
St. Anthony Elementary School

Language Policy

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St. Anthony Elementary Mission Statement

Our mission at St. Anthony School is to nurture intellectual curiosity through an inquiry-based approach to learning where parents, community members and staff work in unison. Students will develop their personal and social skills through an international mindset in a peaceful, safe and bilingual environment that celebrates different learning styles.

In keeping with our overall objective of raising all of our students to the highest levels of their capabilities and embracing the importance of lifelong learning, our aim is to have our students graduate from St. Anthony School and succeed as global thinkers and doers at the next level of their education and beyond.



International Baccalaureate 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.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of the IB programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy “learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning.

Language Philosophy

The Quebec Education Ministry's (MEES) general objective in language acquisition is to develop the students' capacity for oral (speaking and listening) and written (reading and writing) communication so as to enable the learner to express their view of the world, to enter into relationships with young people and adults from near and far, and to transmit and acquire cultural knowledge. The following competencies are evaluated three times a year:

1. The learner uses language to communicate and learn.
2. The learner reads and listens to spoken, written and media texts.
3. The learner produces written and media texts.

St. Anthony Language Mission Statement:

At St. Anthony, we believe that every educator and member of the professional staff are foremost language teachers with responsibilities in facilitating communication. Language is linked to our identity and values. We are an immersion school comprised of an Anglophone population within a French culture. Our reality unfolds in the following context: In cycle 1, 85% of instruction occurs in French (Français, math, social studies, science & technology and arts) and 15% in English (English, physical education and music). Students in cycles 2 and 3 are educated in a 50% French (Français, math, social studies, science & technology, ethics and religious culture and 50% English (English, physical education, music, drama and ethics and religious culture). Pupils benefit from exposure to a rich and diverse culture through a community that supports bilingual language learning and diversity. This model supports our beliefs in developing internationally-minded learners by promoting the IB learner profile attributes.

We believe that being exposed to more than one language enriches personal growth and helps facilitate international understanding. Therefore the acquisition of more than one language expands our view of the world, promotes open-mindedness and leads to opportunities at home and abroad. The learner profile together with the five essential elements of the program (knowledge, concepts, approaches to learning, attitudes and action) represent a foundation for planning, teaching and assessing in language (*Making the PYP Happen: A curriculum framework for international primary education, 2009*).

At St. Anthony, our teachers structure the learning environment to encourage risk-taking within the students' day. This provides a working platform to encourage the learners to take ownership of their learning and develop the attitudes of cooperation and independence. Students delve into the situation and communicate the results of their inquiries through a variety of means, including the use of technology and multimedia. This includes laptops, iPads, Chromebooks, green screen and Smart Boards.

Teachers base their language instruction on their students' inquiries. In our French immersion program, English and French-language instructors along with the school specialists regularly consult and collaborate on all aspects of teaching and learning. We work together to ensure that learning happens within the context of the Units of Inquiry, reinforcing the ongoing development of the attitudes, approaches to learning and the attributes of the Learner Profile.

School Profile

All students from Kindergarten to Grade 6 follow the early immersion model. The program focuses on the development of the whole child by providing meaningful opportunities for growth in knowledge, approaches to learning and positive attitudes.

Grades 1 through 6 are organized by cycle: students receive two years to master the competencies that are mandated by our program of education.

Cycle 1: Grades 1 & 2.

Cycle 2: Grades 3 & 4.

Cycle 3: Grades 5 & 6.

The early immersion model includes the following:

- Kindergarten: French immersion (85% French and 15% English)
- Cycle 1 (Grades 1 and 2): French immersion (85% French and 15% English)
 - French (Français, math, social studies, Science & Technology, Arts)
 - English (English, physical education, Music)
- Cycles 2 and 3 (Grades 3-6): 50/50 French Immersion (using different delivery formats)
 - French (Français, Math, Social Studies, Science & Tech and ERC)
 - English (English, Phys-ed, Music, Drama and ERC)

For more information about MEES) progression of learning for French as a second language and English Language Arts, visit the following websites:

http://www.mels.gouv.qc.ca/progression/francaisens/pdg/fraEns_SectionCom.pdf

http://www.ateq.org/doc/gep/Progression_of_Learning-Elem.pdf

School Portrait 2018-2019

| | |
|---|--------------------------|
| School Capacity | 350 |
| Program (s) | Early Immersion & IB PYP |
| Total Number of Students Registered | 284 |
| Total Number of Students on Individualized Education Plans | 44 |
| Number of Homeroom Teachers | 14 |
| Number of Integration Aides | 6 |
| Number of Specialists | 4 |
| Number of Professional Staff | 4 |
| Number of Students where English or French is not mother tongue | 25 |

Assessing Language Learning

Students are assessed on a regular basis, formally and informally, by teachers and specialists. Teachers use a variety of assessment tools and strategies. Students who have difficulty reaching the grade level reading benchmarks in French and English are given support with a resource teacher. This support is based on the student's' needs as evaluated by the classroom teacher and may involve individual or small group work.

Running Records (PM Benchmark Kit)
Fiche d'observation individualisée en lecture.
(La Trousse d'évaluation en lecture GB+)
END OF YEAR TARGETED LEVELS 2019-2020

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| Cycle 1 – All students FRENCH : Immersion Program |
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|-------------------------|
| French Immersion |
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|--|
| Year One : Level 8 (90% - 95%) <i>with satisfactory comprehension</i> |
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| Year Two : Level 14 (90% - 95%) <i>with satisfactory comprehension</i> |
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| Cycle 2 |
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| Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level. |
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|----------------|
| ENGLISH |
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| Year One : Level 22 (90% - 95%) <i>with satisfactory comprehension*</i> |
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| Year Two : Level 26 (90% - 95%) <i>with satisfactory comprehension</i> |
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| <i>*It is understood that students in the Immersion Program may not be at level 22 in English by the end of year one, however level 26 remains the targeted level for the end of year two, cycle two.</i> |
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|---------------|
| FRENCH |
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|---|
| Year One : Level 19 (90% - 95%) <i>with satisfactory comprehension</i> |
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|---|
| Year Two : Level 22 (90% - 95%) <i>with satisfactory comprehension</i> |
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|----------------|
| Cycle 3 |
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|---|
| Only students scoring below their targeted level will be assessed in English and French until they reach their targeted level. |
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|----------------|
| ENGLISH |
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| Year One : Level 28 (90% - 95%) <i>with satisfactory comprehension</i> |
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| Year Two : Level 30 (90% - 95%) <i>with satisfactory comprehension</i> |
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|---------------|
| FRENCH |
|---------------|

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|--|
| Year One: Level 26 (90% - 95%) <i>with satisfactory comprehension</i> |
|--|

| |
|---|
| Year Two : Level 30 (90% - 95%) <i>with satisfactory comprehension</i> |
|---|

Current Language Practices

St. Anthony Elementary is an inclusive school with the intent of providing equal access to the IB PYP for all students. We have in place specific policies which determine language of instruction, mother tongue, special needs and second-language support. All these practices are in place to enhance the language development of all students.

Language of Instruction:

- The primary languages of instruction are English and French. Every tenured teacher is either a certified English Language Arts teacher and/or a certified French Second Language teacher.
- A half-time French resource teacher and a half-time English resource teacher work with students from Grades 3 to 6 to support English and French instruction using a pull-out model to increase fluency and comprehension. These language skills will allow lifelong literacy and learning as per the expectations of MEES and mirrors the philosophy of the PYP.
- A half-time resource teacher has been designated to work with Kindergarten to Grade 2 students to support language development. We have in place an early identification and intervention program which addresses the basic needs of pupils in difficulty with language acquisition. This allows for timely intervention and assistance in language acquisition and development within the PYP framework.
- Additional resources are provided to students who have had no previous experience or French: *Francization* addresses the needs of pupils who have minimal knowledge of the French language and/or who have not previously been exposed to the French language.
- The MEES curriculum is implemented for reading and writing instruction in an integrated fashion. The language-acquisition process involves speaking, listening, viewing, writing and production of media. The promotion of inquiry-based language learning provides authentic opportunities for students.
- In St. Anthony's Success Plan, *goals were intentionally selected to focus on the development of reading comprehension and academic language needs of students, regardless of language background.*
- Integration Aides who are trained to work with students with special needs support our team of educators in ensuring that every child is involved in language acquisition whether it be by oral means or through the use of assisted technology.

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- At St. Anthony, students are active language learners in every learning environment.
 - Students experiencing significant language difficulty are referred to our Student Services Support Team for discussion and evaluation. The best approach and practices are determined in order to create a concrete plan to support each student. Students are identified with specific codes based on their needs and integration support is provided where warranted. This is done annually as well as when a need arises. The Student Services Support Team is comprised of the principal, resource coordinator, resource teachers, psychologist, social worker, special needs consultant and the speech and language consultant.

Procedures for Language Policy Maintenance

Our language policy is a living document that will be formally reviewed and revised every two years and as the school community's perspectives regarding language learning evolve.

Pertinent changes will be communicated to the school community through the School Leadership Teams, School Council and Governing Board. The language policy is available on the school website.

What do we Want Students to Know?

Our curriculum is centered upon a constructivist approach, which complements the IB philosophy. Language learning at St. Anthony is planned using the PYP Language Scope and Sequence continuum along with the Quebec Ministry of Education's Progression of Learning guidelines.

Teachers apply the best practices and model strategies for all students in order to develop lifelong literacy:

"The ELA program is first and foremost a literacy program in which speaking, listening, viewing, writing and production of media texts are learned in an integrated fashion. This integration lies at the core of the development of critical literacy...[There] is a connection between the development of essential knowledge about language and texts, and the language learning processes that mobilize this knowledge, giving it context, purpose and function.

Students learn...through active engagement with language in situations where they have the opportunity to both enjoy spoken, written and media text, and create them."

Ministry of Education English Language Arts Program

The PYP has identified three strands — oral language, visual language, written language — that are learned across and throughout the curriculum, with each strand being an integral component of language learning. Do you mean to say: Each strand has been considered from both the receptive aspect, which includes receiving and constructing meaning, and expressive aspect, which includes creating and sharing meaning (figure below). While the receptive and expressive aspects are clearly reciprocal, the processes involved in receiving and constructing meaning are different from those involved in creating and sharing meaning. The learner’s ability to understand language and use it effectively varies in different situations and from one individual to another. For this reason, it is important to distinguish between these two modes of learning and the demonstrated proficiencies associated with them. For example, a learner may listen attentively and reveal understanding through written or visual representations, but may require support to communicate ideas orally in the classroom.

The acknowledgment of both the receptive and expressive aspects of language strands serves to ensure that teachers will be aware of the need to provide a balanced program. Opportunities to listen to and receive ideas and information in oral form should be balanced with opportunities to express ideas orally. In visual language, learners will view and interpret other people’s work and create and share their own presentations. The interwoven receptive and expressive aspects of the oral and visual strands are represented in one continuum for each strand. In written language, learners will experience reciprocal gains as they develop skills and understanding in reading and writing. Separate continuums have been developed for reading and writing aspects of the written-language strand.

| Strand | Receptive – receiving and constructing meaning | Expressive – creating and sharing meaning |
|------------------|--|---|
| Oral language | Listening <-----> | Speaking |
| Visual language | Viewing <-----> | Presenting |
| Written language | Reading | Writing |

Making the PYP Happen, 2009

At St. Anthony, we believe that language teaching and learning encompasses all modes of expression (oral, written, visual) and reception (reading, listening and viewing). Language is integrated in other disciplines such as mathematics, science, social studies, arts, personal, social and physical well-being and technology. Language enables children to inquire across subject areas about themselves, others and their world, contributing to the development of international mindedness.