

Language Policy

Glenwood Elementary is committed to building a family community which celebrates diversity, personal growth, and learning. We are committed to providing a safe and supportive environment for all students.



“The Ontario Language curriculum is designed to develop a range of essential skills in oral language, reading, writing and media literacy, including a solid foundation in the knowledge and use of standard English, and the use of analytical, critical and metacognitive thinking skills. These skills will enable students to understand, respond to and appreciate a range of literary, informational and media texts” -

- GEOSB Elementary Thunbrail Sketch

The Language Policy at Glenwood Elementary is developed and guided through the Ontario Ministry of Education's Language document (2006) and the Greater Essex County District School Board's "Elementary Thunbrail Sketch", 2020/2021.

Language Philosophy:

At Glenwood Elementary we believe that language helps us to make meaning of and interpret the world around us. All educators at Glenwood Elementary are, foremost, language teachers, with the responsibility of promoting language development through their discipline. Educators use the inquiry process to

Glenwood Elementary is a school of diverse cultural learners. We feel that language supports culture and helps our students to gain a greater understanding and development of global citizenship. Living in Canada our two official languages are French and English. Bilingualism is a key component of our curriculum.



- **The focus of the learning is for the experience to be relevant, engaging and challenging to each student**

There is a range of language services provided within the school and the school board. At the school level the LST (learning support teacher) and special education teacher are available to assist with interventions. Our school is also assigned educational support staff who assist



English Language Learners (ELL) at Glenwood

English language learners may be Canadian born or have recently arrived from other countries and whose first language is a language other than English. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs.

Children who are English language learners may require additional supports as they make the transition to Glenwood. Educators consider the instruction that might be necessary in their inquiry-based learning environments that will maximize English language acquisition.

When students are identified as English language learners, learning expectations are modified and evaluations are based on these modified expectations. All modifications and any additional accommodations are communicated to parents. Glenwood Elementary has an English language support teacher who is assigned to work with ELL students and collaborate with teachers on how to best meet the needs of our ELL students in the home room class.

Parent Support for Language

At Glenwood Elementary we collaborate with parents to support language development at home through communication tools such as Edby (learning management system for teachers, parents and students). Parents can access information regarding assignments and classroom/school activities. We strongly encourage parents to read with students on a regular basis, discuss concepts to check for understanding/comprehension, assist with inquiry-guided research and encourage oral communication. We strengthen the home/school reading connection by providing access to our electronic library (GRIF) database (Destiny/Discover), where students and parents are invited to browse and choose materials which are then delivered to students.

Review date

Glenwood Elementary will review this language policy in June of each school year, as to be prepared for September implementation. The review process will include teaching staff, IB Coordinator and Head of School.

