



# **LANGUAGE POLICY**

**April 2017**

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### **Clearpoint Elementary Mission Statement**

Clearpoint is a bilingual community school where the partnership and respect of its members are valued. Parents, community members and staff work together to provide the best possible learning environment for every student. The result is that Clearpoint is a school where there is a sense of family and pride in belonging.

Our mission is to:

- foster the discovery and development of the unique identity and positive self-concept of each child.
- promote students' academic achievements in a safe environment and to help each child reach his/ her potential in all areas of development: social, moral, physical, intellectual, cultural and emotional.
- provide each child with the tools necessary to be a life-long learner in a changing world.



### **International Baccalaureate Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **IB learner profile**

The aim of all IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

### **IB learners strive to be:**

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. IN so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Language Philosophy**

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Clearpoint Elementary's language policy represents an overview of our values and beliefs on language acquisition and instruction. We embed the IB philosophy on language while meeting the Lester B. Pearson school board and the Quebec Ministry of Education language requirements.

The Provincial Ministry's (MELS) general objective in language acquisition is:

- To develop the students' capacity for oral (speaking and listening) and written (reading and writing) communication so as to enable the learner to express his or her view of the world. The following competencies are evaluated three times a year.
  - a. The learner uses language to communicate and learn
  - b. The learner reads and listens to spoken, written and media texts
  - c. The learner produces written and media texts

### **Clearpoint Language Mission Statement:**

At Clearpoint we believe that every educator and member of the professional staff are foremost, language teachers with responsibilities in facilitating communication. Language is linked to our identity and values. We are a bilingual school comprised mostly of an Anglophone population within a French culture. Our reality translates in the following context: students are educated in a 50% English and 50% French instruction, from kindergarten to grade six. Pupils benefit from exposure to a rich and diverse culture through a community that supports bilingual language learning and diversity. This model supports our beliefs in developing internationally-minded learners by promoting the IB learner profile attributes.

We believe that a language is a culture. Therefore the acquisition of more than one language expands our view of the world and promotes open-mindedness. The learner profile together with the five essential elements of the program, (knowledge, concepts, approaches to learning, attitudes and action) represent a foundation for planning, teaching and assessing in language ( *Making the PYP Happen: A curriculum framework for international primary education, 2009*).

Clearpoint teachers structure the learning environment to facilitate risk-taking within the students' day. This provides a working platform to encourage the learners to take charge of their learning and develop the attitudes of cooperation and independence. Students investigate and communicate the results of their inquiries through a variety of means, including the use of technology and multi-media including but not limited to laptops, iPads, Chromebooks, green screen and Smart Boards.

Teachers base their language instruction on their students' inquiries. In our

bilingual program, English and French speaking instructors along with the school specialists regularly consult and collaborate on all aspects of teaching and learning. We work together to ensure that learning happens within the context of the Units of Inquiry, reinforcing the on-going development of the attitudes, approaches to learning and the attributes of the Learner Profile.

### **Our Profile**

Clearpoint Elementary provides a bilingual model of instruction wherein students receive equal instruction in both English and French. Subjects taught in English are: English Language Arts, Mathematics, Physical Education, Dance, Music and Moral and Religious Education. Subjects taught in French are: French, Social Studies, Science and Technology and Art. The program focuses on the development of the whole child by providing meaningful opportunities for growth in knowledge, approaches to learning and positive attitudes.

All students, from Kindergarten to Grade 6 follow the Full-day bilingual program. Grades 1 through 6 are organized by Cycle: students receive two years to master the competencies that are mandated by our program of education.

- Cycle 1: Grade 1 & 2
- Cycle 2: Grade 3 & 4
- Cycle 3: Grade 5 & 6

*For more information about MELS progression of learning for French as a second language and English Language Arts, visit the following websites:*

[http://www.mels.gouv.qc.ca/progression/francaisens/pdg/fraEns\\_SectionCom.pdf](http://www.mels.gouv.qc.ca/progression/francaisens/pdg/fraEns_SectionCom.pdf)  
[http://www.ateq.org/doc/qep/Progression\\_of\\_Learning-Elem.pdf](http://www.ateq.org/doc/qep/Progression_of_Learning-Elem.pdf)

### **School Portrait**

	<b>2016-2017</b>
School Capacity	440
Program (s)	Bilingual Program & IB PYP
Total Number of Students Registered	410
Total Number of Students on Individualized Education Plans	90
Number of Homeroom Teachers	19
Number of Integration Aides	9
Number of Specialists	7
Number of Professional Staff	6
Number of Students where English or French is not mother tongue	25

### **Language Assessment**

Language assessment is outlined in our Assessment Policy. All students write provincial examinations in English and French in Grades 2, 4 & 6. The results of these tests become part of our school success plan. They are reported annually to the community through the school's annual reports.

<b>Running Records (PM Benchmark Kit)</b> <b>Fiche d'observation individualisée en lecture.</b> (La Trousse d'évaluation en lecture GB+) <b>END OF YEAR TARGETED LEVELS 2012-2013</b>		
<b>Cycle 1 – All students</b> <b>FRENCH : Immersion Program</b> <b>FRENCH &amp; ENGLISH: Bilingual Program</b>		
English: Year One : Level 12	(90% - 95%)	<i>with satisfactory comprehension</i>
Year Two : Level 18	(90% - 95%)	<i>with satisfactory comprehension</i>
Bilingua, Year One Level 6	(90% - 95%)	<i>with satisfactory comprehension</i>
Year Two : Level 12	(90% - 95%)	<i>with satisfactory comprehension</i>

<b>Cycle 2</b> <b>Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.</b>		
<b>ENGLISH</b>		
Year One : Level 22 (90% - 95%) <i>with satisfactory comprehension</i>		
Year Two : Level 26 (90% - 95%) <i>with satisfactory comprehension</i>		
<b>FRENCH</b>		
Year One : Level 19 (90% - 95%) <i>with satisfactory comprehension</i>		
Year Two : Level 22 (90% - 95%) <i>with satisfactory comprehension</i>		

<b>Cycle 3</b> <b>Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.</b>		
<b>ENGLISH</b>		
Year One : Level 28 (90% - 95%) <i>with satisfactory comprehension</i>		
Year Two : Level 30 (90% - 95%) <i>with satisfactory comprehension</i>		
<b>FRENCH</b>		
Year One: Level 26 (90% - 95%) <i>with satisfactory comprehension</i>		
Year Two : Level 30 (90% - 95%) <i>with satisfactory comprehension</i>		

### Current Language Practices

Clearpoint Elementary is an inclusive school with the intent of providing equal access to the IB PYP for all students. We have in place specific policies which determine language of instruction, mother tongue, special needs and second language support. All this is in view of enhancing the language development of all students.

### **Language of Instruction:**

- The primary languages of instruction are English and French. Every classroom teacher is either a certified English Language Arts teacher and/or a certified French Second Language teacher.
- A full-time English resource teacher and a half-time French resource teacher work with students from grades 3 to 6 to support English and French instruction on a pull-out basis to increase fluency and comprehension. These language skills will allow lifelong literacy and learning as per the expectations of MELs and mirrors the philosophy of the PYP.
- A half-time resource teacher has been designated to work with Kindergarten to Grade 2 students to support language development. We have in place an early identification and intervention program which addresses the basic needs of pupils in difficulty with language acquisition. This allows for timely intervention and assists in language acquisition and development within the PYP framework.
- Additional resources are provided to students who have had no previous experience or French: *Francisation* addresses the needs of pupils who have minimal knowledge of the French language and/or who have not previously been exposed to French.
- The MEES curriculum is implemented for reading and writing instruction in an integrated fashion. The language acquisition process involves speaking, listening, viewing, writing and production of media. Promotion of inquiry-based language learning provides authentic opportunities for students.
- In Clearpoint's Success Plan, goals were intentionally selected to focus on the development of oral and academic language needs of students, regardless of language background.
- Integration Aides who are trained to work with students with Special needs support our team of educators in ensuring that every child is involved in language acquisition whether it be by oral means or through the use of assisted technology.



- At Clearpoint, students are active language learners regardless of the learning environment.
- Students experiencing significant language difficulty are referred to our Student Services Support Team for discussion and evaluation. The best approach and practices are determined in order to create a concrete plan to support each student individually. Students are identified with specific codes based on their needs and integration support is provided where warranted. This is done annually as well as when need arises. The Student Services Support Team is comprised of the Principal, Resource Coordinator, Resource Teachers, Psychologist, Social Worker, Special Needs Consultant, Speech and Language Consultant and Family Support Treatment Team Technician.

In addition to providing students with a comprehensive bilingual program, Mandarin is offered to students of grades K-2 as an extra-curricular activity after school twice a week. The opportunity of acquiring a third language (Mandarin or Spanish) is an added enrichment that is in line with our mission of creating life-long learners.

### **Resources: Language Rich Environments**

Clearpoint Elementary teachers strive to create multi-media rich environments in both languages in all areas throughout the school. Our digitized library is comprised of over eight thousand English books and five thousand French books. We are privileged to have the largest elementary school library within our school board. Our school community is encouraged to read daily in both languages to our pupils outside of school hours. Furthermore, we benefit from a high volunteer involvement in terms of reading support from our community.

Recent library renovations have allowed for a technological overhaul and multi-media upgrade that promotes 21<sup>st</sup> Century student-centered learning.

### **Procedures for Language Policy Maintenance**

The language policy steering committee, including teacher representatives, the PYP coordinator and administration, will review the language policy each academic year to update the policy based on current demographics and practices.

Pertinent changes will be communicated to the school community through the School Leadership Team, Staff Council and Governing Board. The language policy is available on the school website.

### **What do we want students to know?**

Our curriculum is centered upon a constructivist approach which complements the IB philosophy. Language learning at Clearpoint is planned using the PYP Language Scope and Sequence continuum along with the [Quebec Ministry of Education's Progression of Learning](#) guidelines.

Teachers apply the best practices and model strategies for all students in order to develop life-long literacy:

*"The ELA program is first and foremost a literacy program in which speaking, listening, viewing, writing and production of media texts are learned in an integrated fashion. This integration lies at the core of the development of critical literacy...[There] is a connection between the development of essential knowledge about language and texts, and the language learning processes that mobilize this knowledge, giving it context, purpose and function.*

*Students learn...through active engagement with language in situations where they have the opportunity to both enjoy spoken, written and media text, and create them."*

Ministry of Education English Language Arts Program

The PYP has identified three strands –oral language, visual language, written language—that are learned across and throughout the curriculum, with each strand being an integral component of language learning. Each strand has been considered from both the receptive aspect—receiving and constructing meaning, and expressive aspect—creating and sharing meaning (figure below). While the receptive and expressive aspects are clearly reciprocal, the processes involved in receiving and constructing meaning are different from those involved in creating and sharing meaning. The learner's ability to understand language and use it effectively varies in different situations and from one individual to another. For this reason, it is important to distinguish between these two modes of learning and the demonstrated proficiencies associated with them. For example, a learner may listen attentively and reveal understanding through written or visual representations, but may require support to communicate ideas orally in the classroom.

The acknowledgment of both the receptive and expressive aspects of the language strands serves to ensure that teachers will be aware of the need to provide a balanced program. Opportunities to listen to and receive ideas and information in oral form should be balanced with opportunities to express ideas orally. In visual language, learners will view and interpret other people's work and create and share their own presentations. The interwoven receptive and expressive aspects of the oral and visual strands are represented in one continuum for each strand. In written language, learners will experience reciprocal gains as they develop skills and understanding in reading and writing. Separate continuums have been developed for reading and writing aspects of the written language strand.

Strand	Receptive—receiving and constructing meaning	Expressive—creating and sharing meaning
Oral language	Listening ←————→ Speaking	
Visual language	Viewing ←————→ Presenting	
Written language	Reading	Writing

Making the PYP Happen, 2009

At Clearpoint Elementary IB World School we aim to develop effective, internationally minded communicators who are lifelong learners. We accomplish this goal through listening, reading and writing. The outcome culminates in the integration of our transdisciplinary language. This translates into other disciplines such as in mathematics, science, social studies, arts, personal, social and physical well-being and technology.