

Glenforest Language Policy: IB Programme (MYP/DP)

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Part One: Language Philosophy

At Glenforest Secondary School we believe that all teaching involves the instruction of language based skills and that all teachers are language teachers. The acquisition of language is an active process mediated through authentic learning experiences with the goal of developing listening, speaking, reading and writing skills.

At Glenforest we firmly believe that it is essential to recognize each child's unique cultural identity and background and, as such, we ensure inclusion and equitable access to the programme.

Glenforest's language philosophy and policy align with both its mission statement and commitment to international-mindedness. Our language programme is also based on the knowledge that students learn best when they see themselves and their own experiences reflected in the curriculum and materials studied at school. Instructional strategies for reaching student success require the acquisition of resources that reflect diversity and therefore are integral to our language policy and classroom instruction at GFSS.

Part 2: School Community Language Profile

The Peel District School Board is very ethnically diverse and although English is the primary language for communication, we house a large number of students whose mother tongue is not English. The Board recognizes the importance of equity of opportunity, and equity of access, to the full range and delivery of programs, services, and resources (Equity and Inclusion Education, Policy 54). GFSS designates sufficient funds each year in order to expand our language resources in the

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school. These include a variety of texts that support our Language and Literature and Language Acquisition courses as well as additional mother languages reflected in our community.

Parents whose mother tongue is not English are accommodated through the Peel Board's support in making interpreters available to assist in conveying information about reporting as well as parent/teacher meetings.

Part 3: French Language Programme (Language Acquisition)

In our MYP/DP Language Acquisition Programme, students pursue learning in a second language (French) and are exposed to the richness of cultural studies through this discipline. The curriculum choices reinforce themes and values that are connected to our rich heritage. French is one of Canada's official languages and as such, is the principal second language available. Students begin their second language instruction in Ontario in grade 4. The Purpose and Aim of the Ontario Curriculum: French as a Second Language - core French, Grades 4-8 and Grades 9-10, 1999

Legislates that Core French is mandatory from 4-9 for all students in English Language Schools.

Students are assessed using the IBMYP criteria in grade 9 /10 and DP criteria in 11 /12. The MYP phases correspond to our Diploma Programme offerings of French at Standard Level over both years of the Diploma. Objectives outlined in the IB Language Acquisition Guide align with the Ontario expectations through the development of IB MYP/DP Units of Study.

The Language Acquisition courses offer students a valuable learning experience and the opportunity to develop their command of a second language. Teachers provide appropriate instruction, activities as well as resources and strategies in order for students to reach the expectations outlined in the MYP Language Acquisition guide (phases) and at DP in SL French. Teachers will assess students at the beginning of the year, and make decisions on the entry phase for each MYP student. In order to ensure equity, inclusion, and to address ethnic and academic diversity in the MYP classroom, the French classes include phases commensurate with student ability. Intake diagnostic testing is used to determine phase level.

Central to the delivery of the Language Acquisition program is the philosophy of differentiated instruction. This is noted in the afore-mentioned phase level teaching. In addition, teachers address

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multiple intelligences through varied in-class activities that support all learners, in particular those who are ELL. Teachers focus on developing literacy through music, visual stimuli, print materials and media.

A fundamental part of this program is the study of the vast and varied French – speaking world “La francophonie”- an organization of over 40 countries from all continents. Thus, the MYP/DP philosophy has enabled a move away from a strictly Euro-centric framework. Currently, students not only learn about new cultures, but they also see themselves reflected in the course of study.

Students who join the DP in grade 11 without having had French as their language B can either study SL French abinitio or take one of the Language B offerings available online through Pamoja.

Part 4: Provisions for Inclusion

ELL (English Language Learners)

In 2009, the Peel board opened three We Welcome the World Centres, located in Brampton, Malton, and Mississauga. The centres help newcomer families with school-aged children register for school and get settled in Canada. Welcome Centre staff provides assistance and information about free services in many languages and provide English proficiency testing. Students for whom English is not their first language and who are in the process of developing proficiency in English are considered English Language Learners (ELL). ELL students receive specific and targeted instruction and support classes in order to learn English. Teachers with ELL students in their classrooms adapt their instructional programme and provide varied accommodations including:

- Modifications of subject expectations so that they are attainable for the student
- Use of a variety of instructional strategies to differentiate teaching (graphic organizers, scaffolding, peer tutoring)
- Use of varied learning resources including those that reflect diversity and cultural heritage •
Use of assessment accommodations (more time or opportunities for oral presentations requiring less written proficiency in English)

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Learning Differences

Students identified with special needs are provided with an Individual Education Plan (IEP). When an IPRC identifies a student as exceptional, an IEP must be developed and maintained for that student. The IEP identifies the students' specific learning expectations and explains how the school will address these expectations. Students who enter our MYP Programme who have been deemed Enhanced are supported in the programme both in providing enhancements for "breadth and depth" of learning and through communication with our designate IEP team. Teachers of students with an IEP use targeted resources to support these students and provide individual reports on development of goal setting, and strengths and timelines for setting indicators by which achievement of goals are reviewed.

Conclusion

Our Language policy at Glenforest is integral to the development of our IB Programme here at Glenforest. At Glenforest we are aware and respect that every programme exists in its own unique social context; with our students and parent body in mind, we provide a language programme to the needs of every IB candidate in an ever changing world.

Our IB team will continue to review our policies and the MYP and DP Coordinators along with the administration and our Language Acquisition team, will continue to have input in shaping our language policy. Our review and revision will continue to be informed by all relevant publications and documents issued by IB: Guidelines for Self-Reflection on language policy, Guidelines for developing a school language policy, Language and Learning in IB programmes, Middle Years Programme: From Principles into Practice and Diploma Programme: From Principles into Practice.

Further Resources

Guide to Effective Literacy, 2006, The Ontario Curriculum, Queens Printer for Ontario

Ontario, Ministry of Education., 2004, The Individual Education Plan (IEP), Queens Printers for Ontario

The Purpose and Aim of the Ontario Curriculum: French as a Second Language—core French, Grades 4-8 and Grades 9-10, 1999

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Appendix A

Glenforest Languages spoken by students October 2017

LANGUAGE	TOTAL	FEMALE	MALE	LANGUAGE	TOTAL	FEMALE	MALE
Albanian	21	13	8	Russian	13	5	8
Amharic	2	1	1	Serbian	21	9	12
Arabic	68	26	42	Serbo-Croatian	3	2	1
Armenian	2	0	2	Sindhi	2	1	1
Bengali	21	11	10	Singhalese	1	0	1
Bosnian	2	0	2	Somalian	8	4	4
Bulgarian	1	0	1	Spanish	11	3	8
Cantonese	25	14	11	Swahili	2	1	1
Chinese	36	17	19	Swedish	0	0	0
Creole	2	0	2	Tagalog	15	7	8
Croatian	4	3	1	Tamil	66	35	31
Dari	3	1	2	Telugu	11	6	5
English	288	126	162	Thai	1	0	1
Farsi	0	0	0	Tigrinya	0	0	0
French	4	2	2	Turkish	6	2	4
German	0	0	0	Twi	0	0	0
Greek	0	0	0	Ukrainian	4	2	2
Gujarati	23	9	14	Urdu	201	95	106
Hindi	47	28	19	Vietnamese	59	25	34
Hungarian	8	4	4	Yoruba	1	1	0
Italian	0	0	0				
Japanese	1	0	1				
Kannada	3	2	1				
Kiswahili	1	0	1				
Korean	16	9	7				
Latvian	0	0	0				
Macedonian	3	2	1				
Malayalam	9	5	4				
Mandarin	64	26	38				
Marathi	3	1	2				
Nepali	1	0	1				
Nuer	2	2	0				
Other	8	2	6				
Pashto	2	1	1				
Persian (Farsi)	2	0	2				
Pilipino	4	1	3				
Polish	4	1	3				
Portuguese	0	0	0				
Punjabi	15	10	5				
Romanian	7	2	5				

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Appendix A cont.

Languages spoken by Teachers:

Languages:	
Arabic	Latvian
Cantonese	Mandarin
Croatian	Ndebele
English	Portuguese
Farsi	Punjabi
French	Romanian
German	Shona
Greek	Sindri
Gujaneat	Spanish
Hindi	Ukrainian
Hungarian	Urdu
Kannoda	Vietnamese