



# Language Policy

Michelangelo International Elementary School  
(M I E S)

revised

December, 2021

# Table of Contents

<u>Our Belief:</u> .....	2
<u>Purpose:</u> .....	2
<u>Michelangelo International Elementary School (MIES) Mission Statement:</u> .....	2
<u>International Baccalaureate Mission Statement:</u> .....	2
<u>The International Baccalaureate Learner Profile:</u> .....	3
<u>Language Philosophy:</u> .....	4
<u>Quebec Education Program:</u> .....	4
<u>Michelangelo International Elementary School Language Mission Statement:</u> .....	5
<u>Heritage Language Support:</u> .....	5
<u>Language for Learning:</u> .....	6
<u>Inclusion:</u> .....	6
<u>Language</u>	
<u>Assessment:</u> .....	7
<u>Homework Assistance:</u> .....	7
<u>Conclusion:</u> .....	8
<u>References:</u> .....	9



## **Michelangelo International Elementary School**

### **Our Belief**

At Michelangelo International Elementary School, we believe that our language policy embeds the IB philosophy and the Quebec Education Programme’s language requirements.

### **Purpose**

The purpose of the language policy is to ensure that the school follows the additive approach to fully develop both languages equally.

### **Michelangelo International Elementary School Mission Statement**

Michelangelo School endeavours to successfully integrate students into present- and future-day life by providing the tools required to play a constructive role in society while developing positive values. The focus is not simply on the acquisition of knowledge, but on fostering in young people the desire to create a better and more peaceful world through respect and understanding of the many cultures of this world. The school provides students with the essentials of lifelong learning by creating environments that arouse intellectual curiosity.

### **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.



## The IB Learner Profile

The aim of all IB programmes 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.

As IB learners, we strive to be:

**Inquirers** – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable** - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers** - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators** - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded** - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring** - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-Takers** – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced** - We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Language Philosophy

Our Provincial Ministry's general objective in language acquisition is:

To develop the student's capacity for oral (speaking and listening) and written (reading and writing) communication so as to enable him/her to express his/her view of the world, to enter into relationships with young people and adults from near and far, and to acquire and transmit cultural knowledge.

In order for our students to develop literacy in a world of rapid social, cultural and technological change, we need to take the time to connect learning about language to the worlds of the students we teach, including those children with special needs, so that they understand language-learning as the development of a repertoire of essential strategies, processes, skills and knowledge that will make it possible for them to learn throughout their lives.

## Quebec Education Program

The following language arts competencies are evaluated three times a year:

### **English Language Arts:**

- Uses language to communicate and to learn
- Reads/listens to spoken, written and media texts
- Produces written and media texts

### **French Language Arts:**

- Interagir en français (communication orale)
- Interagir en français (lire et comprendre des textes)
- Produire des textes variés

## **Michelangelo International Elementary School Language Mission Statement**

At Michelangelo International Elementary School, we acknowledge that language is a means for transdisciplinary learning and fundamental to learning, thinking and communicating, and it encompasses the whole school's curriculum.

Our school environment is bilingual. English and French are spoken and written everywhere on a daily basis. Both languages of instruction occupy a central place in our teaching and are used throughout the disciplines. We recognize that at Michelangelo International Elementary School, IT, Art and Music are examples of other languages in which our students should be exposed to in order to discover and develop an understanding of the world in which they live.

We understand that every teacher is a language teacher and that authentic inquiry (through provocation, wondering, research, exploring, making connections, problem solving...), takes place in every classroom. Through authentic inquiry, students are able to communicate effectively. English and French are enhanced and enriched through the units of inquiry, where learning is meaningful and students are active participants in the learning process

### **Heritage Language Support**

Michelangelo International Elementary School offers heritage language support through the Italian Heritage Program (PELO). Italian classes are given after school and are supported by the Italian Government.

Books in Italian are made available when teaching the language and students are encouraged to continue to speak Italian at home. This strengthens the students' language skills and instills an appreciation of their culture.

The languages are essential for students to develop international-mindedness and be open to different cultures.

## **Language for Learning**

Our Language Policy team is composed of one representative from each grade level, principal and the IB PYP coordinator.

- The school's library provides students with a wide range of books which support the units of inquiry.
- A balanced literacy program is implemented in the school.
- Daily 5 is being implemented in some classrooms.
- Children are given the experience and knowledge of accessing information from books, reference materials and a variety of multimedia resources with the goal of developing a love for literacy. Examples include: computers, laptops, tablets, Smart Boards, books, invited guests, etc...)
- Books in both languages are available and students are encouraged to read daily.
- Children communicate their understanding both in written and oral form.
- Children are given the opportunity to express their opinions, feelings and ideas in large and small group settings.
- Opportunities are made available for sharing reading and writing.
- A variety of approaches and teaching styles are used to cater to students' needs to develop literacy.
- Teachers plan and collaborate with other teachers and specialists to make sure that learning is authentic and supports students' language development (transfer and continuity).
- Students use language to do research in the units of inquiry.

## **Inclusion**

We offer resource services in the school for students with special needs and follow an inclusive model. The number of hours used to enhance language depends upon students' needs. Certain students will receive speech therapy. Other students will have access to technological resources such as Word-Q, Speech Q and reading pens.

## **Language Assessment**

- Language assessment is outlined in our Assessment Policy. All students write school board wide exams in English and in French in grade 4, and provincial examinations are done in grade 6.
- The results of these tests become part of our school’s Educational Project.
- They are reported annually to the community through the school’s annual report, the Educational Project (2019-2022)
- Data is collected on an ongoing basis to inform the school community.

## **Homework Assistance**

The Homework Assistance Program is offered to students in Grades 1 through 6 after school who do not have the opportunity to benefit from language support at home.



## **Conclusion**

- The language policy is shared with the staff and each teacher will have a copy to refer to when working on their units of inquiry.
- The language policy is also shared with the school community on our school's website.
- In one of the PYP meetings, teachers will receive the Language Policy and refer to the phases in the Scope and Sequence documents to make it transdisciplinary in nature.
- The language policy is used to plan and execute the units of inquiry.

## References

Gouvernement du Québec. Ministère de l'Éducation, Loisir et Sport. (2009). *Québec Education Program: Progression of Learning in Elementary School - English Language Arts*.

Gouvernement du Québec. Ministère de l'Éducation. (2001). *Québec Education Program*. Available at: [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/PFEQ/educprg2001.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PFEQ/educprg2001.pdf)

IBO. (2009). *Making the PYP happen: A curriculum framework for international primary education*. Cardiff : International Baccalaureate Organization.

IBO. (2018). *Language scope and sequence*. Cardiff : International Baccalaureate Organization.

IBO. (2008). *Guidelines for developing a school language policy*. Cardiff : International Baccalaureate Organization.

IBO. (2020). *The PYP and bilingual education*. Cardiff : International Baccalaureate Organization.

## Education – Commitment – Excellence

Written by: Ida De Laurentiis (IB coordinator/teacher), reviewed by Suzanne Fortin (IB coordinator/teacher) and formatted by Matthew Balança-Rodrigues (Art teacher), 2021