

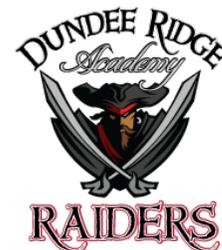
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**Dundee Ridge Middle Academy**  
International Baccalaureate Middle Years Programme  
Candidate School



**Language Policy**

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# Dundee Ridge Academy

## Language Policy

The Dundee Ridge Academy Middle Year Programme believes that all MYP teachers are language teachers with responsibilities for facilitating communication and literacy across all content areas. With that, each year measures are taken to ensure that teaching staff have the appropriate training, tools and support to ensure the fidelity of this policy.

Dundee Ridge Academy Middle Year Programme understands that true international mindedness requires the ability to communicate in more than one language. Therefore, it is expected that all students in years 1-3 are enrolled in a sustainable Language Acquisition class across all years of the Programme.

## Language Philosophy

Dundee Ridge Academy views all teachers as teachers of language. It is also understood that the most conducive environment to language learning is a positive and encouraging one, wherein students have the opportunity to engage in authentic and meaningful learning experiences. Dundee Ridge Academy values differentiated and varying instruction, which integrates the skill areas of listening, speaking, reading, and writing. All teachers encourage competence of mother tongue skills as well as the development of second language skills.

## Language Choices and Offerings in the MYP

- English is the language of instruction
- English as a subject is taught through:
  - Language & Literature in the MYP
- Modern languages are taught through:
  - Spanish as a Language Acquisition in the MYP Programme

## Essential Understandings

- We view the on-going language development for students as the responsibility of all teachers
- We understand that our students come with many different language backgrounds, to our school, and will all progress at a different pace
- We strive to keep abreast of the most current research regarding language acquisition
- We provide linguistic learning strategies for the students
- We give on-going feedback in students' progress in all languages of instruction
- Students receive, and are encouraged to apply, a balanced program of instruction, including listening, speaking, reading, writing, and presenting
- Students are exposed to the modeling of rich language experiences
- Students are encouraged to read and interpret a broad range of literature, reflecting a variety of cultures
- Students are encouraged to explore language through the arts

- Students are encouraged to view language as a tool for learning
- Students are encouraged to become fluent in more than one language
- Students are encouraged to develop a love of language and literature in all tongues
- Students are taught literacy skills in context
- Students are given time to apply learning techniques appropriately, and reflect on their learning
- Students are encouraged to take risks, use self-correcting techniques, and to share and develop their work in a social context

### **Mother Tongue Language**

- We believe that recognizing and supporting our students' mother tongue languages is crucial to their development.
- DRMA understands that parents play a vital role in ensuring a positive approach to the development of new languages.
- The school expects parents to value their home or native language(s), as home language proficiency and maintenance are essential in the acquisition of additional languages.
- Appropriate support with English at home is also an essential part of the students' success both for English and non-English speaking families.

### **Language Support**

Successful language learning can best be accomplished through a thorough support system within the school.

- ESOL Inclusion instruction
  - Offered to ELL students in need of language support in core content areas
- Pull-out program
  - Intervention program for ELL students in need to additional support but do not need sheltered content instruction
- Book club
  - Teacher book club
  - Student book club
  - Offered face-to-face or online

### **Further Considerations**

As this is our first Language Policy, it will continue to be reviewed yearly by a committee to reflect the changing needs of our population and community. The committee will consist of an IB parent, our ELL department chair, MYP Coordinators, Language Acquisition teacher, Librarian, Counselor, administrator, and curriculum specialist. Any needed language policies and/or practices will be added or modified accordingly. The language policy will be reviewed to ensure that the policy remains a live document that reflects the needs and desires of our school and district.

The policy will be placed on our school website and made available to families at our monthly meeting. As a whole we serve many students who are learning in a language other than their mother tongue. We view this as an asset and will continue to support these students in the future in an attempt to maintain access for all students. As these students often need additional support we will do our best to remain abreast of current language acquisition trends and support strategies to best serve our student.