Hawthorne School
Primary Years Programme
Language Policy

Language Beliefs:

We believe that all teachers are language instructors, and that all students are language learners. "Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships." (Making it Happen, 2009) Everyone needs to be able to read with comprehension, listen with understanding, speak effectively and write with conviction. Hawthorne is committed to developing lifelong language learners who are able to effectively communicate in a global society.

Identification:

- Mother tongue will be verified through the completion of the Home Language Survey given to each family that enrolls at Hawthorne.
- Mother tongue languages as well as students who are in need of additional services provided through ELD instruction will be identified at the beginning of the school year, or as soon as the student enrolls at Hawthorne.
- All students who are listed as speaking another language other than English will be tested on an English language test (CELDT), as required by the State of California.
- By identifying our language populations, we are able to inform our teachers and staff. In doing so, it will strengthen our learning community and integrate language support into instruction throughout the day.

Scope and Sequence:

- The language skills of listening, speaking, reading, and writing are developed with a close alignment to the PYP language scope and sequence.
- The teaching and learning of language throughout each unit of the programme of inquiry in both the language of instruction and the mother tongue language.
- The development of critical understanding and use of language to construct meaning and higher level thinking skills.
- Weekly Spanish language instruction in grades 2-6.
- English Language Development (ELD) support integrated throughout the curriculum using the primary test as well as supplemental materials.
- We have collaborated with teachers, administration, and experts in the field to create a policy that meets both IBO and state/national standards.

Language Instruction:

Classroom Instruction:

- The development of critical understanding as well as the use of language to construct meaning and higher level critical thinking skills are important goals of our language instruction.
- Teaching and learning of language are embedded across each IB unit of the programme of inquiry.
- Language is taught and practiced throughout each curricular area throughout the day.
- Inquiry-based learning of language is encouraged.
- Teachers are expected to provide a print-rich environment, teach with best practices strategies, and set a model for all students.
- Teachers use Specially Designed Academic Instruction (SDAIE) strategies to help facilitate learning for ELL Students.
- Teachers integrate Spanish, Music, PE, and Technology into the Units of Inquiry where appropriate.

ELD Instruction:

- Students who qualify as English Language Learners (ELLs) are given English language instruction at their instruction level every day.
- Teachers are trained in Specially Designed Academic Instruction (SDAIE).
- They have also been trained in the use of academic vocabulary, sentence frames, Thinking Maps and precision partnering.
- ELL students are assessed using the guidelines in our assessment policy.

Mother Tongue Support:

Students whose primary language is not English will be supported and encouraged to continue to study and develop their mother tongue through the following:

- Students are encouraged to look for and identify cognates in English/Spanish/Mother Tongue to further develop communication skills in each language and to make connections to the curriculum as well as their cultural awareness.
- The Hawthorne community is committed to celebrating cultural diversity when writing the PYP planners, as well as all school activities.
- Our library has a multicultural/mother tongue section, and Hawthorne is committed to expanding this section to better service the mother tongue of all students.
- School staff members encourage parents and students to maintain the child's mother tongue and to share cultural and language information with the school community and integrate this into the PYP units of study as applicable.
- Several staff members/teachers are bilingual; Hawthorne's goal is to increase the number of staff members who can communicate in students' mother-tongue languages (specifically Spanish).

- Parents are provided referrals for individuals, groups, or community organizations that operate in the mother tongue or who can assist with mother tongue literacy acquisition.
- Translation services are provided for all parent notices, and newsletters as well as all parent meetings, conferences, workshops, IEPs/SSTs, and Connect Ed messages.
- An English Language Advisory Committee (ELAC) comprised of parents of English learners advises the school regarding programs for English learners.
- Students and parents will be offered opportunities to share their mother tongue with classes/school.

Spanish Instruction:
- Our students in grades 2-6 receive language instruction in Spanish once per week for 25 to 30 minutes.
- Our language teacher provides instruction to support oral and written language.
- The Spanish teacher collaborates with staff and of "IB Specials" to put together meaningful assessments.
- We are looking for ways to increase teaching time in Spanish so that our students have more exposure and practice with the language.

Language Assessments:
- The learning and assessment of our language program is based on oral (listening and speaking), written (reading and writing), and visual communication (viewing and presenting) strands, and district benchmarks.
- Throughout instruction the teacher will establish a language skill level to create an appropriate language learning plan for the students.
- A range of assessment strategies and tools are used based on our assessment policy.
- A range of appropriate assessment methods such as portfolios, conferencing, writing sample analysis, writing journal, writing prompt, self and peer assessment are used.
- All teachers consider language development in their planning and assessing and support language acquisition in their teaching.

Professional Development:
- Teachers are provided staff development to further ensure growth in the use of best practices, including: district-provided curriculum/strategies training for new and experienced teachers.
- Site-based collaborative grade level meetings are held weekly, supported by our IB Coordinator.
- Our site data coach provides in-house instruction and support for the teachers.
- Teachers have the ability to recommend training sessions to site administration.
- Professional development is identified in our school plan which is aligned to district and IB Goals.

Resources:

- Our library and media materials will be consistently and purposefully purchased in the primary language of English, Language B: Spanish, as well as others that reflect the primary languages of students enrolled in the school.
- Reading program – Houghton Mifflin-literature based reading program is enriched by a variety of other literary forms and genres that enrich each grade level's PYP Planners.
- Writing Program – Write from the Beginning – K-6.
- English Language Development – Language for Thinking, Language for Writing, Read 180 and HM ELD.
- Technology – HP computers, Thin Clients, Senteos and Laptops.
- RSP and SDC teachers are available to provide additional support for students who are challenged in their development of language skill.

Roles and Responsibilities:

- Principal, Vice Principal, PYP Coordinator, and teachers are involved in the development and agreement on the language policy.
- Language policy needs to be reviewed and revised yearly.
- Teachers are responsible to communicate language policy to students and parents.
- Principal, Vice Principal, and the PYP Coordinator are responsible for professional development regarding language teaching and learning.
- Principal, Vice Principal, and the PYP Coordinator are responsible to ensure language policy is implemented.

Signatures of Leadership Team Members: