



## SCHOOL OF CHOICE

### Language Policy

#### **PHILOSOPHY**

The Lakecrest Language Program is designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. This goal is achieved by employing the IB Language Aims and Objectives, as well as our Lakecrest guiding principles and Provincial mandated standards to our instructional practices. Students are encouraged to use written language in authentic contexts as a means of expressing themselves powerfully, purposefully and creatively while reflecting on their learning and their lives, as well as connecting with the world. All International Baccalaureate students are encouraged to embody the Learner Profile to become lifelong learners who realize that they have a role in creating a better and more peaceful world. In all classes, students read, speak, write, listen, and view curriculum materials in a variety of ways and for a number of purposes. Utilizing the inquiry based approach of the IB curriculum frameworks, students explore language and become communicators in a multilingual world.

#### **BELIEFS AND PRACTICES**

At Lakecrest Independent School, it is a common understanding that language plays a vital role in the construction of meaning when we are striving for success and working with diligence. It empowers the learner by providing an intellectual framework to support conceptual development and critical thinking to make sense of the world around us. Therefore, we consider learning language as the foundation of all learning and is provided in an intertwined approach to learning of language, through language and learning about language.

We believe that students bring to any learning situation their prior knowledge and engage with the curriculum through learning experiences and assessment. By immersing the students within a transdisciplinary curriculum, students are able to construct meaning, make connections and reflect upon their new knowledge.

Every teacher at Lakecrest Independent School is a language teacher. Language is fundamental to learning and is integrated into all areas of the curriculum. The English language arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. We aim for all students to communicate responsibly, competently and confidently.

Our students come from diverse backgrounds and therefore bring different levels of prior understandings and progress at different paces. To ensure the curriculum is accessible to all students, we value the practice of differentiation and varied instruction, which embraces multiple learning styles.

Lakecrest has developed a sense of ownership of this Language Policy through creating an Essential Agreement for the teaching of Language:

*All Students:*

- are taught language by all teaching staff and have opportunities to read, write, view, investigate, inquire and present across the curriculum
- are taught literacy skills in context
- are encouraged to use self-correcting strategies
- have access to, and are taught through, a variety of technological and information resources
- are encouraged to share and develop their work in a social context, for example; student led conferences and exhibition
- are encouraged to see language as a tool for thinking, inquiring, reflecting and learning
- are encouraged to maintain and value their mother tongue and to appreciate other languages

- are taught French
- are exposed to a broad range of literature reflecting a variety of cultures and perspectives
- are encouraged to develop an appreciation of language and literature
- receive constructive and effective feedback that informs learning
- are given time to reflect on their learning and feedback for future goal setting
- are provided with opportunities to increase intercultural awareness through language instruction

## **SCHOOL LANGUAGE PROFILES**

### **Language of Instruction**

The primary language of instruction for Lakecrest School is English. Through schoolwide direct instruction, students develop fluency and literacy skills necessary to ensure their ability to communicate effectively. As required by the Department of Education, Newfoundland and Labrador, the Newfoundland curriculum objectives are implemented in all grade levels. Lakecrest also provides a core French program for all students. This program promotes listening comprehension, develops and encourages oral and written communication and fosters positive attitudes towards learning French, and introduces French culture.

### **Support for Mother Tongue**

At the start of each year, parents complete a student information form which has space to indicate languages other than English which are spoken in the home. We encourage our parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture. We encourage students and families to not only maintain mother tongue language and literacy skills but also to further develop those skills. When possible, we recognize and celebrate various languages throughout the school year, assist parents in accessing materials in the mother tongue, and provide extended resources through online language programs.

## **RESOURCES AND STRATEGIES TO SUPPORT TEACHERS, STUDENTS AND FAMILIES**

All educators at Lakecrest are responsible for the development of student language. Therefore, teachers, administrators, and support staff will engage in ongoing professional development to continue to improve literacy instruction.

Students are supported in language development by holistic instruction through inquiry based learning. Differentiated practices are noted in instructional units to meet diverse learning preferences and to allow student participation to the fullest extent in all courses. Teachers aim to provide opportunities to research and communicate through printed media and global electronic networks connecting students to the world through a broader global world technology. At Lakecrest, K-6 teachers use the Fountas and Pinnell literacy program to help determine students' independent and instructional reading levels thereby enhancing literacy instruction.

Language is a major connection between home and school. Families are able to access information from teachers at parent information nights, through school run family information sessions and school and class newsletters.

The community is considered a valuable resource to aid language learning. Students go on numerous field trips to museums, libraries, theaters and cinemas, etc. where they have an opportunity to use the host country language in context and gain an insight into the host country's culture. Guest speakers such as storytellers or representatives from different organizations are frequently invited into school, and they may speak in English, in French or in other students' mother tongue languages. Throughout the year, students are exposed to numerous celebrations linked to the diverse cultures within our community to promote international mindedness and an appreciation of the host country's culture.

The library resource teacher, in collaboration with teaching staff, is responsible for the selection of resources used in implementing the Language Policy. The library resource teacher and the teaching staff identify suitable and adequate class reader sets, leveled guided readers and support materials.

## **LANGUAGE POLICY REVIEW**

The development, implementation and revision of the language policy involves collaboration between the Head of School, Assistant Heads of school, the PYP

Coordinator, the library resource teacher and other teaching staff across both Primary and Junior High School.

The Head of School, Assistant Heads of school (in collaboration with the PYP Coordinator), will consider areas for review and clarification, and ensure the Language Policy is communicated to the wider community via the school's handbook.

It is the responsibility of the PYP Coordinator to ensure that staff is kept informed of the IBO programme standards and practices in relation to language teaching and learning and that the Language Policy reflects a commitment to these standards and practices. As a result, an Action Plan will be developed for the following year based on what has been achieved and areas for further development.