



## PYP LANGUAGE POLICY Leland Public School

“The development of language is fundamental to the instinctive human need to communicate.”  
(Learning and Teaching, IBO)

### PHILOSOPHY

At Leland Public School, we believe that language is fundamental to students' intellectual, social, cultural, and emotional development. “Language is a means of affirming and expressing cultural identity and developing international mindedness”(Learning and Teaching, IBO). All teachers at LPS share responsibility for language learning in partnership with students and their families. All elementary students at LPS are enrolled in the Primary Years Program.

### PURPOSE

The foundation of learning at LPS is literacy: the ability to read, write, listen, speak, and think critically across subject areas, media, and grade levels. Literacy is taught authentically and in context through Units of Inquiry supporting acquisition of knowledge and skills, conceptual development, and growth as an IB learner. English is the primary language of instruction with the exception of language acquisition classes, where Spanish is the primary language of instruction. The aims of language acquisition at LPS are to enable students to develop lifelong language learning skills, to develop an awareness and understanding of the perspectives of people from other cultures, and to gain competence in an additional language with the long-term goal of multilingualism.

### SUPPORT for LANGUAGE ACQUISITION

#### Language & literacy

LPS supports inquiry-based authentic language learning through a comprehensive language arts curriculum centered on the study of rich and engaging texts. Transdisciplinary units build student knowledge of the world through an integrated approach to listening, speaking, reading, writing and media literacy skills. Students are introduced to the English language through explicit and systematic phonics instruction. They continue to develop the vocabulary, knowledge and skills they need to be successful readers, critical thinkers, and effective communicators who love to learn.

## Language & multilingualism

“Through learning additional languages, students become cognitively more flexible, creative, and better at problem-solving” (Learning and Teaching, IBO). All students at LPS have learned more than one language from their first year of school. The teaching and learning of Spanish is incorporated into the Programme of Inquiry and allows for students to learn the language, learn about the language, and learn through the language. In addition, Mango Language App provides students with the opportunity to learn additional languages.

Students who attend LPS live in and around Leelanau County. Leelanau County is a mixed agriculture and summer vacation destination. Seventy-nine percent of students who attend Leland Public School are white, 16% are Hispanic or Latino, 1% are Native American, 1% are Black or African American, and 1% are Asian. Six percent of LPS families speak Spanish as their primary home language. The faculty and staff at LPS honor and celebrate diversity and work collaboratively to support and embrace mother-tongue languages through a variety of opportunities in our classrooms and school, including:

- a student language portrait as a tool to capture a learner’s complex language profile
- the opportunity for students to read, write, and speak in their preferred language
- multicultural and multilingual books in classroom and school libraries
- curricular materials that honor diversity and a variety of cultural viewpoints
- support for English Language Learners
- support for migrant students (Migrant Support Services)
- staff professional development led by NorthWest Ed English Language Services Department, in addition to support from Mango Languages
- annual events to honor and celebrate the diversity of cultures and languages in our school and community
- informational meetings and events for English Language Learners and their families
- opportunities for parents to use the Mango Languages to learn English
- translated family communications and building signage
- interpreter available for all school meetings

## WORKS CITED

*Learning and Teaching*. Cardiff Gate, Wales: International Baccalaureate Organization (UK), 2019. Print.

## REVIEW

This policy was last revised and reviewed by the LPS Board of Education in June 2022 to be implemented by all LPS staff. Parents may access the policy on the school website, or may request a copy. The IB Leadership Team will regularly evaluate implementation of the policy. The Language Policy will be reviewed every five years or earlier as needed.