

Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today’s world. Indeed, it is the excluded who can best appreciate the notion of “literacy as freedom”.

UNESCO, Statement for the United Nations Literacy Decade, 2003–2012

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based – that is, knowledge and skills in the areas of listening and speaking, reading, writing, and viewing and representing. Language development is central to students’ intellectual, social, cultural, and emotional growth and must be seen as a key component of the curriculum. When students learn to use language, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions and to support their opinions with sound arguments and evidence from research. They become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories and novels, the figurative language of poetry, the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. They come to understand that language is an important medium for communicating ideas and information, expressing world views, and realizing and communicating artistic vision.

Students learn that language can be not only used as a tool but also appreciated and enjoyed. Language is the basis for thinking, communicating, learning, and viewing the world. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision will help students to thrive in the world beyond school.

Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational, and media texts, they develop a deeper understanding of

themselves and others and of the world around them. If they see themselves and others in the texts they study, they will be more engaged in learning and they will also come to appreciate the nature and value of a diverse, multicultural society. They will develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many. Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes, and issues in various subject areas. Language facility helps students to learn in all subject areas, and using language for a broad range of purposes increases both their ability to communicate with precision and their understanding of how language works. Students develop flexibility and proficiency in their understanding and use of language over time. As they move through the secondary school program, they are required to use language with ever-increasing accuracy and fluency in an expanding range of situations. They are also expected to assume responsibility for their own learning and to apply their language skills in more challenging and complex ways.

WRDSB

The Waterloo region is a growing community with an increasing number of new Canadians. Families new to Canada that are wishing to enroll their children in the WRDSB will connect with our Welcome Centre for assessment. Students may be directed to a Multi Language Learner (MLL) program with the goal of moving into the IB DP in order to help the students achieve the Ontario Secondary School Diploma requirements. An MLL Summer Program is also offered for students entering grade 9 or 10. The aim of the program is to further develop English communication skills (oral, reading, and writing).

The Welcome Centre provides English and Math assessments when arriving in the Waterloo region. They will also provide prior learning equivalents to set the student up in the appropriate grade level for their studies.

Families will also have the resources of a Settlement worker available to them to support the transition to Canadian school life.

Students have an opportunity within our school board to take Saturday classes in Indigenous and International Languages for students who want to learn a new language, develop their own, or improve intercultural understanding. Students can enter these classes at entry points along the continuum of learning.

Students who complete Grade 12 French are encouraged to challenge the DELF test. WRDSB provides the testing at no cost to the student. DELF tests are related to the Common European Framework of Reference (CEFR). Students choose the level that best fits their language acquisition level.

WRDSB provides community supports for families in various home languages. Many documents are offered in translated formats. Interpreter services are available for home-school communications.

Application Process

The application form for our IB Programme provides students with an opportunity to self-identify languages spoken at home and languages students consider to be their mother tongue. Admission to the programme will not present barriers to English Language Learners. This data will help our school identify areas of support that may be necessary to foster English language development.

Language Development

We believe that Language development is the responsibility of all stakeholders. A current school focus is a reading assessment for all grade 9 students. This collected data is shared with all teachers to support language and literacy development in all of their subjects.

UDL is used to facilitate accessibility in all subject areas. An example of this is providing a digital text or list of key terms that can be translated by an MLL student. Offering students a choice in how they demonstrate their learning is another way that we support MLL students.

Pathways

The language of instruction at GPSS and in the Diploma Programme is English. Students in public, Ontario high schools are required to complete four English courses and one in French to earn the Ontario Secondary School Diploma. Students must also complete the Ontario Secondary School Literacy Test in grade 10 or the Ontario Literacy Course.

Most of our students are required to earn a grade 12 credit in English ENG4U for entry to post-secondary schools.

Group 1: English A: Literature HL

Paragraph about Group 1

Grade 9	Grade 10	Grade 11 (Y1) IBDP	Grade 12 (Year 2) IBDP
ENL1WW Cohorted with Anticipated IBDP	ENG2DI Destreamed	NBE3UW Cohorted with Anticipated and CourseIBDP	ENG4UW/ETS4UW Cohorted with Diploma and Course IBDP
Ontario Destreamed curriculum - IB programming preparation will include a focus on developing critical thinking skills, intercultural understanding, global perspectives, and time management skills.	Ontario Academic curriculum	IB Curriculum Aims - also meets requirements of <u>NBE (English: Understanding Contemporary First Nations, Métis, and Inuit Voices)</u>	IB Curriculum Aims
Assessment - Ontario standards	Assessment - Ontario standards	Assessment - IB standards	Assessment - IB standards

Group 2

Paragraph about Group 1

Grade 9	Grade 10	Grade 11 (Y1) IBDP	Grade 12 (Year 2) IBDP
FSF1DW	FSF2DI	FSF3UW	FSF4UW

School Supports

The IB core provides an opportunity for students to further engage with their mother tongue during the IB Programme.

TOK - One of our course themes is Knowledge & Language. Students will reflect on the role that language plays in our lives, the influence it has on thought and behaviour, and the role it plays in the communication of knowledge with others. Our course encourages students to draw on their personal experience of language learning as part of their DP studies.

CAS - some students choose CAS experiences that allow them to develop their mother tongue (Students undertake service experiences using their mother tongue such as visiting or singing with elders in a retirement home, online tutoring or being a translator for Newcomer Services). The CAS coordinator will encourage students to explore experiences that connect to their language development.

EE - EE supervisors will encourage students to explore resources in the students' mother tongues or language acquisition subject. Some students have elected to undertake the EE in their mother tongue, language acquisition subject or as a Literature A work in translation. Some have explored research results in their mother tongue or country of origin.

Approaches to Learning - Classroom teachers aim to develop students' learning skills in the Approaches to Learning (Thinking, Research, Communication, Social, and Self-Management) In each of these areas, teachers are reinforcing language development skills.

Assessments are differentiated to support the language development of our MLL students. Students may also be provided with an IEP which will assist with accommodations for assessments and evaluations. Students will have access for support with our Special Education teachers, Learning Assistance Centre or Student Success Room

The DP Coordinator, Teacher Librarian and Subject teachers will collaborate to create a collection of resources that are representative of the languages spoken by our students.

This policy was created in conjunction with our other WRDSB IB school and reviewed by Glenview Park staff. It will be reviewed and updated biannually or as changes are made.

Resources

The following assessment resources were consulted in the creation of this document:

- Waterloo Region District School Board (2013). *Assessment, Evaluation and Reporting Handbook*, Kitchener: WRDSB.
- Ontario Ministry of Education (2007). *English Curriculum Grade 11 and 12*, Toronto: MOE.
- Ontario Ministry of Education (2010). *Growing Success Assessment, Evaluation and Reporting in Ontario Schools*, Toronto: MOE.
- International Baccalaureate Organization (2008). *Primary Years Programme, Middle Years Programme and Diploma Programme Learning in a Language Other Than Mother Tongue in IB Programmes*, Cardiff: IBO.
- International Baccalaureate Organization (2017). *Guidelines for Developing a School's Language Policy*, Cardiff: IBO
- International Baccalaureate Organization (2012). *Guidelines for School Self Reflection on its Language Policy*, Cardiff: IBO
- International Baccalaureate Organization (2020). *The IB Programme Standards and Practices*, Cardiff: IBO