INTRODUCTION
The acquisition of language is a dynamic, life-long process that is a key factor in intellectual growth and personal and social development. As language is fundamental to learning, thinking and communicating, language learning involves learning language, learning about language and learning through language. The most supportive learning environment is one in which all three aspects operate together in a relevant context.

As language permeates the whole curriculum, all teachers are considered as teachers of language and are responsible for language learning.

The most effective language teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning. At CDNIS it is understood that students learn language best when:
- Classroom learning experiences are relevant and authentic and accessible to all students
- Learning occurs in context and is integrated across disciplines
- Teachers consistently model accurate and effective use of language and prepare students for new learning through immersion, modelling and scaffolding
- Early intervention is provided for students who experience difficulties with language acquisition or have special education needs
- A risk free environment is provided, fostering a variety of communication modes
- Learning is transdisciplinary with vocabulary, procedural terms and text forms taught within and across disciplines
- Students are encouraged to demonstrate open dialogue to understand the world through the different lenses in specific disciplines
- Learning experiences are multisensory, i.e. different media are used in the teaching and learning process
- Parents are partners in their child’s education and the school community is seen as a resource for language learning
- Parents support learning without imposing undue pressure because they understand that learning is developmental and children progress at different stages

Mother Tongue Language
The mother tongue language is considered to be the language most strongly linked to the culture that an individual identifies with as their culture of origin, and often is the language used at home. The preservation and development of mother tongue language fosters the celebration of diversity and enables cross cultural awareness, appreciation and understanding, and is an important vehicle for the maintenance and transmission of cultural identity.

Additional Languages
The acquisition of additional languages enriches personal growth, enhances first language development, and facilitates intercultural and international understanding. Such language learning is integral to the elimination of prejudice.
**Student Language Profile**

Over 50% of Lower School students identify English as one of their mother tongue languages. Cantonese is also widely spoken and represents about 25% of the school community’s mother tongue, while Mandarin is spoken by about 5%. The remaining 20% is represented by 25 different languages: French, Japanese, Korean, Hindi, Spanish, Arabic, Tagalog, German, Italian, Thai, Dutch, Malay, Shanghainese, Portuguese, Finnish, Icelandic, Turkish, Swahili, Danish, Tamale, Czech, Welsh, Indonesian, Vietnamese and Hebrew.

Most Lower School students identify themselves as being bilingual or multilingual, as they speak different languages with their teachers, peers, parents and grandparents.

**The Transdisciplinary Nature of Language Learning**

The learning of language is not just confined to a specific discipline but is transferred across all subject disciplines. Students need to see the importance of language as a means of communication and so must be given the opportunity to share their thoughts, ideas and opinions in a range of communication modes in all subject disciplines. The focus is on authentic language learning within appropriate contexts, designed for a range of purposes and rehearsed for a range of audiences. Inquiry based learning is promoted so students can build meaning, and then refine their understanding of how language is used as a means of communication, in the most appropriate and effective ways.

**RATIONALE**

The CDNIS Language Policy has been developed with reference to the School Mission Statement and the Mission Statement of the International Baccalaureate. The expectations expressed by past, present and prospective members and parents of the school community, concerning the learning of language at the School, have also been a governing factor in the development of this policy.

The School Admission Policy and Procedures, the Learning Support Policy and Procedures and the level of support able to be provided by the Learning Services Team have also determined the outcome of the policy.

**POLICY STATEMENT**

At CDNIS we will promote and support the acquisition of fluency in multiple languages as a means of fostering cross cultural understanding and developing effective communication skills for use in a range of settings.
**PROCEDURES**

**SCHOOL LANGUAGE PROFILE**
The Lower School provides instruction in three languages: English, Mandarin and French. English is the common language of communication within the school community and is the medium of instruction for all classes outside the single-subject instruction of Chinese and French.

**Language Instruction**

<table>
<thead>
<tr>
<th>Language</th>
<th>Goal</th>
<th>Grade</th>
<th>Lessons per week</th>
<th>Instructional time per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Academic proficiency in all aspects of language</td>
<td>Pre Reception</td>
<td>Integrated</td>
<td>Varies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reception</td>
<td>Integrated</td>
<td>Varies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prep</td>
<td>Integrated</td>
<td>Varies</td>
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<tr>
<td></td>
<td></td>
<td>Grade One</td>
<td>Integrated</td>
<td>Varies</td>
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<tr>
<td></td>
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<td>Grade Two</td>
<td>Integrated</td>
<td>Varies</td>
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<tr>
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<td></td>
<td>Grade Three</td>
<td>Integrated</td>
<td>Varies</td>
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<tr>
<td></td>
<td></td>
<td>Grade Four</td>
<td>Integrated</td>
<td>Varies</td>
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<tr>
<td></td>
<td></td>
<td>Grade Five</td>
<td>Integrated</td>
<td>Varies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Six</td>
<td>Integrated</td>
<td>Varies</td>
</tr>
<tr>
<td>Mandarin</td>
<td>Bilingualism or additional language competency</td>
<td>Pre-Reception</td>
<td>5 x 30 mins</td>
<td>150 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reception</td>
<td>6 x 30 mins</td>
<td>150 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prep</td>
<td>7 x 40 mins</td>
<td>280 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade One</td>
<td>7 x 40 mins</td>
<td>280 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Two</td>
<td>7 x 40 mins</td>
<td>280 mins</td>
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<tr>
<td></td>
<td></td>
<td>Grade Three</td>
<td>7 x 40 mins</td>
<td>280 mins</td>
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<tr>
<td></td>
<td></td>
<td>Grade Four</td>
<td>7 x 40 mins</td>
<td>280 mins</td>
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<tr>
<td></td>
<td></td>
<td>Grade Five</td>
<td>6 x 40 mins</td>
<td>240 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Six</td>
<td>6 x 40 mins</td>
<td>240 mins</td>
</tr>
<tr>
<td>French</td>
<td>Additional language competency</td>
<td>Grade Five</td>
<td>3 x 40 mins</td>
<td>120 mins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade Six</td>
<td>3 x 40 mins</td>
<td>120 mins</td>
</tr>
</tbody>
</table>
Languages of Communication Used in the School and Outside the Classroom

The language of communication within the school is for the most part English, with all written communication including the CDNIS website, promotional materials and communication between staff and parents, only in English.

English, Cantonese, Mandarin and French are used in classrooms, hallways, playgrounds and within staff conversation. However, it is the general expectation that students use English when communicating with each other if there are others present who may not understand or speak the alternative language. All students and staff are expected to be inclusive where language is concerned. This applies to activities and functions both in and out of school.

Mother Tongue Language

It is considered essential that mother tongue be respected by both its users and by those who have no fluency. Therefore, teachers are encouraged to be aware of the mother tongue of students in their class, to refer to it and use it in ways that show they respect and value it. Likewise, other students should be aware and encouraged to show interest in, and respect for, the mother tongue of their teachers and peers. In classrooms the Learner Profile is displayed in the languages of instruction and often in other mother tongue languages also.

The School supports students to use their mother tongue by encouraging them to use books in their own language for assignments and to reinforce the units of inquiry. Students may occasionally present their learning and/or reflections in other languages, including their mother tongue. This is especially encouraged during student led conferences. If possible, translators are provided for parents who request to use their mother tongue when meeting teachers. With over ten languages represented within the CDNIS staff, staff members may be called upon to assist on such occasions.

CDNIS aims to continue to build the library collection so that mother tongue languages are represented and students have access to picture dictionaries, bilingual dictionaries, literature in various languages and translated text. Currently the collection is small, though growing. Parents are encouraged to make donations to better diversify these resources, and parents and staff visiting home countries, are encouraged to purchase reading material in alternate languages, with reimbursement provided.

*International Mother Language Day* is used as an opportunity to promote the languages spoken through the school community.

Promotion of Host Country

Hong Kong is a bilingual city with Cantonese and English being the languages of communication. By the nature of its language instruction and support, the CDNIS language policy promotes the languages of its host city and through the instruction of Mandarin, the School also promotes the language of its host country, China.

The local culture is promoted through field trips to local venues, such as the Hong Kong museums, restaurants, cultural exhibitions, exhibits, etc.. Various activities are organized at the school to celebrate Chinese festivals, eg. Chinese New Year concerts, Chinese Moon Cake tasting, etc.
TEACHING AND LEARNING PROGRAMME
The curriculum allows for personal choice and uninterrupted time for exploring multiple systems of communication in reading, writing, mathematics, art, music, drama and PE. Opportunities are provided for using language to make personal connections and explore a range of compelling issues. Teachers plan relevant, significant and effective engagements to improve efficiency, competency and confidence in all forms of language. Language is seen as a transdisciplinary element throughout the curriculum.

The IB Learner Profile, together with the five essential elements of the curriculum, i.e. knowledge, concepts, skills, attitudes and action, inform planning, teaching and assessing within the language teaching and learning programme.

Teaching and Learning of Language Within the Programme of Inquiry
The Programme of Inquiry provides the vehicle for language learning to occur in a context that allows for a range of different learning experiences, teaching strategies and learning styles to occur in authentic, relevant situations.

The teaching of the language of instruction and Mandarin is integrated within the Programme of Inquiry so that students see language being used in meaningful contexts, with a purpose relevant to them personally. Language is used as a tool for communicating prior and new learning, for creative problem solving and information processing.

Current Practices related to Language Teaching and Learning

Language of Instruction
1. Spelling
While the common spelling used in Canada is promoted, it is acknowledged that with an international staff and student population there will be variations. All common spelling forms are accepted and the reasons for differences highlighted and discussed as a matter of course.

All teachers have been trained in the use of THRASS (Teaching Handwriting, Reading, and Spelling Skills) as a resource tool. Training is provided on an annual basis for new teachers and refresher courses provided for current users.

Pre Reception Programme based on:
- Exposure in a range of forms

Reception Programme based on:
- An integrated approach
- Jolly Phonics
- THRASS as a resource tool

Prep Programme based on:
- THRASS “Hotwords”
- Consonant and vowel grapheme awareness from THRASS chart
Grade 1 Programme based on:
- A Scope and Sequence developed by the Learning Services Team based on spelling patterns. Such word study allows for integration with the class Programme of Inquiry.
- THRASS as a resource tool

Grade 2 Programme based on:
- A Scope and Sequence developed by the Learning Services Team based on spelling patterns. Such word study allows for integration with the class Units of Inquiry.
- THRASS as a resource tool

Grade 3 Programme based on:
- Word lists developed from subject specific vocabulary, students’ needs and interests

Grade 4 Programme based on:
- Word lists developed from subject specific vocabulary, students’ needs and interests

Grade 5
- Word lists developed from subject specific vocabulary, students’ needs and interests
- Individual teachers use units from Nelson Series

Grade 6
- Word lists developed from subject specific vocabulary, students’ needs and interests
- Individual teachers use units from Nelson Series

2. Reading
Reading is integrated throughout the day for a range of purposes. Reading material chosen differs according to the needs of students and preferences of individual teachers. An effort is made to ensure the literature used is written from a range of personal and cultural perspectives.

Goal: Achievement of PM Benchmark Levels
End of Prep Level 5
End of Grade One Level 15
End of Grade Two Level 30

Pre Reception Programme based on:
- Integrated approach
- Shared reading experiences using “Big Books”
- Introduction of names and sounds of the alphabet

Reception Programme based on:
- Integrated approach
- Jolly Phonics with THRASS used as a learning tool.
- Identification of a small range of high frequency words
- Recognition and identification of upper and lower case letters and sounds
Prep Programme based on:
- Integrated approach
- Consonant and vowel phoneme awareness using THRASS chart
- Identification of THRASS “Hotwords”
- Recognition of upper and lower case letters and phonemes
- Identification of rhyming patterns
- Shared, guided and independent reading

Grade 1 Programme based on:
- Integrated approach
- Flexible guided reading groups decided by class teachers according to reading level or specific needs
- Shared reading using “Big Books” as means of revisiting the same text
- Read alouds used most often as a means of integrating with other curriculum areas
- Independent reading implemented at the discretion of individual classroom teachers

Grade 2 Programme based on:
- Integrated approach
- Flexible guided reading groups decided by class teachers according to reading level or specific needs
- Read alouds used most often as a means of integrating with other curriculum areas
- Independent reading implemented at the discretion of individual classroom teachers

Grade 3 Programme based on:
- Integration with the Programme of Inquiry
- Flexible guided reading, shared reading, read alouds, literature circles
- Independent reading

Grade 4 Programme based on:
- Integration with the Programme of Inquiry
- Flexible guided reading, shared reading, read alouds, literature circles
- Independent reading

Grade 5 Programme based on:
- Integration with the Programme of Inquiry
- Flexible guided reading, shared reading, read alouds, literature circles
- Independent reading of a range of genre, i.e. poetry, current events, short stories, editorials, news articles, fiction, non-fiction
- Independent novel study

Grade 6 Programme based on:
- Integration with the Programme of Inquiry
- Read alouds, literature circles
- Class novel study
- Independent reading of a range of genre, i.e. short stories, poetry, reports, advertisements, anthologies, fiction, non-fiction
3. Writing

A range of different writing programmes is used across the School according to individual teacher’s preferences.

Pre Reception Programme based on:
- Exposure to text in a range of forms

Reception Programme based on:
- Integrated approach
- Printing short words using upper and lower case letters
- Modelling various text types

Prep Programme based on:
- Integrated approach
- Printing upper and lower case letters
- Writing conventions, i.e. spacing, end punctuation, capitalization
- Modelling various text types
- Writing simple messages

Grade 1 Programme based on:
- Integration with Programme of Inquiry
- First Steps used as a resource in some classes

Grade 2 Programme based on:
- Integration with Programme of Inquiry
- First Steps used as a resource in some classes
- Text forms: recount, narrative, procedure, personal reflection

Grade 3 Programme based on:
- Integration with Programme of Inquiry
- First Steps used as a resource in some classes
- Text forms include recount, narrative, procedure, report writing, poetry, personal reflection

Grade 4 Programme based on:
- Integration with Programme of Inquiry
- First Steps used as a resource in some classes
- Text forms include recount, narrative, procedure, report writing, poetry, personal reflection

Grade 5 Programme based on:
- Integration with Programme of Inquiry
- Text forms include persuasive writing, script writing, poetry, narrative, procedural writing, personal reflection

Grade 6 Programme based on:
- Integration with Programme of Inquiry
- Text forms include persuasive writing, editorials, report writing, interview questions, slogans, summaries, business proposals, business letters, reflections, book reviews, descriptive writing, biography, narrative, poetry, speeches.
4. Handwriting
Pre-Reception – Grade 2
- Primary Sassoon Font (THRASS)

Grade 3/4
- D’Nealian Handwriting Text Book

Grade 5/6
- No formal handwriting programme
- Expectation that handwriting will be legible
- Increasing emphasis on keyboarding skills

Chinese Studies
Students enjoy the learning of Mandarin at a very young age through a combination of songs and rhymes. Language skills are then developed by focusing on the four micro skills of speaking, listening, reading and writing. Communicative approaches are used, with the aim being a holistic, integrated and systematic approach.

French
French is introduced in Grade 5. While undertaking a new language may cause some anxiety for beginners, students experience the enjoyment of language acquisition through a combination of gestures, music, and drama using the Accelerative Integrated Method (AIM).

AIM is a “holistic, integrated and systematic approach to the teaching of Core French” that helps teachers to “lead students to much higher levels of confidence and fluency in the second language (L2) than has been possible through other communicative approaches”.

The method features:
- A holistic, integrated and systematic approach to second language learning
- Pared-Down Language (PDL) to ensure continuity and sequence for the development of a language base (i.e. emphasis on verbs, cognates, all the essential irregular verbs, forming questions, specific meanings for words, and context-specific high frequency vocabulary)
- Story, music and drama as a means of providing the framework for an integrated story/music/drama based approach; story/music/drama also provide a basis to ensure maximum production of the language, both oral and written

The Gesture Approach (GA) is used as a tool to accelerate the rate of success in language acquisition; the teacher uses hand gestures to both visually and kinesthetically teach vocabulary. Students are taught the high frequency, pared-down language in the stories, songs, and language manipulation activities developed for the method. It is important to note that the hand gestures taught are only a tool for learning the language and will never be “tested”. The Gesture Approach leads students to fluency more quickly than traditional communicative methods. Once students feel confident that they “know” a word, they stop using the hand gesture for support.

The instruction of French is divided into three strands: oral (including speaking and listening), reading and writing. For students to establish confidence in learning a second language, oral communication is the primary focus in Term 1 and continues through Term 2 and 3. Reading is introduced in Term 2 and continues through Term 3. Writing is taught in Term 3.
Chinese Studies
The programme is based around the text books, NiHao and Huayu

Differentiation in the Teaching and Learning Programme

Language of Instruction
All teachers are responsible for ascertaining the ability and interest levels of all learners within the classroom environment and providing a range of teaching strategies, learning engagements and assessment tasks to suit the diverse needs and learning styles of students. Homeroom classes are heterogeneously grouped by ability.

Chinese Studies
As Chinese language instruction caters for native speakers as well as additional language learners there can be significant differences in understanding and fluency across the one grade level. To cater for such a range of learners, once students enter Grade One, the programme is divided with each class having two streams: NiHao and Huayu. Placement is based on teacher recommendation and parent choice.

From Grade Two onwards, Huayu classes are streamed further, according to the students’ demonstrated abilities. There are then three streams in each grade level.

Student placement is reviewed twice per year at which point students may move between streams.

French
With the implementation of the AIM Programme still in its infancy, differentiation is minimal, apart from support given to students through peer tutoring within the class setting.

Monitoring the Effectiveness of Differentiation Strategies for Learners with Specific Language Learning Needs

Language of Instruction
Students with special education needs are placed on learning plans (for students with mild learning needs) or Individual Learning Plans (IEPs; for students with more significant learning needs).

IEPs are monitored by learning support teachers in collaboration with class teachers. Progress is reported to parents on a term-by-term basis; additional progress meetings are scheduled as required. IEPs are reviewed each term and re-written annually. Students with special needs are tracked throughout their years in the Lower School, once they have received services from the Learning Services Team.

Individualized programmes are frequently adapted and seldom modified, e.g. expectations are seldom different than grade level expectations. Most students with special needs have accommodations to ensure students are taught and assessed in ways that suit their learning styles. Class teachers are expected to frequently review the effectiveness of the strategies found in IEPs and accommodations checklists.

Parents are seen as equal partners in the development of IEPs and learning plans.
Chinese Studies
Teachers work closely with Learning Support teachers regarding students with special learning needs. Meetings are held regularly to review their progress and an annual review procedure is also in place.

French
The nature of the programme renders the monitoring of differentiated strategies in a formal way, unnecessary.

Systems For Keeping a Language Profile of Each Learner

Language of Instruction
A final unedited writing sample and a reading assessment is administered and collected at the end of each year from every student. This is overseen by the Learning Services Team to ensure consistency across grade levels. These are kept in yellow folders and passed on to teachers in the next grade level.

Individual learning plans are developed, reviewed and filed by Learning Support teachers and a copy placed in both the Learning Services files and the files in the main office.

For students in Grade 5/6 who may be exempt from additional language learning, files including work samples and assessments are kept to monitor progress.

Chinese Studies
Student progress is tracked via progress reports sent home to parents at the end of each reporting period. Copies are filed in the main office for teacher reference.

French
Progress is tracked and monitored using a checklist designed specifically for the purpose. The checklist is used as a means of sharing progress with Upper School French teachers upon advancement to Grade 7.

Processes Used to Identify the Language Needs of Each Learner

Reading
Prep–Grade 2: A formative assessment is conducted using the PM Benchmarks. If students are referred to the Learning Services Team, a range of assessments may be conducted to determine their level in specific areas of development. Literacy screening focusing on phonemic awareness is conducted with Prep students identified by teachers as having a weakness or in the beginning stages of literacy development. Results are evaluated and those identified as having the greatest need participate in small group lessons. Groupings are flexible.

Grades 3 & 4: Students continue to be monitored if their reading level is below Level 30 based on the assessments conducted at the end of the previous year.

Grades 5 & 6
Students continue to be monitored and may receive learning support if below grade level. Assessment referrals are made on a needs basis throughout the year.
**Learning Support**
Upon application to the School, prospective students are assessed to determine English competency, with the expectation that they meet a minimum standard in order to be accepted. It can be assumed, therefore, that all students in the school have a degree of proficiency in English.

On this basis there are no specific Additional Language classes offered; however it is acknowledged that there are learners who still need language support and such students are referred to the Learning Services Team (LST) on an individual basis.

**Language of Instruction**
The Lower School Learning Services Team provides support to students in Prep through to Grade 6, according to the Lower School Student Support Policy. Classroom teachers refer students to the Learning Services Team for language assessment. Intensive support is provided for students who struggle with language development and the school frequently recommends private tutoring for students who require extra assistance.

**Grade 1 & 2**
Baseline testing is conducted on an annual basis at the beginning of each year using writing tasks prepared by the Learning Services Team according to Ontario exemplars, and June instructional reading levels. Students are streamed according to levels into three groups. Those seen to be of greatest need work on a daily basis in groups with a maximum of 6 students. The remaining 6-7 students still not meeting grade level expectations receive curriculum support 2-3 times per week in a pullout situation.

Groups are flexible and monitored consistently. Learning plans (IEPs) are considered on a term basis unless urgent.

When necessary, additional support is provided at recess, or before and after school, for students whose language development is below expectation. The Learning Services Team identifies those students with the greatest needs from among those already in the LST programme. The extra support lessons are offered with parent consent until students are coping with grade level expectations. Students identified as lower level second language learners with the greatest needs may be invited to join an ESL club offered after school once a week, for intense language support.

**Grade 1**
A reading intervention programme is offered using adult volunteers four times per week. The programme is aimed at practising high frequency words, developing word attack strategies and reading instructional level books which are further rehearsed at home. The programme is reviewed each term with new students eligible to take part as places become available. Running records are kept until a student reaches PM Benchmark Level 15 when they automatically exit the programme.

**Grade 3 & 4**
Students are given assistance by a Learning Support teacher using a push in/pull out model four times per week. Selection is based on class performance and students usually work on tasks which are closely aligned with the class programme and set by the class teacher.

Students with specific needs, such as dysgraphia have access to an ALPHASMART keyboard to complete writing tasks.
The Learning Support teacher is in constant communication with classroom teachers, provides feedback to parents, and participates in parent teacher conferences.

Grade 5 & 6
Students exempt from Chinese Studies receive six periods a week for curriculum support and basic skills development. These students have all been assessed by an educational psychologist and have Individual Education Plans (IEPs).

Other referred students have one or two periods per week for curriculum support. The Learning Support teacher is in constant communication with classroom teachers, writes the IEPs, provides feedback to teachers and sits in on parent teacher conferences.

Chinese Studies
Chinese Studies teachers and classroom assistants provide support to students both within and outside of class as required. On a weekly basis each teacher allocates a remedial time for students needing extra help. If further support is required, teachers may recommend parents seek private tutoring.

French
Peer tutoring within the class may be organized and the Lower School French teacher provides support to students outside of class as required. Students who feel they need extra support may attend 20-25 minute conversation, gesture and vocabulary review periods during the lunch break or after school twice per week. Alternatively, parents may be encouraged to seek private tutoring.

Withdrawal From Language Programmes
In extenuating circumstances there may be occasions when it is either recommended by teaching staff or requested by parents that a student not partake in additional language programmes. Such requests are considered on a case-by-case basis. Parents will be informed of the consequences of such a decision before arrangements are finalized.

Information Literacy
Language fluency is critical in the development of skills involved in accessing, critically evaluating, analyzing and interpreting information, as well as in creating and communicating information effectively.

The library and its resources support the teaching programme on all levels. Resources are purchased to support the units of study, with attention to the needs of all members of the school community. Teacher librarians collaboratively plan and teach units of inquiry with classroom teachers to ensure the integration of information literacy skills instruction.

Referencing of Sources
It is an expectation that all staff and students reference their sources. It is the responsibility of teacher librarians and all teaching staff to make provision for explicit teaching, modeling and reflection practices. The bibliographic style formally taught in the school is MLA (Modern Language Association).
ROLES AND RESPONSIBILITIES

Teachers
1. Immerse students in language and provide support, scaffolding and practice to achieve fluency and proficiency in all forms of language use
2. Create a risk free environment to foster a variety of means of communication
3. Encourage students to demonstrate open dialogue in all interactions to understand the world through different lenses in specific disciplines
4. Model language through everyday use and explicit teaching of vocabulary and procedural terms within and across disciplines
5. Provide opportunities for students to use language to make personal connections and explorations
6. Plan for the opportunity for personal choice, and uninterrupted time, exploring systems of communication in reading, writing, mathematics, art, music, drama
7. Plan effective, relevant and significant engagements to improve proficiency in all forms of language
8. Be aware of the mother tongue languages of individual students
9. Promote the use of mother tongue at appropriate times in the classroom and during student parent conferences. Offer and provide translators during parent teacher discussions if required
10. Immerse students in the language and literature of other cultures
11. Monitor student progress and focus on early intervention and continuous support
12. Liaise with other teachers to ensure consistency of expectations
13. Celebrate student success

Students
1. Continue to use mother tongue regularly
2. Converse, write and read using additional languages
3. Value and respect the mother tongue of others
4. Consider others when choosing which language to use for conversation
5. Seek support as soon as it is evident it is needed

Parents
1. Understand that language learning is developmental and that children will not all learn at the same rate, particularly in the early years
2. Support and encourage, rather than pressure your child
3. Inform teachers of suspected difficulties and previous experiences or conditions that may affect development

Administrators
1. Communicate the Language Policy and Procedures to the school community
2. Monitor and review the implementation of the policy and procedures
3. Put school structures in place to support implementation
4. Provide adequate professional development and resources
5. Ensure the Language Policy and Procedures is reviewed according to the set review schedule and for consistency of practice ensure it is cross referenced with all other relevant policies
RELEVANT POLICIES
Reference is made to the language of instruction, additional languages and/or mother tongue in the following CDNIS policy and procedure documents:

- Lower School Information Literacy Policy and Procedures
- Lower School Student Support Policy and Procedures
- Lower School Assessment and Reporting Policy and Procedures
- CDNIS Admissions Policy and Procedures

POLICY REVIEW
Ongoing review will take place as the language policy and procedures continue to develop. The Lower School Literacy Committee, overseen by the Lower School Leadership Team, will have the responsibility to continue this process.