



International Baccalaureate Programmes Language Policy

Mission Statement

Union Day School's community works together to provide students rigorous content and a rich curriculum that is parallel with the International Baccalaureate ideals of the learner profiles. We strive to build a nurturing environment where each student demonstrates a spirit of respect, responsibility, global mindedness and a commitment to academic and civic excellence.

Vision Statement

Union Day School's vision is to promote and foster thoughtful, caring, and creative students. They will be critical thinkers and problem solvers. Students will be confident, prepared for future success and achieve their academic and social potential as life-long learners in the 21st Century. Global mindedness: We emphasize an understanding of how the world is organized and interconnected and the possibilities and constraints facing its people. Globally literate students analyze and think critically about the world and their roles in it. They become fluent investigators of the world, celebrating our diversity as global citizens.

Philosophy

Union Day School's fundamental belief aligns with that of the IB education. We are committed to supporting multilingualism as a basis to increasing intercultural understanding and international-mindedness. Our faculty are all language teachers and supporters of facilitating communication. We encourage and support developing and maintaining the home language (mother tongue). We believe in the notion that proficiency earned in one language aids the students in acquiring competencies in other curricular areas; hence, we prepare and develop our students for linguistic and cultural literacy and functional proficiency in order for our students to approach learning with a global mindset.

Language Profile

Language and Literature (Language A):

The primary language of instruction for Union Day School is English. We believe that the study of language provides a powerful means by which one gains an understanding of culture, perspective, and communication. Additionally, it is our belief that language development is an integral part of teaching and learning. Furthermore, we believe the acquisition of language is a life-long process and is a central component of intellectual and personal growth. UDS students gain a deeper understanding of the English language, its conventions, and overall linguistics. Our faculty participates in Professional Learning Communities (PLC) to develop interdisciplinary subject lessons, and we foster a learning environment where all languages and cultures are valued. All teachers in every subject area support students in their language development at UDS. Our teachers and student population reflect these ideals. We have a diverse student body, and our staff embodies and embraces the aims and objectives of acquisition. This is evident in our faculty's extensive international experiences and backgrounds. UDS faculty have lived in over ten countries and have taught in over five. Our faculty speaks seven different languages. With these aims in mind, we are instituting a language policy to provide a



framework that will ensure that the IB's values and aims in relation to multilingualism and access are reflected in our everyday teaching and learning.

Language Acquisition (Language B):

Spanish is the language of acquisition offered at Union Day School. As language is a principal method of communicating and learning, students are required to take a second language in order to appreciate internationalism and multicultural perspectives. We believe that the ability to communicate in more than one language is an attribute of globally engaged individuals. With this aim, students are encouraged to use language as a tool to promote and support the acquisition of interdisciplinary skills. Through this class, students experience not only the study of language but are exposed to the cultural aspects of Spanish-speaking nations through the emphasis of authentic learning experiences and intellectual curiosity. Students will take language course(s) throughout the entire MYP education, with other languages being offered in years 2-3; UDS is currently offering Spanish.

Language Support/English Language Development (ELD)

At the beginning of every school year, all students are identified through our annual home language survey. The language profile of each student is updated systematically using data from home and school.

Students who are identified as having English as a second language will be screened using the WIDA (World-class Instructional Design and Assessment) by WIDA-trained faculty members. Students identified through WIDA needing ELL instruction will receive ELL instruction from trained ELL teachers. Identified ELL students will be re-tested in the spring to determine if continued ELL support is needed in needed. Additionally, we support student learning in the language of instruction as a result of the collaboration between mainstream and other support (Academic Interventionist, EC teachers) teachers.

Language Policy Review

This language policy will be reviewed periodically to align with the evolving needs of our students, the IB Language A and Language B requirements, and our commitment to providing a well-rounded education.

This document is a living document, reviewed and updated annually by the Pedagogical Leadership Team for current content and practice.

Developed:

2019

Revised:2023

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This policy was inspired and adapted from the following sources:

MYP From Principles to Practice (ibo.org)

MYP: Guidelines for developing a school language policy (ibo.org)

Language policy: <https://www.ibo.org/language-policy/>