



Revised January 2024

Parkdale Collegiate Institute

“Let knowledge grow from more to more”-

A.F. Tennyson

Language Policy

Rationale

The purpose of this Language Policy is to highlight the importance of literacy development in all subject areas. Teachers in all IB Groups at Parkdale C.I. recognize that in order to achieve the goal of supporting literacy, we must provide culturally responsive and relevant pedagogy and support for the students' first language when possible. Language is a way of knowing. It is a way of interacting and connecting with our world. In both the IB DP curriculum and the Ontario curriculum, language is embedded into daily instruction. In the TDSB Literacy Foundation Statement, it is stated that, “Language is the most powerful tool learners have for developing ideas and insights, for giving shape to their experiences, and for making sense of their world and their possibilities in it.”

Language Profile

Parkdale Collegiate Institute (June 2022)

Primary Language other than English 52%

English spoken at home as primary language 48%

South Parkdale Census 2016 Profile

First Language: English 69,265 / 106,985

Language A

We currently offer Language A: Literature and follow the prescribed course requirements as set out in the IB Language A: Literature Subject Guide. Students are encouraged to value the artistry of literature and to develop an ability to reflect critically on their readings. Students study works in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of the language (IBO, 2011). Students are assessed according to IB Diploma Programme policies as described in the Language A: Literature Subject Guide.

LANGUAGE A: FRENCH

In order to meet the needs of our students from French schools and French Immersion programs, we are offering Standard Level French A: Language and Literature. This course will allow students to more fully appreciate and study the language through the lens of literary and non-literary texts. The aim of this course is to further develop and support our students' bilingualism and encourage them to explore the French language and culture in Canada, and in the rest of the world.

LITERACY

I. Classroom Practice:

Parkdale Collegiate Institute (PCI) is committed to improving all types of literacy, beyond, "explicit teaching of skills, such as grammar, phonics, spelling, usage, and punctuation, in all classrooms," as stated in the TDSB Literacy Foundation document. We agree a balanced approach to literacy is important, and PCI

recognizes the importance of information, media, visual, cultural and digital literacy across all disciplines. In addition, our staff agrees with the TDSB Language Policy that, “All languages and varieties of language are equally valid forms of thought and communication,” and we are committed to helping students achieve success in both their first and second (and sometimes third and fourth) languages.

II. Assessment and Evaluation:

At PCI, we use assessment *for*, *as* and *of* learning, as outlined in chapter four of Growing Success, where it states that teachers should:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

Diagnostic, formative and summative assessments are used to help students improve skills. In addition, students receive formal report cards twice during each semester; November, February, April and June. On the report card, students receive a percentage mark, and learning skills which include Responsibility, Organization, Collaboration, Initiative and Self Regulation. The assessment for learning skills are; E - Excellent, G - Good, S - Satisfactory, and N - Needs improvement.

III. Additional Supports

A. LIBRARY - The Library Learning Commons, or LLC, includes the physical holdings of the library as well as the Virtual Library, which is a website that contains additional online resources (i.e. e-books, online encyclopedias, streaming videos, etc.). The LLC contains a wide spectrum of fiction originating from many different cultures and languages, translated into English. The collections of the LLC also include material in French, Spanish (our IB DP language options) and Hungarian.

The non-fiction and fiction materials represent various levels of literacy. The variety of reading levels and complexity within these resources allow for student choice, and accommodates emerging and developing English language literacy.

B. SETTLEMENT WORKERS - Community connections are strengthened further between the local community, school, and families through the Settlement Workers. Settlement Workers are assigned to certain schools by the City of Toronto to help newcomer students and families connect with appropriate services. This initiative is supported by Immigration, Refugees and Citizenship Canada.

C. PROGRAM COORDINATOR - It is the responsibility of the IB Diploma Program Coordinator to ensure policies are reviewed annually and adhered to by IB faculty and school administration. The language policy is available on the school's website.

D. PCI LITERACY COMMITTEE – This committee meets regularly to plan and implement support for all students who will be completing the Literacy test (see Section E below). This committee designs, delivers and evaluates practice literacy tests for grade 9 and 10 students. Remediation and support is available for students not meeting the acceptable standard level.

E. ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) - Preparation occurs extensively in grade 9 and 10 courses to prepare students for the standardised test which occurs in grade 10. This test focuses on reading comprehension and writing abilities.

IV. ESL and ELL

The Ministry of Education states that ESL/ELL students may have been born either in another country or in Canada and have this identification. Parkdale C.I. staff recognize the value of understanding and speaking other languages. Students who speak more than one language enrich our programme. Below are some examples of mother-tongue development across the curricula:

- EE: the students are strongly encouraged to use their native language when researching and writing about their topics in any subject group. ●
- TOK: the students have the opportunity to reflect and draw on real-life situations from their community to situate their ways of knowing. ●
- CAS: students regularly engage in CAS experiences within their cultural community, where they engage in activities in their first

language and learn/maintain their cultural heritage.

- Group 1 (English): Creative writing in their mother tongue (poetry, etc.); exploration and comparison of translations in Year 1 IB DP Part 1 syllabus; interdisciplinary explorations of mother tongue and the arts (e.g. film/photography); discussions of Indigenous language as a way of knowing incorporated into study of Indigenous texts at each level of PreBac and IB.
- Group 2 (French and Spanish): In our language classes we are aware that for the majority of our students, French or Spanish may be the second or third language they are studying when preparing for challenging exams. We are regularly making connections and inviting students to draw parallels between the languages studied and their own culture and linguistic background. Vocabulary and grammatical structures are discussed and compared through works in translation, poems, short stories, paragraphs from novels and plays, cultural videos, authentic recordings and local news. Students are invited to compare and draw similarities and/or differences between their own culture and the Francophone and Latin-American cultural aspects and traditions such as festivals, customs and celebrations. These are present on various continents and are reflected in a large number of our students' culture and heritage.
- Group 3: Use language as a way of knowing by investigating studies and primary source documents, such as diary entries, speeches, music lyrics, posters, photographs. Historical concepts related to language and identity in different cultures are studied in our courses.
- Group 4: Scientific publications are produced all over the world and -- while predominantly published in English -- are often also published in the native language of the researchers. Not long ago, it was also not uncommon for scientific works to be published in Latin in addition to the native language of the researchers. The influence of Latin in the sciences is still evident today (e.g. element names, binomial nomenclature, etc.) and this makes for straightforward ties to some modern day romance languages, which all students in the IB program at PCI study, and some speak at home.
- Group 5 (Mathematics): There is a focus on examining mathematic theories that were developed in the students' first language. For example, the examination of Chinese magic squares, Pythagorean theorem as developed in the Indian document "Sulba Sutras", and the sine function introduced by the Greeks are explored. In addition, the methods of teaching mathematics

are discussed in relation to various cultures.

- Group 6 (Film): Students are exposed to a wide selection of international films in a variety of languages throughout the courses. Students have the opportunity to create films in their first language utilising English subtitles.

Parkdale CI is a diverse, multicultural community where 54% of our students speak a language other than English at home.

Parkdale CI staff recognize the importance of professional development and 11 PCI teachers have additional qualifications in ESL which is recognized by the Ontario College of Teachers. In addition there is an Assistant Curriculum Leader of ESL to support teachers and students.

Language B

Parkdale CI offers International Baccalaureate (IB) Language B instruction at the Standard Level in French and at the Ab Initio Standard Level in Spanish. Learners of Language develop language skills in four areas: listening, speaking, reading and writing, which is consistent with the Ontario Secondary School Diploma (OSSD) requirements.

Language B - French Standard Level

Requirements

Students coming from an Ontario Elementary School will have had prior exposure to the French Language before entering the IB program at the Secondary level. Generally students have participated in Core French, unless they have opted to follow the Extended French or French Immersion programs at the elementary level (which provide additional hours of French instruction). Students who come from outside of Ontario must demonstrate an equivalent French skill level to that of their peers in order to participate in the program.

Classroom Practice

In order to create an authentic environment that is conducive to language learning, teachers of Language B French at PCI establish an encouraging and predominantly unilingual environment within the classroom. Having students use French in a variety

of authentic situations allows them to develop confidence and autonomy as language users. Furthermore teachers aim to provide students with useful vocabulary that will allow them to use the language in these everyday contexts. In addition, grammatical forms and structures are not taught in isolation, but are incorporated into authentic environments. This approach allows students to become active users of the language.

Language B French teachers at Parkdale CI also employ a variety of authentic written, visual and aural texts in the classroom to expose students to different forms and uses of the language. Examples include TV 5 Enseigner/Apprendre, L'Express, Le Monde, audio and video recordings from CBC.ca, various French websites, as well as music, film and poetry spanning the Francophone world.

Language B - Spanish Standard Level Ab Initio

Requirements

Students coming into Spanish IB Standard Level Ab Initio will have had little or no prior exposure to the Spanish language before entering the IB program at the secondary level. The majority of the students in Spanish IB Standard Level Ab Initio take Spanish in Grade 10, but, as per IB regulations, the Diploma Programme is a two year program starting in grade 11. As a result, students of any level are permitted to enter the Spanish IB Standard Level Ab Initio in Year 1.

The Spanish SL Ab initio is a course for beginners and is designed to be covered in two years. The grammar content is the same as the SL, but the expectation for usage is lower. The syllabus covers everyday communicative situations such as buying and ordering food, describing one's family, school, and city, asking for and giving directions, expressing opinions about the environment and how to deal with emergency situations.

Classroom Practice

In order to create an authentic environment that is conducive to language learning, teachers of Language B Spanish at Parkdale CI establish an encouraging environment within the classroom. Having students use Spanish in a variety of authentic situations allows them to develop autonomy as language users. Furthermore, teachers aim to provide students with useful vocabulary that will allow them to use the language in these everyday contexts. In addition, grammatical forms and structures are not taught in isolation, but are incorporated into these authentic

environments. This approach allows students to become active users of the language.

Language B Spanish teachers also employ a variety of authentic written, visual and oral texts in the classroom to expose students to different forms and uses of the language. Examples include, Punto y Coma magazine, Geo magazine in Spanish, El Pais, numerous Spanish websites, audio and video recordings, as well as music, film and poetry spanning the Spanish speaking world.

Additional Supports and Activities in Language B

At Parkdale CI we offer our Language B students a variety of activities complementary to the curriculum and the classroom work such as tutoring, workshops, field trips, Poetry in Voice competition, guest speakers, conferences, presentations and more, which allow learners to experience the language in authentic environments.

Our students attend annually Cine Francophone and Si-Si Cine festival, the Art Gallery of Ontario whenever works of the Francophone or Spanish and Latin artists are on display, experience culture through traditional dances and food on our annual trip to a Latin and French restaurant, as well learn how to play instruments and perform music of the Francophone and Latin countries. We have guest artists who lead workshops, teaching our students Francophone and Latin dances, music and traditional cuisine, as well as arts and crafts typical to certain celebrations and festivals around the Francophone and Latin world, such as sugar skulls and papel picado for the Day of the Dead in Mexico, Mardi Gras, Carnaval de Quebec and more.

V. Support for the students with the IEP(Special Education - Exceptionality)

The language classes' exceptional student accommodation(s) is implemented per the Individual Education Plan recommendations. For more details please refer to the Inclusion Policy document.

References

Toronto District School Board Documents

- Language Policy P.003, 1997
- Literacy Foundation P. 003, 1998

Ministry of Education

- Paying Attention to Literacy: K-12, 2013
- English Language Learners ESL and ELD Programs and Services, 2007
- Growing Success

City of Toronto

- Settlement Workers in Schools, 2018

IB Documents

- Guidelines for Developing a School Language Policy, 2008
- Diploma Programme: From Principles into Practice, “Developing a School Language Policy” section, (for use from August 2015)
- Diploma Programme: From Principles into Practice, “Language Options and Language Support” section, (for use from August 2015)

Statistics Canada

- Census Profile, “South Parkdale” 2016