



HTHS IB Diploma Programme Language Policy

1. Introduction: School Context and Language Profile

Harrison Trimble High School (HTHS), located in Moncton, New Brunswick, Canada, is a diverse, multicultural learning environment situated within a bilingual province. Moncton is home to a broad spectrum of linguistic and cultural communities, and our student body reflects this diversity. With students hailing from over 50 countries and speaking more than 50 languages, HTHS embraces a truly global learning community.

We acknowledge the school's location on Mi'kma'ki, the traditional territory of the Mi'kmaq people. This recognition is central to our efforts to integrate Indigenous perspectives into our language policy and curriculum, ensuring that the languages, cultures, and traditions of our First Nations students are respected and celebrated.

At HTHS, our primary languages of instruction are English and French. In alignment with New Brunswick's bilingual framework, French is taught as a second language through the provincial French Immersion program, while English serves as the main language of instruction across most disciplines, particularly in the International Baccalaureate (IB) Diploma Programme (DP). In the IB DP, the majority of subjects are taught in English, with the exception of Language B French.

2. Language Philosophy

Language is at the heart of learning at HTHS. We believe that language acquisition and development are essential components of personal and intellectual growth. Our philosophy aligns with the IB's mission to foster intercultural understanding and respect through effective communication in multiple languages. We emphasize the importance of becoming proficient in both the languages of instruction and additional languages, which enrich students' academic and social experiences.

We view all HTHS teachers as language teachers, regardless of their subject areas, and place a strong emphasis on literacy and communication skills in all aspects of education. Our goal is to nurture open-minded, globally aware individuals who appreciate the power of language to bridge cultural and intellectual divides. Students are encouraged to explore and celebrate their own linguistic heritage while acquiring the tools necessary to engage in thoughtful, reflective communication in multiple languages. [*Or should this just specify "English and French"?*]

3. Language of Instruction

The primary language of instruction at HTHS is English. All IB Diploma Programme courses, with the exception of Language B French, are taught in English. However, the importance of



bilingualism in New Brunswick is reflected in our robust French Immersion program, which allows students to develop fluency in both official languages.

In the IB DP, students are required to take Higher Level (HL) Language A: Literature in English and Standard Level (SL) Language B: French. These two languages form a core part of the IB curriculum at HTHS, reflecting the province's commitment to bilingual education. Additionally, the provincial curriculum mandates that students in grades 9 and 10 complete at least one semester of French language instruction each year, ensuring that all students gain a foundational proficiency in both languages.

Our school's pre-IB curriculum [*this probably doesn't fly; "foundational years curriculum"?*] also emphasizes language development, requiring students to take two semesters of English in both grade 9 and grade 10. Students must also pass the provincially administered English Language Proficiency Exam before advancing to the IB DP [*I feel this makes sense as a requirement, but we'd need exceptions for students who join us after grade 9*]. This strong emphasis on English language development ensures that students are well-prepared to tackle the rigorous demands of IB coursework.

4. Support for Mother Tongue Development

At HTHS, we recognize the importance of maintaining and developing students' mother tongues, especially given our diverse student population. We aim to support the mother-tongue development of all students by encouraging students and their families to identify and maintain their home languages, and we are committed to fostering an environment where students feel encouraged to celebrate and use their home languages. Research shows that proficiency in a student's first language can enhance their cognitive development and contribute to success in learning additional languages.

The IB DP allows students to pursue a self-taught Language A course, in lieu of the Language B acquisition course, [*Do I have this correct? Is this something we want to offer?*] if their mother tongue is not offered as part of the formal curriculum. At HTHS, we offer support to students who choose this pathway, helping them maintain strong literacy skills in their first language while engaging with IB standards. This option also reflects our commitment to promoting linguistic diversity and honoring the many languages spoken by our student body.

To further support mother tongue development, we work closely with local community organizations, such as the Multicultural Association of the Greater Moncton Area (MAGMA), which offers language resources and cultural programming, as well as Anglophone East School District's Student Welcome Centre for students born outside of Canada and/or who do not speak English as their primary language at home. We encourage families to support mother-tongue



language use at home and engage in their children's language education, understanding that the preservation of their home languages is an essential aspect of their cultural identity.

5. Language Acquisition: French as a Second Language

As a bilingual province, New Brunswick requires all students to engage in French language learning. At HTHS, French is offered both as part of the core curriculum and through the French Immersion program. This ensures that all students, regardless of their linguistic background, acquire proficiency in French, one of Canada's two official languages.

In the IB DP, students are required to take French as a second language through the Language B (SL) course. This course is designed to deepen students' understanding of French, not only as a language but also as a cultural and historical entity. Students engage with a range of French texts, including literature, media, and other forms of communication, which enhances their ability to interact meaningfully with French-speaking communities locally and globally.

To further reinforce students' French proficiency, we encourage them to participate in co-curricular activities, such as French camps, clubs, and writing contests, and other cultural exchanges. These opportunities provide practical, real-world contexts for language use, reinforcing classroom learning and promoting language retention.

6. Literacy Across the Curriculum

Literacy is a fundamental pillar of education at HTHS. We believe that strong literacy skills—reading, writing, speaking, and listening—are essential for success in all academic disciplines and in life beyond school. Our literacy initiatives are embedded in every subject area, ensuring that students are constantly developing their ability to communicate effectively and think critically.

Key literacy initiatives at HTHS include:

- **Curricular Specific Literacy Projects:** Teachers across subjects design projects that integrate language learning with content knowledge, promoting deep engagement with texts and ideas.
- **Extended Writing Assignments:** Students are regularly required to complete extended writing tasks, such as essays, research papers, and creative projects, which develop their ability to organize and express their thoughts clearly and coherently.
- **Oral Communication Development:** HTHS places a strong emphasis on oral communication skills, encouraging students to participate in debates, presentations, and discussions across all subjects.



All teachers at HTHS are expected to reinforce language skills, including grammar, vocabulary, and syntax, in their subject-specific teaching. This approach aligns with the IB philosophy that all teachers are language teachers.

7. Support for English Language Learners (ELL)

- At Harrison Trimble High School (HTHS), we provide comprehensive support for our English Language Learners (ELL) to help them succeed academically and socially. Our dedicated ELL/EAL (English as an Additional Language) support team consists of two classroom teachers and a member of the ESS (Educational Support Services) team, who provide a range of direct and indirect services to meet the diverse needs of our students.
- Our two classroom teachers, both with TESOL certification and Master's degrees in Literacy Education, teach twelve Language Support sections and four Math Support sections. ELL support is tailored to each student's proficiency level, assessed during intake at the Welcome Centre using the Common European Framework of Reference (CEFR).
- Students at the Pre-A through A2 level are enrolled in one of eight language support sections to build foundational English skills. Those at the B1 or B1.2 level receive support through four additional sections, while students at the B2 level or higher are integrated directly into mainstream classes. Our goal is to prepare students to fully participate in regular academic programming as they progress in their language development.
- We also offer four sections of ELL/EAL Math to address gaps in math knowledge due to interruptions in education. Our goal is for students to join regular math classes by the end of Grade Ten. Although HTHS receives no additional funding for ELL/EAL math support, our administration has allocated 0.5 FTE to address student needs in this area.
- At the mainstream level, our ESS teacher, a multi-language learner with an undergraduate degree in math, provides pull-out or small-group support for ELL students. We also use technology, such as MS Teams' immersive reader tools, and translate notes, assignments, and assessments into common second languages. Collaboration among teachers, facilitated through PLC (Professional Learning Community) meetings, ensures effective sharing of best practices and resources.
- Our ELL staff is part of a district-wide and province-wide professional development network, ensuring our approaches remain current and effective. Through ongoing



professional development and collaboration, we strive to provide a supportive, inclusive environment where all ELL students feel valued and capable of achieving their full potential.

8. Professional Development for Teachers

HTHS is committed to ensuring that all staff members receive the professional development necessary to support language learning across the curriculum. We provide ongoing training on:

- Strategies for teaching students who are learning in a language other than their mother tongue.
- Best practices for differentiating instruction to meet the diverse linguistic needs of our student body.
- Effective use of formative and summative assessment tools that account for language proficiency as part of overall academic achievement.

Teachers are also encouraged to engage in collaborative professional learning communities (PLCs) focused on language instruction, sharing strategies and resources to support language development in all subject areas.

9. Engaging Parents and the Community

HTHS recognizes the vital role that parents and the broader community play in supporting students' language development. We actively seek to involve parents in the language learning process and to engage with their children's language development at home.

We also collaborate with local community organizations to ensure that students and their families have access to the resources they need to succeed in a multilingual environment, including opportunities for cultural engagement, as well as language support services, such as translation and tutoring.

10. Review and Evaluation of the Language Policy

This language policy will be reviewed annually by a steering committee consisting of teachers, administrators, students, and community members. Feedback from all stakeholders will be considered in order to ensure that the policy continues to meet the needs of our evolving student body. The committee will evaluate the effectiveness of the policy in supporting language learning and make adjustments as necessary.

End Note on IB Policy Development:



Each of the five IB policy drafts has been developed in alignment with Harrison Trimble High School's existing policies, which were formed through school committees and adhere to New Brunswick provincial regulations and guidelines. These drafts have been further refined to reflect IB philosophy and official guidelines. They have been circulated to small committees comprised of knowledgeable stakeholders for review, and feedback has been received. The final step in the process is to incorporate this feedback into the final versions of each policy.