



Fraser Valley School

A Community of Courageous Contributors



Language Policy

Vision Statement

A community of courageous contributors

Community – our learners share the responsibility of providing a safe environment that values diversity and different perspectives

Courageous - our learners are defined by the bravery of their words and deeds, which are based on integrity, empathy and respect

Contributors - our inquiring problem solvers share their knowledge and skills for the benefit of others

Mission Statement

Our Learners: Know and **care** for themselves, **know** and **care** about others, are **known** and **cared** for by others in a rich academic environment.

Introduction

A Language Policy is a document that outlines and explains the way language learning is nurtured within a school. It is a living document that will be reviewed and reflected upon every two years. The policy is to clarify how language is taught and supported within the school community. It is a framework that promotes consistency in our approach between year levels and subjects. The Language Policy is a tool to help clarify the standards and practices of language learning to parents and to assist teachers in their planning, presenting and evaluation of their teaching.

Philosophy

At Fraser Valley School, we believe that all teachers are language teachers. Language learning is key to the skills (Approaches to Learning) that are being taught and practiced in the school. The ability to communicate well is an important factor in being a successful student and global citizen. The capacity to use language in order to express ideas, to understand others and to collaborate together are central to being an engaged participant in the school community, the community at large and honouring the cultural significance of French Canada. In essence, we are striving to develop global citizens.

Language of Instruction

At Fraser Valley School, the main language of instruction is *English*. All inquiries are taught in English and students are expected to communicate their understanding and knowledge in English. The BC curriculum documents and the PYP Language Scope and Sequence document guide the school and its expectations of our students at different levels. Our school is in the process of developing a writing continuum and a binder of writing exemplars that will be used to track and identify the needs of learners. French as a second language (FSL) is offered starting in kindergarten. The French classes follow the BC curriculum for Grade 5 and up and prepare students in Kindergarten to Grade 4 for this program using internal French standards based on the BC curriculum. The AIM language learning programme is used as an additional resource for French language instruction.

BC Provincial Ministry Language Requirements

Fraser Valley School follows the mandated British Columbia Provincial Curriculum. Students in Grade 4 and Grade 7 are assessed through a province-wide Foundation Skills Assessment in reading and writing.

Fraser Valley School continues to follow the Curricular Competencies and Big Ideas as mandated by the BC Provincial Curriculum. The Language Arts



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Curriculum alongside the Language framework document as set by the IBO are used to guide students in their language instruction.

Language Profiles (0402-07-0300)

At the beginning of each school year, students will be assessed to establish their language background. These assessments can include: PM Benchmarks, Words Their Way Spelling Inventory, grade specific assessments and BC Performance Standards. The teaching faculty is responsible for the language development of all diverse learners in the classroom. The Learning Strategies team aids students that are in need of extra support. When deemed necessary, an Individual Educational Program (IEP) or support program will be developed collaboratively with the Learning Strategies teacher with input from the student, parents and the classroom teacher.

Second Language Learners

We aim to provide individualized support for second language learners, as well as support for mother tongue languages. We are striving to purchase resources, to provide access to translators, and to reach out to our community for collaborative support to ensure students, regardless of the level of understanding of the host country language (English), are engaged in learning and are provided with opportunities to communicate their thinking and understandings. Teachers and staff will collaborate to design and use assessment information to seek out appropriate support for the students in their classrooms. In order to create a culture of respect and inclusion, we value each learner's identity and autonomy and integrate represented languages into instruction. We understand that early learners (Kindergarten/Grade 1) may acquire language more easily in our language-rich environment.

Multilingualism (Mother Tongue Support)

We recognize multilingualism as a fact, a right, and a resource for learning. We support the use of our mother tongue and its development at home. The development of mother tongue language is beneficial for cognitive development and in maintaining and affirming cultural identity. Our school community benefits from the development of intercultural awareness and understanding, and our students benefit from maintaining esteem for the language and literature connected to their ethnic and cultural backgrounds.

It is our intention to support a diverse population of students by developing library resources for mother tongue support. The data from the most recent Language Survey will be used to ensure that all languages are represented and that our resources reflect the languages of our community. Parents, students, and teachers are encouraged to share their language and culture in classrooms and at school events (some of these events include: our school-wide Diwali celebration, our Lunar New Year Lion Dance presentation, and acknowledging Canada's National Day for Truth and Reconciliation). The events chosen to be acknowledged in the school represent the culture of our school community. Language and culture is also explored through Units of Inquiry in each grade and the learning community works together to gather resources when teaching culture specific lessons. We are committed to providing a school environment that values student's mother tongue languages.

Language Assessment

Language at Fraser Valley School will be assessed based on our Assessment Policy.



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Professional Development

Individuals are encouraged to explore relevant professional language opportunities. The school administration will ensure that staff is made aware of professional development opportunities whenever possible. The PYP Coordinator will ensure that staff is aware of appropriate opportunities, and will coordinate all IB related professional development. A variety of resources will be added to the teacher library for staff. These resources will provide teachers with current research and best practice in language learning.

Language Survey Report

In December 2020, we conducted a Language Survey to compile up to date data on our community. We learned that 96% of Fraser Valley School families speak English at home with 4% speaking other languages. Our largest mother tongue languages are English, Mandarin, and Punjabi. Other mother tongue languages of our families include: Hindi, Korean, Afrikaans, Bulgarian, Spanish, Urdu, Russian, Cantonese, Portuguese, Sinhalese, Farsi, Dari, Turkish, Romanian, Kannada, Arabic, Gujarati, German and French.

Roles and Responsibilities

Stakeholder Group	Roles and Responsibilities
The Learning Community	Staff, students, and parents are responsible for recognizing the complexity and interrelatedness of the diverse cultures and backgrounds of our community. Members of our community respect, value, and strive to educate and learn from each other. We are open-minded to other cultures and language profiles.
Teachers	Teachers are responsible for keeping up to date with developments in language learning and sharing best practices and research. Teachers are responsible for ensuring the Language Policy as a living, working document and are able to communicate this to parents and guardians if needed. Teachers are responsible for identifying and creating authentic opportunities to support multilingualism in their Units of Inquiry and in their classroom. Teachers are responsible for attending workshops and meetings as requested by the Pedagogical Leadership Team in reference to the Language Policy.
Parents and Guardians	Parents and guardians play a vital role in the education of their children. Parents and guardians are involved as partners in the planning, development, and implementation of educational programs for their children. Collaboration is sought and the input of parents is respected and acknowledged. Families are responsible for supporting language learning, including Mother Tongue language, at home and helping their children to develop language taught at school through opportunities to explore, listen, view, read and discover. Parents and guardians are welcome to check out books to read with their child from any section of our library (including our Mother Tongue section).
Administrators	Administrators are responsible for ensuring that appraisals and evaluations are based on the standards and practices



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	outlined in the Language Policy. The Administration team is responsible for ensuring there is an appropriate budget for acquiring adequate resources and materials to support the Language Policy, language instruction, and a wide range of texts to support multilingualism in the library.
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Resources

- Making The PYP Happen: a curriculum framework for international primary education, IBO, December 2009
- PYP Language Scope and Sequence, IBO, Feb. 2009
- PYP Coordinator's Handbook 2009-2010
- The Primary Years Programme as a model of transdisciplinary learning, IBO, 2010
- Guidelines for developing a school language policy, IBO, 2008
- FVS Assessment Policy
- Principles into Practice, IBO, 2018

Language Policy Review

A Language Policy review will be performed every second year. Appropriate amendments will be made by the PYP Coordinator and the updated document will be distributed to staff (hard copy and electronic copy) and parents (via the school portal with notification in a newsletter). The review will be conducted by teaching staff and administrative staff.

Written: October 2015

Updated:

September 1, 2016

August 29, 2017

November 23, 2018

October 11th, 2019

November 9th, 2021