



Children's World Academy Language Policy



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Children's World Academy Mission Statement



Children's World Academy is a community of lifelong learners. The mission of the school is:

- To educate the whole child, developing each student's intellectual, physical, social, emotional, and spiritual well-being.
- To encourage students to become active, compassionate, and responsible human beings who are respectful of the plurality of cultures and religious beliefs.
- To nurture intellectual curiosity and actively involve students in developing good work habits, positive attitude, and critical thinking in order to become committed and engaged citizens of the world.
- To provide students with engaging, relevant, challenging, and significant learning experiences connecting the world to the curriculum.
- To continue to provide a peaceful teaching and learning school environment via the International Baccalaureate Primary Years Programme elements and conflict management/peer mediation programs.

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 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.

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. They take responsibility for their own actions and the consequences that accompany them.
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

Our Provincial Curriculum document (MEES) states the following general objective in languages: 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. The following language arts competencies are evaluated three times a year.

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

CWA Language Mission Statement:

At Children's World Academy, all teachers are language teachers. We recognize that language is fundamental to learning, thinking, and communicating, and permeates the whole curriculum. Our school environment is fundamentally bilingual in nature. This means that the value ascribed to learning different languages is an intrinsic element in our school culture. English and French are spoken, read, and written everywhere on a daily basis. We believe that exposure to a variety of different languages and the associated cultural characteristics promote international- mindedness as well as promoting the IB learner profile attributes.

Every child benefit from having access to different cultures, perspectives and languages. Acquisition of more than one language enriches personal growth and helps facilitate international understanding. Learning language, learning through language and learning about language, in all its richness and diversity, opens doors to key questions about life and learning, and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world. The IB learner profile is integral to teaching and learning language in the PYP because it represents the qualities of effective learners and internationally minded students. *The Primary Years Programme (PYP) beliefs and values about language are embedded implicitly throughout the learner profile and explicitly through the attribute of "communicator", as well as in the IB's approaches to learning. Through an IB education, PYP learning communities use language to build a better and more peaceful world. (IB From Principles into Practice- Primary Years Programme: Learning and Teaching, 2018)*

Children's World Academy teachers strive to provide opportunities for students to take risks in language learning. They structure teaching and learning situations to enable students to learn language, learn through language and learn about language. Teachers plan and collaborate with other classroom teachers and specialists in the school. Student's research and communicate through the use of various mediums. Examples include computers, laptops, tablets, Smart Boards, books, guest speaker, etc. The languages are taught, wherever possible, through the realistic context of the units of inquiry. Teachers plan language instruction that supports the students' inquiries. Students are made aware of the transdisciplinary nature of language learning. Professional development is provided for teachers throughout the year on reading and writing learning and teaching strategies. Teachers are released to participate in PDIG (Professional

Development Innovation Grant) activities written locally. Many of them relate to language acquisition. The knowledge and strategies learned are implemented into the Language Policy. The language policy is reviewed every two years. It is presented to staff, the steering committee, and Governing Board.

Our Language Policy Committee is comprised of one representative from each cycle, the IB PYP Coordinator, one representative from each cycle and the specialists. Information is relayed to all other members of the staff as well as parents and school community. The Language Policy Committee members, along with the librarian are involved in researching, labeling and displaying books which support the IB learner Profile and Attitudes.

Our school library provides English, French, Spanish, Italian books. In addition, there are books related to the units of inquiry from Kindergarten to grade 6. More books are added yearly to our collection.

Our Profile

Children's World Academy offers an Early Immersion model which includes the following:

- An entrance exam is offered in both provincial languages, French and English.
- Kindergarten: 50/50 French Immersion (1 day in French and 1 day in English)
- Cycle 1 (grades 1 and 2): French Immersion (85% French- 15 % English)
- Cycles 2 and 3 (grades 3-6): 50/50 French Immersion (using different delivery formats)
Students receive equal instruction in both French and English.

Spanish is an integral part of the Grades 3 to 6 curricula. In addition to providing students with introductory level instruction in Spanish, the students are exposed to many elements of culture in Hispanic countries. This further serves to promote the ideas of international-mindedness and the attributes of the learner profile. Our annual Hispanic Week provides a week-long opportunity for each classroom to participate in diverse cultural activities and events from the Spanish speaking world.

Spanish Program

Grade	Time allotted	Curriculum
3	60 minutes biweekly	<p>Grade 3 Spanish Booklet</p> <p>Read, write and dialogue the following:</p> <ul style="list-style-type: none"> ● Alphabet; ● Numbers up to 12 ● Basic greetings; ● Describing people; ● Body parts; ● Birthdays; ● Month and days of the week; ● School & home; ● Hobbies; ● Telling time; ● Verbs: to be, to do, to speak <p>Activities and projects on the following units of inquiry: True VIP, First Nations, Once Upon A Time, Water, Water Everywhere, Creative Minds & Deforestation.</p>
4	60 minutes biweekly	<p>Grade 4 Spanish booklet Read, write and dialog on the following:</p> <ul style="list-style-type: none"> ● Alphabet; ● Numbers up to 33 ● Basic greetings; ● Describing people; ● Describing feelings; ● Body parts; ● Birthdays; ● Months and days of the week; ● School & home; ● Vacation; ● Hobbies; ● Telling time; ● Verbs: to be, to go, to speak, to want, to walk, to listen, to see, to study, to sing, to dance, to play. <p>Activities and projects on the following units of inquiry: Healthy Body, Healthy Mind, Explorers (Conquistadors), Cartooning, Rocks and Minerals, Measuring Systems & Waste and Our World.</p>

5	60 minutes once a week	<p>Grade 5 Spanish booklet Read, write and dialogue on the following:</p> <ul style="list-style-type: none"> ● Alphabet; ● Numbers up to 35; ● Basic greetings; ● Describing people; ● Describing feelings; ● Describing needs; ● Birthdays; ● Months and days of the week; ● School & home; ● Vacation; ● Hobbies; ● Telling time; ● Verbs: to be, to go, to want, to walk, to have, to listen; to see, to study, to sing, to dance, to play, to speak. <p>Activities and projects on the following units of inquiry: Religions of the World, Natural Disasters, Industrialization, Oceans, Non-Verbal language.</p>
6	60 minutes once a week	<p>Grade 6 Spanish booklet Read, write and dialogue on the following:</p> <ul style="list-style-type: none"> ● Greetings; ● Describing people; ● Describing feelings; ● Describing needs; ● Getting around town ● Following directions; ● Birthdays; ● Months and days of the week; ● School & home; ● Vacation; ● Hobbies; ● Telling time; ● Verbs: to be, to go, to want, to walk, to have, to listen, to see, to study, to sing, to dance, to play, to speak. <p>Activities and projects on the following units of inquiry: Conflicts, Democracy, The Write Way, Education in Action, Energy, PYP Grade 6 Exhibition.</p>

Early Intervention and Running Records

Early intervention is at the root of our efforts as is the early understanding of the role student's play in displaying the attributes of the learner profile and attitudes. The school provides a Francisation program in Cycle 1, that supports students with difficulty in the additional language (French). As stated in our School Success Plan, under the strategic direction 1: Improving Achievement, CWA is committed to increase the level of literacy in French and English by exploring the use of instructional models that may have shown success in other settings (skill transfer), by the use of the "Daily 5", by having after-school clubs (ex: Poetry club), by participating in special events such as la "Francofête", multiple book fairs (in French and English).

Our school also benefits from a special after-school program to promote the Italian language in our school community which is largely composed of Italian speaking families.

The school continues to use the established assessment tools (specifically PM Benchmark in English and GB+ in French) to analyze students' reading proficiency through miscue analysis. These results are used on a school-wide basis at all grade levels (except Kindergarten) to guide instructional practice and to assess the progress of individual students.

In relation to formative and summative assessments, students use various forms of communication. Expectations are based on Individual Education Plans if needed.

Running Records (PM Benchmark Kit)
Fiche d'observation individualisée en lecture.
(La Trousse d'évaluation en lecture GB+)
END OF YEAR TARGETED LEVELS 2016-2017

Cycle 1 – All students
FRENCH : Immersion Program

French Immersion: Year One : Level 8 (90% - 95%)	<i>with satisfactory comprehension</i>
Year Two : Level 14 (90% - 95%)	<i>with satisfactory comprehension</i>

Cycle 2

Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.

ENGLISH

Year One : Level 22 (90% - 95%) *with satisfactory comprehension**

Year Two :Level 26 (90% - 95%) *with satisfactory comprehension*

**It is understood that students in the Immersion Program may not be at level 22 in English by the end of year one, however level 26 remains the targeted level for the end of year two, cycle two.*

FRENCH

Year One : Level 19 (90% - 95%) *with satisfactory comprehension*

Year Two : Level 22 (90% - 95%) *with satisfactory comprehension*

Cycle 3

Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level.

ENGLISH

Year One : Level 28 (90% - 95%) *with satisfactory comprehension*

Year Two : Level 30 (90% - 95%) *with satisfactory comprehension*

FRENCH

Year One: Level 26 (90% - 95%) *with satisfactory comprehension*

Year Two : Level 30 (90% - 95%) *with satisfactory comprehension*

The curriculum for instruction in English and French is mandated by the Provincial government. The competencies required to be achieved by the Ministry of Education of Quebec are closely correlated with IB language competencies and what we want our students to learn. We regularly

review and correlate the IB scope and sequences learning continua with the competencies students are required to master as set out in the Provincial curriculum.

Support in languages of instruction

Students are assessed on a regular basis, formally and informally, by teachers and specialists. Teachers use a variety of assessment tools and strategies. Students that have difficulty reaching the running record targets in French and English are given support with a resource teacher. Students may also receive intervention called Francisation with a resource teacher that will focus on the French language. This support is based on the student's' needs as evaluated by the classroom teacher and may involve individual or small group work.

Parental involvement and support in developing their children's language profile

- To support the students' needs and to involve parents, assessments of learning are shared during formal reporting as well as communications through Seesaw and Google classroom (depending on grade level).
- The digital portfolios- Seesaw and Google Classroom- allows parents to view progressions made by their child and communications from teachers include language development support, rubrics and assessment criteria.
- Yearly events such as 'Meet the Teacher' and Parent-Teacher Interviews allow for teachers to introduce and follow-up on strategies, resources, and further support when necessary.
- Depending on the grade level, these strategies, resources, and support may include:
 - o Unit of inquiry introduction letters outlining expectations and reading /language suggestions for parents to integrate and reinforce at home.
 - o Video series showing reading strategies.
 - o Suggestions for children's literature and programs in French.
 - o Online subscriptions to programs where parents can access a bank of level appropriate books and resources.
 - o Homework and lessons for reading and writing and for some students, adapted or complementary material.
 - o Suggestions for online games and multimedia texts to practice reading and integrate French language.
 - o Parents are invited to school to read in French and English with the students.
 - o Written work is based on individual language fluency (in French and English) and appropriate progressions implemented from there.
 - o Through Seesaw and Google Classroom, parents can comment and/or ask questions about their child's individual progress.
 - o Language assignments are sent home in their Portfolios every few weeks to show parents how their child is doing and go over any difficulties
 - o Fluency evaluation and Running Records (GB+ & PM Benchmark) is done at the beginning of the year and monitored to help guide the parents on how their child is progressing with their reading skills.

What do we want students to know?

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 21). 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 serve 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. In the *Language scope and sequence* (2009), the strands of oral, visual, and written language have been described separately, and are represented by four continuums: listening and speaking; viewing and presenting; reading; writing. However, these four PYP continuums have been blended with the MEES curriculum which is represented under three competencies in both French and English: Communicating, Understanding Oral and Written Texts, Producing Oral and Written Texts.

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

Students will learn using:

Metalinguage: using language to learn about language. Using language both as an instrument for thought and social interaction, and for understanding the nature of language itself. For example, they will understand that the language is a valuable skill and that it is used as a communication system and it has power in society.

Transdisciplinary language: learning through the language of other disciplines such as in mathematics, science, social studies, arts, personal, social and physical well-being, and

technology.

Literature: Language as an art. The body of written work of a language, period or culture considered worthy of aesthetic merit through variety in literary forms, structure, elements and purposes. They will learn about the importance of literature as a way of understanding ourselves and others, about the differences and similarities in literature (structure, purpose and cultural influence) and about the power of literature as influence and structure thinking.

Technology: Students take advantage of the technology available in the school to learn languages, learn through languages and learn about languages. Students communicate with classmates and teachers and share their work with the school community. With the increasing use of digital portfolios, students can now easily record oral language to explain and reflect on their work.

It is recognized that for students to participate fully in their language learning, they need to be empowered to comprehend language through listening, reading and viewing, and to express themselves with increasing confidence through speaking, writing and presenting. As part of their overall language acquisition, students need to develop both proficiency and enjoyment in these areas of communication, and visual communication.

We invite the reader to consult our Assessment and Special Needs Policies for more information. This Language Policy is a working document that is reviewed and revised every two years by a committee. It reflects the needs of the school community which is consulted through surveys, school literature and meetings. This policy is available to the community on our school website.

Bibliography

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Language Scope and Sequence, IB, 2018

International Baccalaureate Organization (2018). *From Principles into Practice- Primary Years Programme: The Learner*. Cardiff, Wales.

Progression of Learning- English Language Arts, Progression des apprentissages en français immersion, MEES, 2009

Ministry of Education of Quebec Website: <http://www.education.gouv.qc.ca/en/ministere-de-leducation-et-de-lenseignement-superieur/>

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

http://www.mels.gouv.qc.ca/progression/francaisens/pdf/fraEns_SectionCom.pdf
http://www.ateq.org/doc/qep/Progression_of_Learning-Elem.pdf