

Concord Elementary School

IB Language Policy

Year: 2021-2022

We believe that every teacher is a language teacher. Language is the foundation of all learning and enhances children's personal growth, encourages cognitive development, and facilitates international understanding. We believe language is holistic and transcends all disciplines, as well as the entire academic curriculum. Language is used for a variety of purposes to express knowledge and gain further understanding of the world around us. Currently at Concord Elementary, we have sixteen diverse languages represented from a number of different countries. We strive to create an inclusive environment that encourages, embraces, and celebrates all represented languages and people groups.

Philosophy

- Language is the key to all learning. It is essential to human connection and communication.
- All teachers are language teachers and all students are language learners, regardless of their mother tongues, or native languages.
- Language enables students to gain knowledge, develop social skills and values, and inquire about the world through problem-solving and information processing.
- Language development involves the entire school community, as well as the community outside of the school.
- The focus of language instruction is to develop the skills of listening, speaking, reading, and writing to create students who are able to communicate both orally and in written form. This will allow students to become confident communicators inside and outside of the classroom.
- Native languages are valued and respected. This will help our students to overcome cultural and linguistic boundaries.
- Multilingualism fosters international-mindedness in students, giving them the ability to develop as learners alongside their diverse peers.
- Academic and social instruction aims to extend students' access to other languages, while enhancing their own native language development.
- Teaching students how to speak other languages increases the respect and understanding they have of other cultures and people groups.
- Literature is an integral part of the curriculum. It is used to support all units of inquiry, while encouraging students to ask higher level thinking questions. Literature is used to help students recognize, understand, and reflect upon various concepts.
- Language should be a relevant and realistic practice that encourages the linear progression from intercultural awareness to global and cultural understanding.
- Students will become multiliterate learners who are able to engage with a variety of text formats, including paper, electronic, live, and multimodal.
- Students will develop critical literacy skills as they interact with diverse texts and languages. This will allow them to build broader foundations for making literacy connections to their own lives, previously read texts, and the world around them.

Practices

- All teachers are expected to provide an inclusive learning environment that celebrates the identity of all students, including their cultures, languages, and experiences. The ESOL teacher will provide training to all certified employees at the beginning of the school year.
- The school library and the ESOL classroom provide multilingual texts in a variety of formats.
- English Language Arts standards are integrated into the Balanced Literacy Framework. This includes word work, shared reading, guided reading, independent reading, and writing.

- Opportunities are provided to differentiate the language program to meet the needs of all students. Students are encouraged to further their communication skills through oral and written language, as well as through the arts.
- Language development methods and best practices are integrated into the instructional strategies of all grade levels.
- Resources are selected to match units, languages, and the needs of students.
- Native language information is recorded on home language surveys during the student registration process. Announcements and information are translated into student native languages when possible. Translators are also readily available for many languages in order to allow parents and guardians to be active participants in the education of their children.
- The teaching and learning of languages are incorporated into the Programme of Inquiry.
- Every effort is made to promote inquiry-based and authentic language learning.
- All teachers are expected to promote Spanish, the additional language of instruction at this school, throughout the day.
- Spanish instruction is provided one time per week for all students in grades PreK-5. This will promote multilingualism for all students.
- The morning news show, Wake Up Concord, also teaches the date in Spanish, as well as a weekly Spanish phrase or word.
- Gifted and talented instruction is provided 45 minutes daily to students in grades three through five who qualify. Second graders receive 30 minutes weekly of Brain Booster instruction to scaffold their language learning.
- Leveled Literacy Intervention (LLI) is provided on a daily basis for students who need additional literacy support.
- ESOL (English for speakers of other languages) instruction is provided for students who need to develop their English language skills in the domains of reading, writing, speaking, and listening.
- Speech therapy and resource services are provided for students as determined by each student's Individualized Education Program (IEP).

Policies

- Curriculum is aligned with ELA state standards, WIDA Standards, SCCCR standards, the Anderson District Five ELA Approved Curriculum, as well as the IB Programme of Inquiry.
- Daily reading and writing opportunities are provided for all students.
- Literature is incorporated into language instruction and all content units.
- Native languages and cultures are respected and valued.
- Support is provided for families and students whose native language is not English.
- The language policy will be revised annually, or as needed, by the staff.