



Saint-Lambert International

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MYP Language Policy

Saint-Lambert International High School Mission Statement

To provide a safe, caring and healthy learning environment which enables all students to become respectful, internationally-minded life-long learners, who strive to achieve their personal potential.

International Baccalaureate Organization Mission Statement

The International Baccalaureate Organization 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Standard: Culture through policy implementation (0301)
Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Practices

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)



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Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

Introduction

Language learning at Saint-Lambert International High School takes place in all disciplines. We recognize that language learning is crucial for academic growth and the construction of knowledge. As an important part of a student's social and personal development, language learning is integral to the development of the IB Learner Profile, which is at the foundation of SLI's principles and practice. More specifically, we support students at becoming:

INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of the individuals and groups.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with foresight and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



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BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

School Profile and Philosophy

Saint Lambert International High School is a public English high school in Saint Lambert, Quebec. It is an inclusive IB MYP World School, providing all five years of the program, beginning in Grade 7 and finishing in Grade 11.

English school boards in Québec offer varying levels of French instruction as, in the minority English system, it is taught as a second language. English is the primary language of instruction.

The school population is approximately 350 students from a range of economic and socio-cultural backgrounds. Many students come from bilingual homes. Both official languages are promoted within the school and other languages are welcomed in the cultural fabric of SLI. Educators, staff and students are dedicated to language acquisition in both English and French.

Governmental standards in the province of Quebec mandate that all students must successfully complete Year 5 courses in both English and French in order to graduate from high school.

The preferred bibliographic style at Saint Lambert International High School is Modern Languages Association (MLA) style. Students are taught MLA citation and formatting style, with teachers scaffolding these skills from Years 1-5.

Students and staff are free to speak their language of choice in social and extracurricular settings and a multilingual culture is endorsed. We encourage the students to elevate their level of language use, promoting respectful, effective communication and model citizenship for the real world.

The school philosophy provides every opportunity for personal and academic development, encouraging all students to reach their full potential in both official languages by providing enrichment and resources.



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Policy Statement

Saint Lambert International High School is an authorized IB World School. In compliance with the IB Standards and Practices, the language of instruction at Saint Lambert International High School is English and the French language is offered through Language Acquisition. Students with mother-tongues other than English will be provided extra support.

Language Goals

At SLIHS we continually strive to foster a culture wherein language learning is at the heart of all learning and is valued across all disciplines. Students will graduate with the ability to communicate knowledge, understanding and the critical thinking skills that have developed over five years and reaching their highest potential in both official languages.

Students will learn that language carries culture, which helps students appreciate that effective communication benefits our global community, and additionally builds on our understanding of the rich linguistic and cultural heritage of Québec and Canada.

Academic Guidelines

- As St. Lambert International is an English school, the majority of classes are conducted in English.
- The Quebec Education Program has specific language requirements for graduation. Students must complete French and English courses each year of high school and must pass the Secondary V (Year 5) common provincial exams to receive their secondary diploma.
 - In extremely rare cases or extenuating circumstances, the school may apply, on behalf of students with special needs or those transferring into Quebec with no French language proficiency, for an exemption from the Ministry of Education for the French-language graduation requirement.
- The school will provide opportunities for all learners to acquire a language other than English; recommendations for the level of French are made in the latter half of Grade 6 and are reevaluated through standardized testing in the first week of Year 1.
- Linguistic supports (funded by the Government of Canada) will be provided for French-language learners born outside of Quebec. This will take place during French class time.
- The school will provide opportunities for students to maintain the continued development of both spoken and written English (Language and Literature) and French (Language Acquisition). These opportunities could include: resources, direct teaching, technology, cultural field trips.
- Teachers will employ strategies for differentiation in language learning with a focus on supporting students at-risk and/or with special needs.



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Essential Agreements

- We will work together to ensure language learning success for all.
- We will equally encourage the development of practices and curricular resources, indiscriminate of language.
- We will ensure that the SLI website and all school publications will be available bilingually.
- We will ensure that all language-based communication from teachers, whether oral or written, reflects a high level of language usage across disciplines.
- We will monitor all language-based communication by students, whether oral or written, to encourage a high-level of language usage and proficiency, inside and outside of the classroom.
- We will model and employ inclusive language, respecting the rights of all minority and marginalized groups.
- We will provide additional language support to students free of charge.
- We will work together to ensure the success of the continued exposure to French through the Humanities.
- We will require students to engage in editing and proofreading procedures across all disciplines.
- We will provide opportunities for all learners to develop cultural understandings of their own and other cultures. These opportunities include, but are not limited to:
 - Cultural field trips and in-school activities
 - Knowledge Fair, with internationally-minded and bilingual interdisciplinary units
 - International Day celebrations
 - International student exchanges

Definitions

English Language Arts (ELA): ELA is the standard Language and Literature course taken by all students during every year of the program.

French Second Language (FSL): FSL is for students who possess a basic-to-moderate level of French.

French Enriched (FRE): FRE is supports students who possess a moderate command of French. Students in FRE may come from an elementary immersion program or perhaps those with a bilingual household.

Français (FRA): Français is the highest level of French instruction. This program supports Francophone students with English schooling eligibility, as well as students coming from elementary immersion programs functioning at a high level of French.



Phases of Language Acquisition

The following chart illustrates the IB Language Acquisition Phases aligned with the levels of French of the Quebec Educational Plan for Secondary.

	Year 1	Year 2	Year 3	Year 4	Year 5
French Second Language (FSL)	3	3	4	4	4
French Enriched (FRE)	4	4	5	5	5
Français (FRA)	5	5	6	6	6

Sources

The contents of this policy are based on and make reference to:

- Middle Years Programme MYP: From principles into practice (2022)
- Quebec Education Program (Gouvernement du Quebec) (2017)
- Language acquisition guide (2022)
- What is an IB education? (2013)
- IB Learner Profile
- Programme Standards and Practices (2022)
- Guidelines for school reflections on a Language policy (2012)
- Language and Learning in IB Programmes (2014)
- Riverside School Board Linguistic Policy (2015)
- Riverside School Board Policy on Language Development and Delivery Model (2017)

Review Process

This policy document will be reviewed as and when the administration, program coordinator or staff feel it necessary, but no later than 5 years from acceptance.

The school community will ensure its implementation through planning meetings and appraisals. It is shared with all stakeholders.

Date of Acceptance: 10 November, 2022.

Date of Next Review: 25 June, 2024.