

Wilton Manors Elementary IB World School

Language Policy

Philosophy

Language plays an essential role in all learning areas. It is a tool used to communicate thoughts, needs, feelings, and experiences. Through language, children develop an understanding of the world and construct meaning. Language is central to a child's social, emotional, and intellectual skills. It allows for creative and relevant self-expression.

Language is crucial to integration across the curriculum and can be used to construct new meanings and knowledge about the world. It consists of three strands: Oral Communication (listening and speaking), Written Communication (reading and writing) and Visual Communication (viewing and presenting) that operate interactively. Through language development, students acquire and apply a set of skills as well as establish an understanding of the use of language.

As educators, we believe that native language support is crucial to maintaining cultural identity and emotional stability. We also believe that acquisition of more than one language cultivates personal and social growth and helps promote international understanding. Our policy is to develop attitudes and characteristics that will help make our students successful in the world in which they live.

Language Integration

Language is integrated into our programme of inquiry through a positive learning environment that encourages and supports:

- **Reading:** Teachers model strategies through shared reading, read alouds, and fluid small groups, providing opportunities for reading across genres. Students engage in daily reading for a wide range of purposes. Additional support is provided for students as needed.
- **Listening:** Teachers model strategies and provide opportunities for discussion, differing points of view, clarifying, debate, and exposure to the arts. Through the Units of Inquiry, students become active listeners and are given time to evaluate their listening skills as well as those of their peers.
- **Speaking:** Teachers model techniques and encourage students to participate in activities which involve speaking: partner talk, debate, individual and group presentations, reader's theater, recording audio, poetry reading, book clubs, and Socratic circles. Students share information and are encouraged to speak clearly when communicating thoughts and ideas to others.
- **Presenting:** Teachers model skills and provide opportunities for students to view and present projects to different audiences and for different purposes. Students may present through broadcasting, class/small group presentations, student-led conferences, Exhibition, and multimedia resources.

- Writing: Teachers model writing and provide opportunities for students to create, revise, and publish a variety of written pieces for different audiences and for different purposes. Students create personal narratives, persuasive, and informational pieces.

Inquiry-based Instruction

- Meaningful and relevant activities: Teachers generate activities incorporating real-world reading, writing, and problem solving. Students are engaged in rigorous and significant learning engagements that align with our state standards and units of inquiry.
- Multimedia resources: Teachers and students use a variety of multimedia resources to access and communicate information. Resources include the use of laptop computers, tablets, the internet, and online resources/applications. Students participate in video conferences and video broadcasts. They use LCD projectors, document cameras, Promethean Interactive whiteboards, and Recordex multimedia touchscreens. Additionally, all classrooms have a 1-1 student to laptop ratio that helps support language learning.

Variety of Assessment

- Teachers provide continuous feedback through observation, pre-assessment, formative, and summative assessments to assess student learning. Students use portfolios, rubrics, checklists, self-reflection, and mini-conferences to encourage self-assessment.

Mother Tongue Support

- The ParentLink communication system is used to inform parents of upcoming events and school news. The system allows for calls, emails, texts, and messages to families to be translated into their mother tongue.
- Informational flyers are sent home in three languages, English, Spanish, and Creole, so that parents understand communication coming from the school. At the beginning of the year, a parent orientation is held to help parents complete the district's required documentation.
- School news and events are posted on ClassDojo, an online platform or app, where parents may choose for communication to be translated into their mother tongue.
- Spanish and Creole translators are available for parent conferences.
- Focus is the district's official mode of communication. Parents and teachers can send and receive communication, including report cards. Communication is automatically translated into the language chosen by families when registering students.

Additional Language Acquisition & Support

- English is the language of instruction at Wilton Manors Elementary. However, children study Chinese as an additional language. For students whose first language is not English, additional support for literacy development in reading and writing is provided.

Whenever possible, Chinese instruction will align with the Units of Inquiry and will be related to other disciplines in the curriculum.

- Lessons are standards-based and include listening, reading, writing, speaking, and presenting. Specific strategies include the use of Total Physical Response (TPR). Through these movements, games, and songs, students develop confidence in Chinese. They listen and speak as much as possible. As reading and writing are gradually introduced, students learn the additional language at their own pace.
- English Language Learners (ELLs) have access to Imagine Learning, a personalized learning platform for students learning English as an additional language.
- ELlevation is a district resource that provides teachers with resources for supporting ELLs. It helps teachers document and monitor English language services.
- Spanish and Creole speaking paraprofessionals work with our ELLs to support English language acquisition. They offer support in the classroom, helping students understand grade level content.

Learner Profile Attributes

To align with the Primary Years Programme, our goal is for our students to develop the knowledge, skills, and attributes that will enable them to become global citizens.

- Inquirers ask questions and use language to research ideas to help express themselves.
- Thinkers use language to think critically, make connections, and offer creative solutions to problems.
- Communicators express thoughts and ideas in more than one language and exchange information with others by speaking and writing in a clear and concise manner. They listen attentively and read fluently with good comprehension.
- Risk-takers have the confidence to read, write, speak, and present in any situation. They listen to new ideas and clearly articulate their own beliefs.
- Knowledgeable students understand how to communicate appropriately. They have a strong vocabulary that enables them to read and understand a variety of text and literary styles.
- Principled students understand that language is powerful and must be used responsibly. Through their experience with language, they learn to make decisions that are fair and just.
- Caring students are sensitive to the feelings of others and are careful not to use words and language to be hurtful.
- Open-Minded students share ideas through language and are willing to try others' ideas. They respect all communication styles, dialects, and points of view.

- Balanced students can listen, speak, read, and write for a variety of purposes. They seek information from a variety of genres and mediums.
- Reflective students work at improving their language proficiency and reflect on their language development.

Review Process

Updated by: Michelle Miossi November 2024

Reviewed by: leadership team November 2024

Next review: Fall 2025-2026