



Wilbur & McMahon School International Baccalaureate Middle Years Programme

MYP Language Policy

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Introduction

The International Baccalaureate (IB) was founded in 1968 and works with schools in 145 countries to offer programs that help students develop their intellectual, emotional, social, and personal skills to live in a globalized world. The IB aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Philosophy

The Wilbur McMahon School Language Program is designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. This goal is achieved by employing the MYP Language Aims and Objectives, as well as our district's guiding principles and state-mandated standards in our instructional practices. Students are encouraged to use written language in various contexts as a means for expressing themselves powerfully, purposefully, and creatively while reflecting on their learning and lives, as well as connecting with the world. All IB students are encouraged to embody the Learner Profile to become lifelong learners who realize they have a role in creating a better and more peaceful world. In all classes, students read, speak, write, listen, and view in various ways and for numerous purposes. Utilizing the inquiry-based approach of the MYP curriculum framework, students explore language and become communicators in a multilingual world.

IB Standards and Practices

The specific IB standards and practices that relate to supporting language learning diversity are:

- **Standard A 7:** The school places importance on language learning, including mother tongue, host country language, and other languages.
- **Standard A9a:** The school strongly encourages participation for all students.
- **Standard B1.5a:** The school has developed and implements a language policy that is consistent with IB expectations.
- **Standard C1.8:** Collaborative planning and reflection recognize that all teachers are responsible for the language development of students.
- **Standard C2.10:** The written curriculum integrates the policies developed by the school to support the programme(s).

- **Standard C3.7:** Teaching and learning address the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.
 - **Standard C3.8:** Teaching and learning demonstrate that all teachers are responsible for the language development of students.
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Beliefs and Practices

By participating in language instruction, students explore the fundamental concepts of analyzing text, organizing text, producing text, and using language to communicate, learn holistically, and promote intercultural awareness. Within the MYP, students read various texts, including narrative, informational, and argumentative.

Through reading instruction, students will locate, evaluate, and synthesize information to create new knowledge. Another critical aspect of language instruction is the acquisition and application of listening and speaking skills to enhance comprehension and communication.

Instructional Practices

To provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives as best practice.
 - Instruct with Reading/ Writing Workshop methodologies where appropriate.
 - Facilitate reading in all subject areas.
 - Provide cross-curricular connections between texts when available.
 - Utilize a variety of texts and media, including global works and perspectives.
 - Group students based on interest, ability, and data.
 - Use formative assessments to drive instruction.
 - Design reading/writing instruction with authentic summative assessments.
 - Participate in state and federally mandated assessments.
 - Provide opportunities for students to take action within the larger community.
 - Focus on multiple learning experiences.
 - Provide opportunities to increase intercultural awareness through language instruction.
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Instruction and Assessment in Language

Becoming culturally and linguistically proficient in two or more languages is the essence of Language Acquisition instruction . The acquisition of language is seen as a continuum along which each individual student progresses in various courses. Informal, formative, and summative assessments are used to monitor the effectiveness of differentiated strategies for learners with specific language needs.

Instructional Practices

To provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice.
- Set goals based on proficient communication outcomes, regardless of a student's starting point or background in the language.
- Include aspects of culture as part of the curriculum.
- Employ an interactive approach to language learning.
- Integrate the skill areas of listening, speaking, reading, writing, and viewing.
- Embed grammatical structures and vocabulary development within instruction.
- Use formative assessments to drive instruction.
- Design instruction for authentic summative assessment.
- Provide opportunities for students to take action within the larger community.

Language Profile

The language of instruction at Wilbur McMahan School is English. Through school-wide direct instruction, students develop fluency and literacy skills necessary to ensure their ability to communicate effectively. The Language Profiles for each learner include:

- Emerging
- Entering
- Transitional
- Expanding
- Commanding

Student progress is assessed and tracked through various measures in the following four areas: Speaking, Writing, Listening, and Reading.

Support for Mother Tongues

We support our families whose native language is not English and encourage parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance about their culture. Furthermore, we aim to support students and families in the maintenance and development of mother tongue language and literacy skills. This includes:

- Presentations to parents and community groups.
- Educating all stakeholders on the importance of maintaining mother tongue language for our students.
- Encouraging fee-supported mother tongue language programs for our students.
- Assisting parents in accessing materials in mother-tongue languages.
- Offering translation services in writing on school documents and verbally through automated telephone calls.
- Providing translators during parent/teacher conferences and schoolwide meetings.
- Offering books in other languages in the school library.
- Hosting a Book Club that reads books in various mother tongues.

Global Vision

Wilbur McMahan School encourages students to view and meet challenges from a global perspective. Language learning promotes international-mindedness and multicultural understanding. Students become bi- and multilingual, positioning them for success in today's global world.

Extra-Curricular Language and Culture Opportunities

Some initiatives to foster inquiry and communication among students include:

- Book Clubs in various languages.
- Digital activities in multiple languages.
- Community service projects.
- Cultural exchange clubs.

English as a Second Language (ESL) Support

Language instruction at Wilbur McMahan School seeks to be as inclusive as possible. Accommodations are made for students needing additional language support. Students acquiring English as a second language participate in the ESL program to expedite

English language learning, enhance acculturation, and receive support that helps foster success in general education classes. Support includes:

- Providing resources such as peer-tutoring for speakers of various languages.
- Offering translators during conferences and schoolwide meetings.
- Collaborating with content area teachers to assist the academic needs of the student.
- Translating school documents and phone messages.
- Employing a bilingual guidance counselor to help students and parents.
- Ensuring all teachers provide regular tutorial sessions.

Strategies with ESL Students

- Using videos to introduce and conclude lessons.
- Incorporating culturally responsive instruction.
- Implementing hands-on activities.
- Engaging students with educational games.
- Promoting American cultural awareness.
- Pairing non-English speakers with intermediate-level students who speak their native language.
- Utilizing cooperative learning groups.
- Providing native language support through tutors.
- Facilitating collaboration among ESL and mainstream teachers.
- Involving parents through tutoring and communication.
- Labeling classroom items in both English and the student's native language.

Document Review

The School Improvement Team is responsible for the formation, review, and evaluation of this policy. This policy will be communicated to all stakeholders via the School Website and Student Handbook. The policy will be reviewed biennially by the Instructional Leadership Team.