

Heritage Regional High School IB Language Policy
IB Middle Years Programme

IB Philosophy-

This policy addresses the implementation of the International Baccalaureate (IB) philosophy, values, and beliefs through language and learning. The following IB programme standards and practices support development of the language policy.

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1 The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2 The school describes in its language policy the way the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3 The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4 The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Source: IB Programme standards and practices (2020)

IB 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.

The programmes encourage students across the world to become active, compassionate, and life-long learners who understand that people, with their differences, can also be right.

Heritage Regional High School – Educational Project

Mission – The mission of HRHS is to collaboratively ensure a learning environment for students to maximize their potential as life-long learners through academic success, participation in school life and preparation for global citizenship.

Vision – Our vision is to provide the highest quality education by focusing on developing varied programs in response to individual needs. Within a safe and healthy environment for all, we promote high academic standards and develop leaders for the 21st century. Staff and students work together to continuously improve and to develop collaborative teams.

Values - We promote respect for oneself, others, the environment, and the diversity of our school community. We value excellence in varied programs, academics, leadership by students and staff, the arts, community involvement and life skills. We have pride in our accomplishments and in our school.

Philosophy-

The school places importance on language and learning including mother tongue. We develop a language policy where all teachers are responsible for language development, through collaborative development, planning, teaching, and learning. Heritage Regional High School (HRHS) develops and promotes international mindedness and attributes of the learner profile within the school community.

Riverside School Board (RSB) complies with the language laws of the province of Quebec, aiming to provide students with the required instruction and tools that will allow them to become proficient in both of the languages of Canada, French and English.

A certificate of eligibility is required for all children attending an English school in Quebec. The government has specific criteria that must be met according to the Charter of the French Language.

Under the Charter of the French Language, children in the following situations are eligible:

- Children who are residing in Quebec permanently and who qualify for a certificate of eligibility for instruction in English.
- Children who are residing in Quebec permanently and who are entitled to receive instruction in English under a special authorization
- Children who are living in Quebec temporarily and who qualify for a temporary authorization to receive instruction in English.

-Our policy aims to reflect the diversity within our community and recognize that our students and teachers are multi-lingual. All stakeholders are encouraged to see themselves as language facilitators. Language for learning and teaching is everyone's responsibility.

-Students understand that **IB Learner Profile** traits are developed through engagement and appreciation for diverse cultures and language. Teaching and learning experiences in language subjects, approaches to learning skills development together with language development leads to positive affirmation and identity of self and others.

-Parents understand that life-long learning is enhanced through language acquisition and that continued participation in their child's education is essential. Parents support their children by modelling and encouraging language learning.

Rationale-

We believe that respect for all languages is important in order to promote pride and respect for cultural diversity. Our objective is to create conditions that affirm identity through teaching and respectful understanding of language. Through this, we aim to build self esteem and consequently improve social and emotional development.

Language learning and teaching at Heritage is connected to development of the IB learner profile attributes. We aspire to help students become life-long learners through varied opportunities as they reflect on, practice, and develop learner profile characteristics such as critical literacy, become more confident communicators and challenge themselves by taking risks through language development.

Organization-

Proficiency in both English and French language skills is required to obtain a high school leaving certificate from an English school in Quebec.

Curriculum planning provides access for language learners to become proficient in English and French mother tongue in Language and Literature as well as French second language in Language Acquisition.

Curriculum planning includes access for bilingual and multilingual students to receive instruction in a third language.

The language of instruction at Heritage is English, however our language policy reflects the needs and interests within our community.

- The school will provide students with opportunities to develop both written and spoken English in the Language and Literature subject group.
- The school will provide students with opportunities to develop French mother tongue in the Langue et Littérature subject group.
- Students in years 1 and 2 students benefit from additional French mother tongue development since (Geography/History), Sciences, and Design subject groups are delivered in French.
- The school will provide students with opportunities to develop both written and spoken English through all other IB subjects.
- The school will provide Spanish language instruction, taught as a third language, in Years 1 and 2.

Placement - Based on recommendations of the elementary school teacher(s), Grade 5 French language competency, parental request, and entrance evaluations, students are placed in French Enriched (Language Acquisition) or French Mother Tongue (Français langue d’Enseignement-FLE)

Students may be reassigned to different levels of French language instruction based on teacher assessment and/or recommendation and parental choice in the following school term or year depending on available places.

Language and learning is recognized as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress to the next phase of language development. Language acquisition is supported by the following phases:

Emergent	Phase 1
	Phase 2
Capable	Phase 3
	Phase 4
Proficient	Phase 5
	Phase 6

The number of teaching and learning periods is based on a ten-day cycle. Classes are 75 minutes in duration.

	Y1	Y2	Y3	Y4	Y5
Language & Literature (ELA & FLE)	6	6	6	6	6
Language Acquisition (French)	6	6	6	6	6
Spanish	2	2			

- The school will develop an understanding of the distinction between learning **through** and learning **about** language and assess language learning in accordance with our Assessment policy.
- The school will support parents and students with their responsibilities by modelling and encouraging language learning.
- The school will provide appropriate IB recognized professional development for language teachers/staff.

- The school will encourage consultation between school librarian/documentation technician and language teachers in order, to provide a wide variety of texts that meet the needs of language learners in English, French, and Spanish.
- The school will provide necessary linguistic support for HRHS students so that they maintain the academic integrity outlined in our Academic Integrity policy
- The school will provide necessary linguistic support for learners born outside Quebec and for those with IEPs in accordance with our Inclusion policy.

Policy Review and communication-

In order, to ensure that this policy continues to align with school practice and philosophy, all members of the IB community, on a regular basis, are invited to recommend amendments. The school IB pedagogical team is responsible for updating the policy, based on this consultation process. The Governing Board will approve and adopt the policy annually.

The IB community has access to this policy on the school website.

Regulatory principles and guiding sources-

The contents of this policy are based on and references:

- *Guidelines for developing a school language policy (2008)*
- *IBMYP Language acquisition guide (2020)*
- *IB Programme standards and practices (2020)*
- *Heritage Regional High School Educational Project 2019-2022*
- *Riverside School Board Commitment to Success Plan (2018)*
- *Riverside School Board Linguistic Policy (2015)*
- *MYP: From principles into practice (2022)*
- *www.Education.gouv.qc.ca (2022)*
- *Ministère de l'Éducation*
- *Ministère de l'Enseignement supérieur*

Revised September 2022

Adopted by the Governing Board, November 2022