

Hawthorne IB World 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 listen with understanding, speak effectively, read with comprehension, 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 Proficiency Assessments for California (ELPAC), as required by the State of California. Some are also tested on the Woodcock Munoz and the Wonders placement and diagnostic assessment in their mother tongue.
- 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 to the best of our ability.
- 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.
- Teachers integrate all disciplines into the Units of Inquiry to provide transdisciplinary teaching and learning throughout the day.
- Language is taught and practiced throughout each curricular area throughout the day by all teachers.
- Inquiry-based learning of language is encouraged.
- Teachers are expected to provide a print-rich environment, teach with best practices, use a variety of strategies, and differentiate for all students.

ELD Instruction:

- Students who qualify as English Language Learners (ELLs) are given English language instruction at their level every day.
- Teachers use the ELD component from the Wonders Program.
- 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 in 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.

- 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.
- A School English Learner Parent Advisory Committee (SELPAC) 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 other “specialty teachers” 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.
- Teachers support Spanish (2nd language) in classrooms (labels, Google translate, books, and other technologies).

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.
- We use the Effective Expression Continuum (District) and our Writing Vertical Alignment (teacher created) document to help guide language.

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 teachers.
- Teachers may initiate/recommend training sessions that they would like to have.

- Professional development is identified in our school plan which is aligned to district and IB Action Plan.

Resources:

- We have purchased literature to support each IB Unit of Inquiry, and continue to supplement as needed.
- Our Research Cafe 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 – McGraw Hill - 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 – Wonders ELD Program
- Technology – HP computers, Chromebooks, desktop computers and limited iPads.
- RSP and teachers are available to provide additional support for students who are challenged in their development of language skill.
- We use the Effective Expression Continuum (District) and our Writing Vertical Alignment (teacher created) document as a resource.

Roles and Responsibilities:

- Principal, Elementary Administrator (EA), PYP Coordinator, Coach and teachers are involved in the development and agreement on the language policy.
- Language policy needs to be reviewed and revised yearly.
- Teachers, PYP Coordinator, Coach, Principal and EA are responsible to communicate the language policy to students and parents.
- Principal, EA, PYP Coordinator, and Coach are responsible for professional development regarding language teaching and learning.
- Principal, EA, PYP Coordinator and Coach are responsible to provide supports in order to ensure language policy is implemented.

Signatures: