



Language Policy

SCHOOL PROFILE

Carlyle School is located in the Town of Mount Royal on the island of Montréal, Québec, Canada. Québec is a predominantly French-speaking province with legislation governing the language of instruction in schools and the use of language in public life.

Carlyle is a core English school with a multicultural, multiethnic and multilingual student population. The school serves families from diverse backgrounds, including families who have relocated to Québec for professional reasons, university affiliations or diplomatic service. In accordance with provincial regulations, eligible newcomers may attend English schools upon receiving a certificate of eligibility.

Carlyle School is an International Baccalaureate Primary Years Programme (PYP) school committed to developing internationally minded learners who are confident communicators in more than one language.

LANGUAGE OF INSTRUCTION

Carlyle School is a core English institution where English is the primary language of instruction.

- English Language Arts (ELA) is taught daily from Grades 1–6.
- French is taught daily as a second language from Grades 1–6.
- Physical Education, Health and Music are taught in French.
- Approximately one-third of instructional time in Grades 1–6 occurs in French.
- In Kindergarten (K4 and K5), students receive approximately 50% of instruction in French.

Language learning is embedded across the curriculum and supported through inquiry-based instruction.

HOME LANGUAGE AND MULTILINGUALISM

Carlyle School recognizes and values the linguistic diversity of its community. Multilingualism is considered an asset that strengthens cognitive development, identity and intercultural understanding.

- Students are encouraged to maintain and develop their home language(s).
- Home languages are recognized as essential to identity, well-being and academic success.
- Students are encouraged to use their full linguistic repertoire to support learning across contexts.
- Families are viewed as key partners in the development of students' language learning.

In addition to supporting multilingualism within the instructional program, Carlyle School provides opportunities to further develop heritage languages when possible. The school offers weekly free Hebrew language classes, which support students in maintaining and developing their heritage language while strengthening cultural identity and community connection.

Where available and based on community interest, the school may also offer additional heritage language programming, such as PELO (*Programme d'enseignement des langues d'origine*), in alignment with school priorities and resources.

PHILOSOPHY OF LANGUAGE

Language is fundamental to inquiry, communication and the construction of meaning. In alignment with the IB Primary Years Programme, language is viewed as both a subject area and a transdisciplinary tool for learning.

At Carlyle School, we believe:

- Language is essential to thinking, learning, and understanding the world.
- All teachers are language teachers and share responsibility for the development of language across the curriculum.
- All students are language learners who develop proficiency at different rates and through diverse pathways.
- Multilingualism is a strength that enhances cognitive development, personal identity, and global awareness.
- Language is developed through listening, speaking, reading, writing, viewing and presenting.

- Learners construct meaning through authentic contexts and inquiry-based learning experiences.
- Inclusive and differentiated practices ensure equitable access to language learning for all students.

Language is the medium through which inquiry is developed and understanding is expressed. The goal of language learning is to develop confident, lifelong communicators who can engage effectively in a multilingual and global society.

Carlyle school actively promotes respect for linguistic and cultural diversity through assemblies, school events, and interdisciplinary learning experiences that celebrate identity and global citizenship, including initiatives such as Black History Month, World Literacy Day, storytelling events, and intergenerational activities.

Carlyle School further supports language development through:

- Daily opportunities for listening, speaking, reading, and writing across all grade levels
- Alignment with the Ministère de l'Éducation elementary program requirements
- Access to the school library and the school board's virtual library, supporting inquiry and fostering a love of reading
- Integration of literacy-rich units of inquiry and carefully selected resources
- Opportunities for students and staff to engage in meaningful communication that values linguistic and cultural diversity
- Recognition that learners do not develop language skills at the same pace and therefore may require differentiated instruction and targeted support
- Provision of individualized and specialized support when required, in collaboration with resource teachers and support staff, to meet diverse language learning needs

PRACTICES THAT REFLECT OUR BELIEFS

- Use of a variety of genres of reading
- Interactive read-aloud and literature discussions
- Shared and performance reading
- UFLI literacy program
- Leveled reading
- Literacy centers
- Reading responses
- Use of the writing process (selecting, pre-writing, drafting, revising, editing)
- Oral, visual and technological communication
- Phonics, spelling and word study
- Guided reading

- Teacher modeling
- Teacher and peer writing conferences
- Use of visual prompts to support written and spoken language
- Media literacy instruction
- Available funding to purchase materials needed for the teaching of both English and French
- Parents are encouraged to help, guide and support their children with their learning of languages related to homework, reading and school projects
- Reading at home promoted through a variety of activities such as: reading responses, book reports, graphic organizers, predictions, online literacy resources, etc.
- Use of differentiated instruction (two table model)
- Time for targeted instruction for students experiencing challenges with language development (remediation, homework assistance program)
- STEAM projects (Science, Technology, Engineering, Arts and Mathematics)
- When funding is available, we provide extra support using the Raz-Kids program for grade 1-6 and Royaume des sons for Kindergarten.

ASSESSMENT

Carlyle believes that assessment is an important and integral part of the school. Here are the following assessments, for language, used by the faculty:

- Students are regularly assessed to monitor proficiency in language
- Assessments are used to drive instruction for meeting student needs
- Reading assessment (DIBELS & PM Benchmark)
- Portfolios, conferencing, journals, self/peer assessments, checklists, ongoing observations and rubrics are used throughout the school to assess language
- Ministère de l'Éducation administers end-of-cycle exams (Grade 4: ELA – Grade: 6 ELA, Math)
- English Montreal School Board administers end-of-cycle exams (Grade 4: Math, FSL – Grade 6 FSL)

Consult our Assessment Policy for further details.

REVIEW AND REVISION PROCESS

This Language Policy is a living document that is reviewed regularly to reflect the evolving needs of the school community. Carlyle School is committed to ongoing reflection and continuous improvement of its language practices. Dedicated time is allocated during staff meetings to collaboratively review and revise the policy, ensuring that all staff members have the opportunity to contribute to its development. The review and revision process

is inclusive, collegial and reflective of the school's shared responsibility for language learning.

The Language Policy is shared annually with parents via the school website and during Curriculum Night to ensure transparency and ongoing engagement with the school community.

PROFESSIONAL DEVELOPMENT

Ongoing professional development supports staff in strengthening language instruction and inquiry-based literacy practices.

Opportunities include:

- Board-led and school-based training
- External workshops and conferences
- Collaborative planning and professional learning communities
- Literacy resource support (bookroom and instructional materials)
- Mentorship program for new teachers

Teachers collaborate to ensure consistency in language instruction across grade levels and subject areas.

STUDENTS WITH ENGLISH AS A SECOND LANGUAGE FROM ABROAD

- The classroom teacher and/or resource staff make provisions for instruction using technology, visuals, dictionaries and resources to further develop and increase their language skills.
- When possible, new students are placed in smaller groups for additional instruction.
- Parents are strongly encouraged to provide additional exposure to the language of instruction by involving their child in extra-curricular activities.
- When funding is available, extra support is provided using the Rosetta Stone program.

OUT OF PROVINCE STUDENTS LEARNING FRENCH

- The classroom teacher and/or resource teacher make provisions for instruction using technology, visuals, dictionaries and resources to further develop and increase their language skills.
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