

St. Paul Secondary School
International Baccalaureate Candidate School Diploma Programme
Language Policy

St. Paul Secondary School is a small urban school located in Mississauga, Ontario, Canada, with a multicultural population. Although our student body consists of many native English speakers, we have a diverse community representing languages from Asia, Africa, Europe, and Latin America. These students bring a wealth of different experiences and cultures to our school community thus enriching it. The students are encouraged to maintain their cultural background through the International Language Programs offered in our board.

All teachers at St. Paul S.S. teach literacy across the curriculum, as per Ontario Ministry of Education expectations. Teachers of all disciplines assume responsibility for literacy and language in order to prepare students for the Ontario Secondary School Literacy Test (OSSLT).

Learning a language in addition to the mother tongue

All students in our school are required to take at least one course in French as a Second Language (FSL)

Students at St. Paul come from mainly from the Core French, some from the Extended French and a few from the Immersion programs. By the end of grade 12, all IB students will be able to read books, magazines, and newspapers in French; they will also be able to conduct a simple conversation and will be able to understand the general meaning of radio and television news and other media programs.

Inclusion and equity of access to the IB programme offered by the school for all learners

Our English as a Second Language Resource Room offers support to students whose mother tongue is different than the host language (i.e. English)

English language learners (ELL) receive support in the following ways:

- Students can access support in the ELL resource room (this support is provided up to seven years after students arrive in Canada)
- From ELL-certified teachers
- From classroom teachers in the Pre-IB and IB English courses
- Assistance with homework, writing assignments, and test preparation is available

In addition, inclusion and equity of access are ensured by

- Staff members available to communicate with parents in mother tongue language
- Translators available as needed

- Settlement workers provided by the provincial government of Ontario, who support newcomers to Canada with advice and resources

Our IB DP program is open within the school to any student who wishes to join the programme and who is recommended by teachers/guidance counselor. The IB DP Coordinator works collaboratively with students, other guidance counselors, ESL teachers, and parents to provide equity of access to the program for non-native speakers of English.

Promotion of the language of the host country

- Support of English language learners (ELLs) in order for them to gain “standard” English language skills in a short time frame for the purpose of achieving on par with native English speaking students in academic content areas (ELL tracking system, ELL support)
- In addition, English is promoted through the IB preparatory program in English (in grades 9 and 10) and through the English A program (in grades 11 and 12)
- These courses provide instruction in the four strands mandated by the Ontario Ministry of Education: oral communication, reading and literature studies, writing, and media studies
- Besides compulsory coursework in English, the host language is promoted through extracurricular opportunities and cultural events.

Professional development in the fields of language learning and teaching. Making the Language Policy a working document.

- All teachers at the school recognize that they model language use for students
- Subject teachers in the school receive training in literacy instruction to support students as they prepare for the Ontario Secondary School Literacy Test (OSSLT)
- Regular meetings will be implemented between IB teachers to develop ways of implementing the language policy, presenting it to the students and making it a working document for the school community (through inclusion of all the parties to education and regular work on the document in the coming year(s)).

Resources and practices are to be used to involve parents in planning their children’s language profile and development

- Parents complete a student registration package which includes a profile of students’ “first language” and “spoken at home” language
- Parents can elect to enroll students in language courses offered at school and in the community
- Our school council includes parents in decision-making processes that affect the school community
- School and board website provide parents with access and information regarding language programs
- The school board’s Newcomer Reception and Assessment Centre offers newcomer parents and students to collaborate on strategies for adjusting to a new language environment

GROUP1 –STUDIES IN LANGUAGE AND LITERATURE –ENGLISH A: LITERATURE

Goals for language learners

The teachers of St. Paul Secondary School provide students with the knowledge and skills that they need to achieve their goals to become successful language learners. Successful language learners:

- understand that language learning is a necessary, life-enhancing, reflective process;
- communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence;
- make meaningful connections between themselves, what they encounter in texts, and the world around them;
- think critically;
- understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated;
- appreciate the cultural impact and aesthetic power of texts;
- use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens.”

(The Ontario Curriculum, English, Grades 11 and 12)

In addition, as Catholic school graduates, successful language learners in our school

- “present information and ideas clearly and honestly and with sensitivity to others
- are effective communicators who use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life” (Catholic School Graduate Expectations)

Principles and approaches

The English curriculum takes into account that students in Ontario come from a wide variety of backgrounds and that every student has a unique set of perspectives, strengths, and needs. Instructional strategies and resources that recognize and reflect the diversity in the classroom and that suit individual strengths and needs are therefore critical to student success.” (The Ontario Curriculum, English, Grades 11 and 12). Accordingly, our language program implements the following principles:

-“By reading a wide range of materials and being challenged by what they read, students become receptive to new and widely varying ideas and perspectives, and develop their ability to think independently and critically.

- Research has shown that when students are given opportunities to choose what they read and what they write about, they are more likely to discover and pursue their own interests. In keeping with this finding, the curriculum requires that students select some of the texts they read and decide on the topic, purpose, and audience for some of the works they produce.
- Research has also shown that effective readers and writers unconsciously apply a range of skills and strategies as they read and write. By identifying and explicitly teaching these skills and strategies, teachers enable all students to become effective communicators. The English curriculum focuses on comprehension strategies for listening, viewing, and reading; on the most effective

reading and writing processes; on skills and techniques for effective oral and written communication and for the creation of effective media texts; and on the language conventions needed for clear and coherent communication.

- In addition, it emphasizes the use of higher-level thinking skills, including critical literacy skills, to enable students to understand, appreciate, and evaluate what they read and view at a deeper level, and to help them become reflective, critical, and independent learners.

- In implementing this curriculum, teachers will help students to see that language skills are lifelong learning skills that will enable them to better understand themselves and others, unlock their potential as human beings, find fulfilling careers, and become responsible world citizens.”

(The Ontario Curriculum, English, Grades 11 and 12).

IB Language Offerings at St. Paul Secondary School

The language of instruction at St. Paul Secondary School is English. All classes, with the exception of Language B classes, are conducted in English. Only English A: Literature is offered at our school; the students enrolling in the program tend to be proficient in English. St. Paul Secondary School offers students the choice of taking either English A: Literature Higher Level or Standard Level as the classroom-based opportunity for Language A.

In addition to the English A: Literature courses at Higher and Standard Level in the senior grades, we also offer a preparatory English program in grades nine and ten for prospective IB students that offers additional opportunities and level-appropriate challenges in English-language skill development. This preparatory program develops students' skills in close reading, analysis, and written and oral expression, to prepare them for success in the commentary and internal assessments for the language program.

GROUP 2 –LANGUAGE ACQUISITION –FRENCH B AND MODERN LANGUAGES

St. Paul is a reflection of the bilingual Canadian nation, namely English and French society. In a Canadian school, we believe that languages are central to the development of a global mind for all members of the school community, allowing access to a greater range of experiences in the world.

At St. Paul, our Language B students acquire language through meaningful exposure to authentic print, visual, and auditory texts. Students also participate in experiential learning through different excursions and cultural experiences. We believe that language learning is best acquired through an action-oriented approach and the development of listening, speaking, reading and writing skills. We encourage our students to be risk-takers and to independently monitor and assess their own language learning goals. The learner progresses through receiving specific individualized feedback on an ongoing basis.

Prior French Language Learning of Language B Students:

The students at St. Paul come mainly from Core French Second Language programs, although there are some from Extended French, Immersion programs.

At St. Paul, we prepare students for success in the IB programs through IB preparatory courses in the grades 9 and 10 years. The preparatory French 1B courses follow the Revised Ontario FSL Curriculum document as well as Board assessment policies. These courses are offered as an enhanced, enriched version of the Academic programs as described in the Ontario Curriculum. Students with Individualized Education Plans are supported with special provisions as outlined by

ministry guidelines of the Ontario Curriculum and through the support of both the classroom teacher and the Special Education Resource Teachers at the school.

Teaching Approaches to French Language B (Standard Level)

French must be the language of communication in class, so students can practice speaking in French and consistently hear French spoken.

Learning activities must contain a balance of aural and oral communication, reading, and writing skills appropriate to the type of course. Language instruction also includes a focus on meaning as well as grammatical and textual features related to meaning.

In addition, these skills should be taught in contexts that reflect students' interests and concerns so that they can apply their knowledge of French in situations that are meaningful and authentic.

Individual student learning styles are also addressed through differentiated instruction to support individual learners and increase class motivation.

As students study French, they gain an appreciation of French literature and an understanding of French societies in the world. Since language and culture are inseparable, the cultural study of French-language regions are integrated into daily instruction rather than presented in an isolated fashion or on an occasional basis.

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