
Liberty Point International School

Candidate School

International Baccalaureate Middle Years Program



Language Policy

Policy Statement

Language plays an important part in supporting the school's mission statement. The school's focus is on preparing world citizens who are responsible and self-confident and have been instilled with a sense of service to others. Within the school community different languages exist side by side and students are encouraged to compare languages and the cultures that are associated with them.

Liberty Point International School is committed to providing support for students who are weak in English. Liberty Point International School recognizes the important role teacher's play in developing language acquisition

Language lessons not only provide a medium for the acquisition of language they also promote the development of the whole child. This comes about as it is not only language that is promoted but also the recognition and understanding of the culture that accompanies it. Throughout their language studies students tackle issues that are relevant to young people and important to their development and exploit when appropriate and where available links with other subject areas.

Liberty Point International School welcomes children with a variety of linguistic backgrounds, it is vitally important that its language policy is as flexible as possible, thus allowing Liberty Point International School to create an individually appropriate language course for each student.

Current Language courses

Language A indicates that the language is taught in a way appropriate for students:

- For whom that language is their mother tongue
- As one of their mother tongues
- Who have reached native or near native competency in the language.

Language B indicates that the language is taught in a way appropriate for students:

- For whom that language is not their mother tongue
- Who have not yet reached native or near native competency

English Language Learner (ELL) indicates that the students have a somewhat limited competence in English, and as such may need some extra support in English. These students are given extra support in English.

Mother tongue

The development of mother tongue is central to the whole development of all cognitive skills in children. In general, students with native speaking skills develop general language skills and thus skills in English. As language is a part of a student's identity the recognition of mother tongue and the culture associated with it increases a child's self-esteem and general sense of well being.

English as the Language of Instruction

English is the language of instruction within the school; as such the key to student success in other subject areas lies in their level of competency in this language. English lessons have an obvious role to play in teaching and reinforcing language skills needed in other mainstream subjects. However, subject teachers are also language teachers, and should be developing students' language skills. It is especially important to take into account those language skills required in their particular subject area(s). In addition to this, teachers are responsible for adapting their materials and teacher style to take into account the needs of students who are not native speakers of English. Subject teachers are encouraged to correct mistakes in English as well as content of written work, and to provide missing vocabulary where feasible.

Assessment criteria used within the school have been adapted so that student/parent friendly criteria are available for all subject areas.

All teachers are provided with in-service training to review school policy documents and at IBO workshops to look specifically at certain program requirements, principles, and methods.

Teachers should encourage students to speak English in class (except in Language B classes), but should be aware that students may benefit from help from another student in their mother tongue in which they are not only linguistically more competent, but can also think in English more easily.

English Language Learner

This type of instruction is usually done with the student remaining as part of their usual class. However, ELL students are put into one class period where extra academic support is given. ELL student's benefit from their peers who speak English and model the language. A variety of materials can be found within the school to assist the teacher to cope with an ELL student within the classroom. This allows for the establishment of specific goals for that particular student.

Staff

To teach Language A or Language B standard and advanced teachers must be native or near native speakers of the language they teach.

Professional Development

Teachers are encouraged to be pro-active in their professional development. The school's strategic plan incorporates a policy of staff training and development.

Curriculum

The IBO's MYP Language A and Language B course materials guides the curriculum for English as well as Colorado Academic Standards. Thus the school carefully takes care of meeting the aims and objectives of both the state system and the International Baccalaureate system within the school. There are course outlines for Language A as well as Language B. which include suggested content, resources, links with the Areas of Interaction and activities used for assessment. These course outlines are intended to ensure continuity and development of the language courses offered by the school. The curriculum should also be adapted as new links with other subject areas are developed, and to reflect current events where applicable.

Assessment

Assessment in language like all other subject areas within the school is carried out in accordance with the school's assessment policy guidelines. These guidelines follow the general principles of the IBO Middle Years Program as well as Colorado Academic Standards.

Liberty Point International School

Liberty Point International School believes that all MYP teachers are language teachers with responsibilities for facilitating communication whether in speaking, reading, or writing skills. To forward that goal, many DP teachers have been trained in *Writing Across the Curriculum* and in the *The Six Traits + 1 Writing Model*. All MYP students at Liberty Point International School will be expected to reflect and present information at a high level, in both written and oral formats in all subject groups.

The support staff that works outside of the Middle Years Program with students learning a language other than English understands the MYP program and will work with the MYP staff to help develop appropriate learning techniques that will help to insure the success of all MYP candidates. In addition all new teachers

hired into School District #70 are required to complete a course entitled *Diverse Learner Training* as a condition of employment. In conjunction with this course, methods of teaching are discussed to use with ELL students.

Steps to insure that all MYP students are successful in the study of a language other than their mother tongue include but are not limited to

- Translation of all documentation and information into the mother tongue of those languages that are spoken at Liberty Point International School by either students or parents.
- Widening MYP training opportunities to all members of the MYP team.
- Development of MYP strategies that best support learners who are learning in another language. This includes purchasing materials in the mother tongue and further training of teachers. The district already has some textbook available in Spanish.
- District training for all new teachers in the course of *Diverse Learner Training* as a condition of employment.

Final Considerations

Due to the changing needs of our students and to ensure the policy continues to be an active and vital part of the MYP the language policy will be reviewed on a yearly basis. As new discoveries are published connected to language acquisition, these findings will be reviewed and considered as the MYP program develops. Because the MYP is easily accessible to ALL candidates, participation in the MYP program by students learning a language other than English and those with exceptional needs that slow language acquisition will be encouraged.

Appendix A: Standards and Practices

IB MYP Standard		Page(s) and section(s) in which the standard is addressed in LPI's Language Policy
A7	The school places importance on language learning, including mother tongue, host country language and other languages	Mother Tongue.....pg. 2-3
C2.6	The written curriculum incorporates relevant experiences for students.	English as the Lang. of Instruction...pg. 3
C3.3	Teaching and learning builds on what students know and can do	Mother Tongue.....pg. 2
C3.7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue	English Language Learner.....pg. 3
C3.8	Teaching and learning demonstrate that all teachers are responsible for language development of students	English as the Lang. of Instruction....pg.3 LPI.....pg. 4

Liberty Point International School is a candidate school* for the Middle Years Program. This school is pursuing authorization as a IB World School. IB World Schools share a common philosophy – a commitment to high quality, challenging, international education – that we believe is important for our students.

*Only school authorized by the IB Organization can offer any of its three academic programs: the Primary Years Program (PYP), the Middle Years Program (MYP), or the Diploma Program (DP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programs please visit <http://www.ibo.org>

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