

# International School of Creson - Language Policy

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## ***Purpose and Philosophy Statement***

*"ISCreson is a very special and unique place. We teach languages - language acquisition is our "secret sauce" - but we are so much more than a language school. We create global citizens who are at home in the world, both inside and outside of our classrooms." Bob Carig , Head of School.*

This policy is intended to provide an overview and guiding principles for language learning at ISCreson which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. The ISCreson's mission statement is the foundation for our language policy: "Our inclusive, globally minded community develops highly motivated and academically successful bilingual learners. ISCreson students are inter-culturally adept and make positive contributions in a complex world".

At ISCreson, we use a Content and Language Integrated Learning (CLIL) methodology for the learning of the language in Primary School and MYP social studies. "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language" (Marsh, 1994). In other words, it refers to teaching subjects such as science, history, math and geography to students through a foreign language.

## ***School Language Profile and admission policy***

ISCreson is a multi-cultural, multilingual school who offers instruction in both English and one of our target languages - Spanish, French and Chinese. Within its enrollment of approximately 720 students, K1 to Grade 8, ISCreson is represented by **33 nationalities and over 30 home languages**. This variety of home languages is celebrated within the classrooms and leveraged in learning an additional language.

ISCreson welcomes family applications to the Early Childhood Education Division (grades K1-K3) with any language background. When a new learner applies to be part of the Primary school or Middle School community (G1-G8), the learner is assessed on their chosen target language in order to determine their abilities in reading, writing, speaking, and listening in that specific target language.

ISCreson can accept a limited number of students in grades 1-2 to the Chinese, French, or Spanish programs without prior language background. As well, we offer a Spanish "Welcome Class" to students in grades 3-5 without prior language background. Students

interested in pursuing a French or Chinese target language program must demonstrate grade-level proficiency as a requirement for admission.

ISCreson welcomes applications to our Middle Years Programme (MYP) from all prospective students. Language opportunities are dynamic and reflect the needs of the ISCreson community; therefore, novice language speakers are reviewed on an individual basis.

### ***Our Pedagogical model***

Following American Council on the Teaching of Foreign Languages (ACTFL) standards for quality immersion programs, the use of target language refers to all that learners say, read, hear, write, and view – production and reception of language on the part of learners, educators, and materials.

Dual Language Immersion education is grounded in the principles of additive bilingualism and cultural pluralism. This orientation views language and culture as a resource, and thus, being bilingual and bicultural as being resource-rich. The goals of dual language immersion education are

- (1) High levels of academic achievement in 2 languages
- (2) Bilingualism and biliteracy
- (3) Encompass culturally responsive learning environments that value inclusivity, equity and the differences of all students and the surrounding communities
- (4) Develop students to be adaptive, open-minded, culturally competent and globally aware

Dual Language Immersion enhances the development of content in two languages, as well as literacy in both languages so that students will graduate ready for college, career, and life in a globally competitive economy and a collaborative international community. This unique program builds students' linguistic skills of listening, speaking, reading and writing in both languages. Students learn standards-based content as they become linguistically and academically proficient in two languages<sup>1</sup>.

- Early years: K1-K3, A Dual immersion approach @ 85-95% in a target language.
- Lower primary: G1-2, A Dual immersion approach @ 75-80% in a target language.
- Upper primary: G3-G5, A Dual Immersion approach @ 50% target language
- Middle school: G6-G8, A Dual Immersion approach @20%- 30% in target language

Our model enhances the development of content in two (dual) languages, as well as literacy in both languages so that students will build linguistic skills of listening, speaking, reading,

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<sup>1</sup>[Colorado Department of Education](#)

writing and media literacy in both languages. This approach fosters greater cognitive flexibility, increased attention control, better memory, and stronger problem-solving skills; which is an enhanced understanding of their home language and intercultural and sociocultural competencies.

We are an international school dedicated to a culture of learning that is relevant and transferable, metacognitive, inquiry based, social, as well as personal and meaningful. We formally monitor the growth and acquisition of language through annual language assessments using standardized language assessments.

Throughout the year, teachers and language leaders are monitoring language acquisition through formative assessments. This information coupled with teacher narratives and assessment data is used to determine if students need additional language learning support. This support comes in a variety of forms from:

- In-class differentiation & small group instruction
- Team Teaching
- After school Language Clubs

### ***Support for Home languages***

ISCreson encourages families to speak and develop their mother tongue (home language) at home and with extended family and friends. This strengthens the child's language skills while instilling a sense of importance about their culture.

For the families who speak one of the languages offered at ISCreson, we actively support its development and provide easy access to printed materials in the mother-tongue languages via our media center. We house over 13,000 language titles + 5300 titles in English at various skill levels and available to all students K1-G8. We are building relationships with neighboring organizations such as l'Alliance Française to share culture, workshops and expanding knowledge for students and families.

Through the Program of Inquiry, our students start the school year with a 2 weeks "Let's start together" unit which focuses on who they are and where they are coming from. Some units focus on inquiring about languages, how they are similar and different and students are encouraged to compare their home language with the languages of instruction. Throughout the year, we support translanguaging practices to help students leverage their home language with a newly acquired language. This is supported through providing materials, engaging environments and ability to express understanding in a variety of ways.