grouped in no more than 2 phases • Engage students in the study of many aspects of the language and culture of a community <ul style="list-style-type: none"> • Develop students' language; reading, writing, listening, speaking, critical literacy skills • A linguistic and academic challenge <ul style="list-style-type: none"> • Offer a study of a range of text types, writing styles and techniques <p>(<i>L A Guide, p. 18-19, 21, 42</i>)</p>

Time/Implementation Requirements as per Ontario Ministry of Education:

Students in Grade 4 - 8:

2024-2025 (reviewed/updated)

- Students must meet a minimum of 200 minutes of Core French per week.

French specialist teachers are expected to teach the French language through an integrative approach. The teachers follow a scope and sequence to help support their teaching of listening, speaking, reading, writing and inter-cultural understanding.

Language Profile of Students

Through diagnostic reading assessments, students are benchmarked throughout the year on accuracy, fluency and comprehension. 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 oral or written communication, report cards, and student-led conferences.

As of 2024, students in grades K-2 will complete the Acadience Screener. The outcome of the screener will be communicated to parents via the Ontario Report Card.

Assessing Proficiency in Language

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 Catholic Global Learning Centre 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.

Supporting English Language Learners

English Language Learner (ELL) Supports

Students receive ELL support 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.

Teachers and resource support staff use a variety of literacy resources, and intervention strategies to support the language development of all students (e.g. Guided Reading, Newsela, WordReference/translation sites, Nelson Moving Up & Stepping Up).

First Language Support

First Language is a matter of cultural identity. To promote maintaining and celebrating the connection to one's First Language, the school offers literature in a selection of multilingual and multicultural books

including a French language section. These can be accessed in both the school library and literacy room. Students are encouraged to share information in their First Language, particularly during Student-Led Conferences, at reporting periods.

There are opportunities for parents to share their rich cultural heritage as well as their First Language through a variety of school celebrations and events. First Language languages have also been honoured 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 First Language 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.

First Language Languages at St. James School

From our 26 identified ELL students out of a student population of 230 (PYP & MYP combined), the First Language languages that are spoken at home include: Tagalog, Spanish, Polish, French, Vietnamese, Croatian, Hungarian.

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 in-services, additional qualification courses, professional reading documents, roundtables, etc.

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

PYP Resources for Students, Parents and Teachers

Online Stories for Children

<https://spark.pearson.com>

<http://www.starfall.com>

<http://tumblebooks.com>

<http://studyladder.com>

2024-2025 (reviewed/updated)

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/>
<https://boukili.ca/en/>
gatepic.com/educators

French Language

<http://www.chillola.com/index.html/>
<http://www.radio-canada.ca/jeunesse/>
<http://www.caillou.com/indexFR.shtml>

MYP Resources for Students, Parents and Teachers

<http://studyladder.com>
<https://newsela.com>
<https://scope.scholastic.com/>
<https://junior.scholastic.com/>
https://dpcd.ent.sirsiidynix.net/client/en_US/jamee?rm=ELEMENTARY+ERE0%7C%7C%7C1%7C%7C%7C0%7C%7C%7Ctrue
Nelson Moving Up and Stepping Up
Nelson Literacy 6
Nelson CASI
Scholastic The Top 10 books

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>

<http://www.tv5monde.com/>

<https://www.frenchforlife.ca/students-games-and-learning-activities.cfm>

Bibliography

IBO. 2004. *IB Language Tenets*. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2008. *Guidelines for developing a school language policy*. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2008. *Learning in a language other than First Language in IB programmes*. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2009. *Language scope and sequence*. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2010. *Language and learning*. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2014. *Language and Literature Guide*. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2024. *Learning and teaching*. Geneva, Switzerland. International Baccalaureate Organization.

King's Printer for Ontario. 2023. *Language Curriculum*. Ontario, Canada. Ministry of Education, Ontario.

Queen's Printer for Ontario. 2013. *French as a Second Language*. Ontario, Canada. Ministry of Education, Ontario