



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

Bishop David Motiuk Language Policy

Overview

This policy was developed for both the Primary and Middle Years Programmes in the school and affirms that all teachers are language teachers. It supports the IB Learner Profile and fosters international-mindedness.

Guiding Documents:

- Alberta Education Program of Studies
- Alberta Education Literacy and Numeracy Frameworks
- PYP and MYP and Policy support documents
 - o Programme Standards and Practices
 - o Language in the PYP
 - o Guidelines for Developing a School Language Policy Document
 - o From Principles into Practice

Beliefs and Philosophy: We believe language is:

- ❖ A tool for agency, identity and self-expression
- ❖ Central to learning, thinking and international-mindedness
- ❖ Developed through an ongoing, social process that is enriched through diverse linguistic and cultural experiences
- ❖ A shared responsibility across all teachers

Language is central to communication, inquiry, and learning. It connects learners to others and helps them make sense of the world. Language development is ongoing, contextual, and supported across the curriculum. First languages are respected as valuable resources that enhance additional language learning and support identity.

Objectives:

- ❖ Support students in developing proficiency in the language of instruction (English), aligned with Alberta Education standards
- ❖ Respect and nurture students' first/home languages to maintain cultural identity and support multilingual learning



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- ❖ Build confidence and foundational skills in French as a second language, progressing toward fluency
- ❖ Provide targeted support for English as an Additional Language (EAL) learners
- ❖ Foster skills and attitudes that prepare students for learning additional languages in the future
- ❖ Celebrate and integrate linguistic diversity to enrich learning across the PYP and MYP

Curricular supports:

- Alberta Education Language Arts and Program of Studies
- The PYP language subject overview document
- Alberta Education French as Second Language Program of Studies
- Language support materials and resources
- The locally developed Kindergarten through Grade 3 French as a Second Language scope and sequence
- Multilingual resources (physical and digital)

Approaches to Language Instruction

Within the context of teaching language, teachers strive to:

- Use inquiry-based approaches to foster meaningful language learning
- Focus on the transdisciplinary nature of language learning (PYP)
- Embed language development in all learning areas
- Develop the skills of listening, speaking, reading, writing and media literacy
- teach and assess listening, speaking, reading, writing, viewing, and representing
- Develop students' media and digital literacy as part of modern communication
- Engage in ongoing professional development and coaching from coordinators and specialists to strengthen instructional practices

The chart below outlines the MYP Language Acquisition task requirements that align with the language acquisition phases.

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6



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French	Year 1	Year 4				
	Year 2					
	Year 3					
	Year 4					

Recommendations for Language Acquisition

IB Programme	Second Language Expectation	Age Guidance	IB Time recommendation	Alberta Education
PYP	Strongly recommended	By age 7	~30 mins (short, frequent sessions, integration into Units of Inquiry encouraged)	Kinder-Grade 3: 30 minutes/week Grades 4 and 5: 150 minutes/week
MYP	Mandatory each year (Y1–Y5)	From age 11–12	Minimum 50 hours/year per student	Grade 6: 150 minutes/week Grades 7-9: 100-150 minutes/week

Alberta Education: In Grades 4-9, it is recommended by Alberta Education that students are engaged in 100 - 150 minutes of Core French a week.



Language Profile of School Community:

Bishop David Motiuk School serves a diverse, multinational population, with many families for whom English is an additional language. For the 2024–2025 school year, we have 275 active EAL (English as an Additional Language) students and over 500 students whose first or home language is not English.

Support for Home and First Languages

- Multilingual Library Collections: Students have access to books in a range of home languages through classroom and school libraries.
- Visible Language Representation: Home languages are encouraged and featured throughout the school including displays and student work.
- Opportunities for First Language Use in Learning: Students and staff are encouraged to incorporate their home languages during school celebrations, classroom activities, and morning announcements.
- Digital Tools: Technology platforms such as Google Translate, Read&Write, and multilingual story apps support students in understanding content and expressing their ideas.
- Division Resources: Edmonton Catholic Schools offers access to translation services through the One World...One Centre, enhancing communication with families in their preferred languages.

EAL Assessments, Funding, and Support:

a. Students who qualify for EAL funding in our school district are assessed using the EAL benchmark 2.0 tracking assessment. Students are assessed for their English language proficiencies in reading, writing, speaking and listening, using a variety of formal and informal measures.

b. Students receive EAL supports in the classroom through various teaching techniques, accommodations, and various teaching strategies based on their level of proficiency. Some of these supports may include visual aids, graphic organizers, dramatization, and small group



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work. Students identified as "Emerging A" or "Emerging B" on the Alberta benchmarks may also receive short-term, ability-based pullout support in addition to classroom accommodations.

Policy review cycle

All school policies, including the Language Policy, are formally reviewed every three years or in alignment with the IB programme evaluation cycle. The policies continue to be working documents as reviews may also occur sooner in response to changes in IB requirements, shifts in student demographics, or updates to provincial curriculum frameworks such as Alberta Education. Regular review ensures that policies remain relevant, inclusive, and aligned with IB philosophy. The review process involves a language policy committee in collaboration with coordinators, teaching staff, and school leadership, with input from students and families where appropriate.