

## Language Policy

### Mission Statement

At Carpenter Elementary, we cultivate a love of learning; we ignite curiosity through inquiry-based experiences while thriving in a compassionate, active, and multilinguistic environment. We foster a school community where our internationally-minded youth develop an appreciation of differences and respect for the dignity of all people.

### Statement of Philosophy

We believe language is a connection to our identity, culture, values, and beliefs. As a world school, we value all languages. Language nurtures the ability to see the world in different perspectives. It ignites the curiosity in our students and develops the skills of perseverance, open-mindedness, critical thinking, and collaboration. Our role as educators is essential to the development of language and the preservation of one's native tongue. We are committed to continuously refining/evolving our pedagogy to ensure we are delivering the best practices and opportunities for children to engage in rich experiences. As advocates of multilingualism, we provide equitable access to rigorous and relevant instruction for our students and community to develop socio-cultural competence and an awareness when thinking about the world.

As teachers of language, we are committed to providing students with multiple opportunities to develop language by:

- Listening to stories to introduce new vocabulary (listening)
- Songs/ Chants to repeat and practice the syntax of the vocabulary (listening & speaking)
- Total Physical Response to connect to the brain what they are learning (listening)
- Whole group, partner and individual share outs to support oral practice through conversation and use of sentence stems/frames (listening & speaking)
- Asking open ended questions to develop their thinking and expand their vocabulary in the language and connect with inquiry (speaking, reading & writing)
- Heterogeneous and homogeneous grouping to support language models among peers (listening, speaking, writing & reading)
- Make connections between the target languages and home language through a transdisciplinary approach (listening, speaking, reading & writing)
- Technology is integrated in curriculum to support students to practice, communicate and refine their language skills
  - SAMR Model (various levels of technology help students with language development)

- Foster a community where students feel comfortable taking risks and building confidence in their language development (listening, speaking, reading & writing)

### Role of the Teacher:

We believe that the teachers role as the facilitator is best supported by the following language acquisition and development practices:

- Access to professional development and resources to support language acquisition.
- The use of visuals on
  - Anchor charts
  - For scaffolding
  - Frontloading vocabulary
- Anchor charts
  - Instructional and visual aids
  - Accessible digitally for repeated use throughout the school year
- Cognate wall
- GLAD Strategies
- Approaches to Learning to support student skill development
- Assignments that encourage language acquisition
- Asking open-ended questions
- Using academic language
- Total Physical Response (TPR)
- Sentence frames
- Reflect on their learning and self-awareness (metacognition strategies)
- Differentiating learning experience
- Using neurodiverse and culturally diverse texts
  - Reflective of language, reading levels, culture, neurodiversity
- Using rich, authentic Spanish literature
- Songs and chants
- Implicit and explicit teaching of communication skills
- Use of anchor charts, instructional charts, and visual aids
- Realia
- Opportunities to practice the use of language: class discussion (small and whole group, partner talks), inquiry, asking driving questions (wonder wall), structured language practice (A & B partners, talking sticks), inside-outside circles, and Kagan cooperative learning strategies

## Language Support Practices

The development and maintenance of the home language for all learners is supported by the following practices:

- Trans-linguaging support
- Documents translated to support mother tongue
- Peer collaboration
- Intervention
- After school tutoring opportunities
- Title 1 resources ( technology supported resources)
- Small group with interventionists
- ELD
  - Integrated
  - Designated
- Differentiating instruction
- Use of cognates and root words
- Creating heterogeneous and homogeneous groups (partnerships)
- Making connections between past and future units, texts, vocabulary, and non-academic experiences
- Supporting comprehension skills by extending use of texts
- Activate prior knowledge
- Including students' mother tongue in classroom discussions (cultural responsiveness)

## Roles of Families

Families are encouraged to be involved in the process through different resources, educational nights, and committees that include:

- Family workshops
- Family events
- Homework support
  - Resources provided on Google Classroom and padlets
- Open door policy
- Providing families with resources to enhance classroom instruction
- Newsletters for family communication
  - Whole School Newsletter
  - Biweekly instructional snapshot
  - IB Newsletter Whole school Newsletter
- Volunteer Opportunities
- Communication Platforms
  - Parent Square
  - Email
  - Parent Connect
  - Blackboard
  - Grade level google site
- Multilingual messaging
- Progress Report monitoring
- Report Card monitoring

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