

Language Policy

Approved: 16 June 2016  
 Revised: 20 September 2018

Rationale

It is the mission of White Rock Christian Academy to inspire and cultivate citizens of godly character who transform their world for Christ. Language is a gift from God; he has created us to be relational beings, and a significant way we relate to each other and to God is through the medium of language. Language is integral to all forms of communication and learning and, therefore, is embedded within our educational context. All teachers, staff, students and parents, as members of our school community, form part of the language environment in which we teach and learn, and function as a school.

As a school, we have a responsibility to nurture and develop language skills for life and to ensure that all students, regardless of their background, have opportunities to develop mother tongue and second-language knowledge and skills.

The IB Learner Profile states, “We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups” (IBO Learner Profile, 2013). In concert with this profile statement, we desire that our students become **community builders**, using the language skills they develop in order to demonstrate hospitality, love and compassion to others. We also desire that our students become **beauty creators**, using both spoken and written words to be creative and innovative, and to make the world a better place.

Policy Statements	Regulations
1. The language of instruction for all teaching and learning at our school is English, except for language classes other than English.	1.1 The school will appoint teachers who are fluent in spoken and written English. The school will also appoint language teachers, for languages other than English, who have appropriate language qualifications awarded from a recognized university or college.  1.2 English language learning (mother tongue or second language) is compulsory for all students from Kindergarten to Grade 12. Students in Kindergarten receive English language instruction that is integrated across all appropriate learning areas. In Grades 1 to 5, students receive 10.5 hours of English language instruction per week. In Grades 6 to 12 students receive four hours of English language instruction per week. The minimum number of hours is

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	determined by the relevant IB Diploma Programme syllabus requirements.
<p>2 English as well as other mother tongues representative of our school community, are to be supported through resource allocation, carefully designed teaching and learning programmes, content and assessment and the highest standards of education that we can achieve.</p>	<p>2.1 Learning French for each student begins in Grade 1 to 5 with one hour of instruction per week, continues in Grade 6 and 7 with two hours per week, and increases to four hours per week in grades 8 to 12.</p> <p>2.2 At Grade 9 and 10 students can choose to study either French or Mandarin as a second language for four hours per week for two years. This choice will be guided by the language teachers of the respective student and will include parent confirmation and the involvement of the Academic Principal, if necessary.</p> <p>2.3 In Grade 11 students can choose their mother tongue (self taught) and second language to complete the IB Diploma Programme over two years. Depending on cohort size and annual demand for each, students will eventually be able to choose from English A (HL) or B , Mandarin A (HL) or B at the standard level. This choice will be guided by the language teachers of the respective student and will include parent confirmation and the involvement of the Academic Principal, if necessary. In support of achieving mastery in a language the school encourages students to continue the same language from one grade to the next, rather than changing to a different language.</p> <p>2.4 As the school grows it is anticipated <i>ab initio</i> and self-taught language options for students completing the IB Diploma Programme will be offered.</p> <p>2.5 Language teachers will use the end of term school assessment reports to help plan for and ensure they can appropriately differentiate for their students' level of language development.</p>
<p>3 Central to our students' language learning is the regular monitoring of their language needs, and a flexible approach to addressing these needs through teaching and learning plans, language support mechanisms and resources.</p>	<p>3.1 The Junior School will monitor and review its reading programme on an annual basis to ensure that it is meeting the needs of its students in Grades 1-5.</p> <p>3.2 The Junior School and Senior School will use enrollment information, school term reports, student and staff surveys and external examination results, to monitor and review the mother tongue and second language programmes annually.</p>
<p>4 Our language teachers will undertake pedagogical</p>	<p>4.1 Language teachers will plan their teaching using an agreed format (yet to be developed for K to G10) of unit planning</p>

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<p>planning that makes use of students' prior understanding. They will commit to nurture language acquisition, literature appreciation, the use of a variety of assessment means for students, and a broad range of communication skills.</p>	<p>that takes into account the students' prior learning and includes a variety of instructional methods and assessment techniques while covering developmentally-appropriate knowledge, skills and values.</p>
<p>5 Our language teachers are expected to reflect upon and use their on-going assessment of students' language proficiency to identify differentiation strategies which will best meet their students' needs.</p>	<p>5.1 ELL support classes will be offered to students who are assessed as needing this support. This assessment will be performed by the ELL support teacher in conjunction with the academic principals for the Junior School and Senior School. ELL support will be offered primarily using a "pull-out" approach. However, there may be times when student needs are best addressed through an "in-class" approach.</p>
<p>6 Learners with specific language needs will be provided with additional support as determined by the language teachers and the academic principals. This support will be monitored for its effectiveness.</p>	<p>6.1 No regulation developed at this time.</p>
<p>7 The school will allocate appropriate and sufficient resources to support teachers' professional development tailored to meet the needs of the school.</p>	<p>7.1 Teachers will be offered opportunities to undertake professional development qualifications through the IBO's workshops and conferences. Alternative sources of training may also be supported, if appropriate to the teacher's and students' needs. Professional development of teachers is managed by the academic principals.</p>
<p>8 The school is committed to the continuous development of its library and media resources by targeting the needs of all teaching programmes including languages.</p>	<p>8.1 The school will stock appropriate materials for the teaching of languages (books, electronic learning resources, etc.) Assessing current stock and purchasing new resources, which reflect the current language learning needs of students and staff, is an annual priority.</p>

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<p>9 The school recognizes professional written language, such as used for writing student reports and letters to parents, as a particularly important part of its language use.</p>	<p>9.1 The school strives to use UK English spelling and grammar consistently in all written communication for both academic and administrative purposes.</p> <p>9.2 The school has adopted the MLA system of citation for teaching students and wherever citation is required in school documents.</p> <p>9.3 The school will develop an effective system of proof reading for student report writing and teachers' writing will be supported by a published list of language conventions.</p>
<p>10 This policy will be communicated to the school community, and teachers will review the policy on an annual basis</p>	<p>10.1 This policy will be made available to the community on the school website</p> <p>10.2 This policy will be included in the staff handbook and will be reviewed with teachers on an annual basis</p> <p>10.3 As part of the school policy review process, all teachers will be consulted regarding any suggested revisions or changes</p> <p style="padding-left: 20px;">10.3.1 Draft revisions or changes are distributed to teachers</p> <p style="padding-left: 20px;">10.3.2 Changes are discussed at a staff meeting</p> <p style="padding-left: 20px;">10.3.3 Following the staff meeting teachers are given a period of time, up to 2 weeks, to respond to the revisions or changes before the final draft is submitted to the WRCA Board of Directors for approval</p>

The school leadership team through consultation with the school staff developed this policy, and it was approved by the WRCA Board of Directors. It will be communicated to the school community and made available on the school website. The leadership team will review the policy and the WRCA Board of Directors will approve suggested revisions every two years.