



Language Policy

SCHOOL PROFILE

Carlyle School is in the heart of the Town of Mount Royal, on the island of Montréal, in Québec Canada. Québec is primarily a French-speaking province with strict legislation governing the language of instruction in schools, as well as the language in much of everyday life in the province.

Carlyle is a core English school, with a multi-cultural, multi-ethnic and multilingual student population. The school attracts families from all walks of life. Carlyle's International Baccalaureate Programme is particularly attractive to the professional families who have come to Québec on business, or whose parents are associated with the universities nearby, or are part of one of the many consulates. Newcomers to the province, by law, are allowed to attend English school, once they receive a temporary eligibility certificate.

LANGUAGE OF INSTRUCTION

- Carlyle is a core English school; English is the primary language of instruction. For students from Grade 1 to 6, there are daily language courses. Physical education and health and music classes are held in French. Thirty-three percent of a student's week is in French.
- French is the second language of instruction, from grade 1 through grade 6, given on a daily basis.
- For the Kindergarten 4 and 5 year old levels, students receive 50% of language instruction in French.

PHILOSOPHY AND BELIEFS ABOUT LANGUAGE LEARNING

- Language is the medium of inquiry. Our primary goal of language development is to develop lifelong language learners who are able to communicate effectively in a global society.
- At Carlyle, all teachers are considered language teachers. Fostering language and literacy skills are the responsibility of all staff.
- All students are language learners.
- Language is used as a tool to communicate needs, feelings, ideas and experiences, in order to develop an understanding of the world and to construct meaning.
- Language development is achieved by listening, speaking, reading and writing.
- All the learning activities are conducted by respecting the Ministère de l'Éducation elementary program.
- Students and all staff members have access to the school library and the school board's virtual library. The units of inquiry and resources are planned accordingly. We support the belief that libraries play a vital role in developing language, by providing resources to teachers and students, as well as instilling a love of reading.
- We promote communication that respects and celebrates language and cultural diversity through various assemblies (i.e. Black History Month, World Literacy Day, Storytelling, Montreal Hooked on Schools, Free the Children) and Intergenerational activities/events.
- We provide a learning community that promotes and supports language development in an environment that fosters confident, creative and responsible learners through inquiry-based instruction. Not all learners develop and master language skills at the same pace and through the same means. We believe differentiated instruction and specific extra support may be needed by students at all levels.
- We believe that, when needed, certain children need specialized and individualized support and attention, with the resource teacher or/and child care worker, to develop language skills.

PRACTICES THAT REFLECT OUR BELIEFS

- Use of a variety of genres of reading
- Interactive read-aloud and literature discussions
- Shared and performance reading
- Leveled reading
- Literacy centers
- Reading responses
- Use of the writing process (selecting, pre-writing, drafting, revising, editing)
- Oral, visual and technological communication
- Phonics, spelling and word study
- Guided reading

- Teacher modeling
- Teacher and peer writing conferences
- Use of visual prompts to support written and spoken language
- Media literacy instruction
- Available funding to purchase materials needed for the teaching of both English and French
- Parents encouraged to help, guide and support their children with their learning of languages related to homework, reading and school projects
- Reading at home promoted through a variety of activities such as: reading responses, book reports, graphic organizers, predictions, online literacy resources, etc.
- Use of differentiated instruction (two table model)
- Time for targeted instruction for students experiencing challenges with language development (remediation, homework assistance program)
- STEAM projects (Science, Technology, Engineering, Arts and Mathematics)
- When funding is available, we provide extra support using the Raz-Kids program for grade 1-6 and Royaume des sons for Kindergarten.

ASSESSMENT

Carlyle believes that assessment is an important and integral part of the school. Here are the following assessments, for language, used by the faculty:

- Students are regularly assessed to monitor proficiency in language
- Assessments are used to drive instruction for meeting student needs
- Reading assessment (PM Benchmark & GB +)
- Portfolios, conferencing, journals, self/peer assessments, checklists, ongoing observations and rubrics are used throughout the school to assess language
- Ministère de l'Éducation administers end-of-cycle exams (Grade 4: ELA – Grade: 6 ELA, Math)
- English Montreal School Board administers end-of-cycle exams (Grade 4: Math, FSL – Grade 6 FSL)

Consult our Assessment Policy for further details.

REVIEW AND REVISION PROCESS

Based on the needs of the school community, its demographics and the changing student population, Carlyle is committed to reviewing its language policy as needed. When necessary, time has been allocated during a monthly staff meeting to review and revise our language policy. The process of review and revision is collaborative and open to all staff members of the school.

Carlyle's Language Policy is shared annually with the parents on the school's website as well as during curriculum night.

In the future, based on school needs, Carlyle will provide mother tongue language classes during lunch and/or after school. This program is known as PELO (*Programme d'enseignement des langues d'origine*).

PROFESSIONAL DEVELOPMENT

- Professional development for staff to further ensure growth in literacy instruction
- Bookroom provides a variety of resources for staff
- On-site and board-led workshops are mandatory
- External workshops
- Collaborative meetings: teachers share their expertise about language learning with one another
- New teachers are mentored by more experienced teachers

STUDENTS WITH ENGLISH AS A SECOND LANGUAGE FROM ABROAD

- The classroom teacher and/or resource staff make provisions for instruction using; technology, visuals, dictionaries and resources to further develop and increase their language skills.
- When possible, new students are placed in smaller groups for additional instruction.
- Parents are strongly encouraged to provide additional exposure to the language of instruction by involving their child in extra-curricular activities.
- When funding is available, extra support is provided using the Rosetta Stone program.

OUT OF PROVINCE STUDENTS LEARNING FRENCH

- The classroom teacher and/or resource teacher make provisions for instruction using; technology, visuals, dictionaries and resources to further develop and increase their language skills.
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- Parents are strongly encouraged to provide additional exposure to the language of instruction by involving their child in extra-curricular activities.
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