**International Baccalaureate Programme Language Policy**

**North Battleford Comprehensive High School**

**Philosophy and Profile**

As an International Baccalaureate World School, North Battleford Comprehensive High School (NBCHS) has developed a Language Policy which provides support for second-language teaching as well as mother-tongue language support that meets the provisions of the IB Programme. The goal is for all students to be supported whether in their first language or in any additional language. NBCHS recognizes the rights of students to receive education that does not discriminate on the foundation of language. The school will provide support to each student who wishes to be granted the opportunity of mother tongue instruction to explore their cultural identity and foreign language learning for promoting intercultural understanding.

Many students at NBCHS speak English as their first language. Most of the students have limited or no Language B experience. We do have a small number of International students who speak languages such as: Urdu, Pilipino, Mandarin, Ukrainian, or Spanish. The goal for all students is to develop and understanding and appreciation of their first language as well as other languages and cultures from around the world. A significant part of learning a second language is learning of other cultures. This can also lead to a deeper understanding and appreciation for one’s own culture.

North Battleford Comprehensive offers language acquisition courses in the French language at multiple grade levels (7-12) to provide educational entry points for all students. As a school in a country with an official policy of bilingualism, it’s important that students can learn both of our nation’s official languages.

**Language A**

English Literature Higher Level is the only classroom-based opportunity for Language A offered at High School. 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 reading. 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). All formative and summative assessment is assessed using as described in the Language A: Literature Subject Guide.

**Language B**

The belief at North Battleford Comprehensive High School is that as students study other languages, they also acquire an appreciation of other cultures while coming to the realization that other people, with their differences, can also be accurate. Our desire is for each student to reach his/her highest proficiency and literacy level in a second language. For this reason, we are pleased to be able to other French B SL instruction to all our students who are enrolled in our school. Students are provided with varied, differentiated instructional strategies to accommodate different learning styles in the French classroom environment. All formative and summative assessment is assessed using the Diploma Programme criteria. Additionally, the content in these courses is taught in the framework provided through the Areas of Interaction, Extra-Curricular Language and Culture Opportunities as shown in our SEVEC student exchange program.

**Language Support Services**

Whether a student is new to the English language or speaks English as their first language, many students require additional support in order to ensure success. We offer several supports for our first language students in the form of individual tutorial with SST teachers, or in the form of a writing support centre which is available to students outside the regular class time.

For students taking English as an additional language, we have an SST teacher dedicated to the support of these students. This teacher provides support in all classes, not only the language-based classes. One of the main roles of this teacher is to build a supportive environment where the students can feel supported not only by the teacher, but also their fellow peers. The teacher builds strong relationships with our International students as well as their families.

The language support is available to all students in all classes.

**Policy Communication and Review**

This policy will be reviewed and amended as necessary per the provisions of the International Baccalaureate 5-year review by a committee composed of the IB faculty and members of the school administration. This policy will be communicated to the school community by using the school’s website. Paper copies are available upon request via the I.B. coordinator.

**Resources**

The following resources were consulted in the development of this policy:

Guidelines for developing a school language policy (April 2008)
Language and Learning in the IB programmes (September 2011)
Learning in a language other than mother tongue in IB programmes (April 2008)

*UNICEF. 1989. United Nations Convention on the Rights of the Child*