



JM Language Policy

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JM Vision Statement	3
JM Mission Statement	3
Values	3
IB Mission Statement	4
IB Learner Profile	4
Language Profile and Philosophy	5
Language Practices	5
Languages in the IB Diploma Programme	8
Language Assessment	8

JM Vision Statement

Jesus & Mary (JM) School, a Christian Center of Education, wholeheartedly embraces the education of the whole person, and actively participates in maximizing every learner's potential.

Jesus & Mary, a trilingual school, aims to equip the learner with a rigorous education and nurture young women and men who are vessels of faith, joy, and hope, lifelong learners, responsible Lebanese citizens, and caring individuals open to diversity and other cultures.

JM graduates are distinguished communicators, role models in society, and dedicated advocates of justice and peace.

JM Mission Statement

Anchored in Faithfulness, Yearning for Excellence

Values

Enriched by the contribution of each of its members, Jesus & Mary School systematically endeavours to develop the following values in its learners:

Academic: to nourish the quest for knowledge, the search for excellence, and the commitment to academic integrity, and to value multiple perspectives and intercultural understanding through languages, inquiry, critical and creative thinking, and interactive methodologies.

Spiritual: to reflect God's presence in every form of life and call for His honour in words and in deed, to protect, serve, and preserve the common human, cultural and ecological heritage, thus bearing the fruits of the Holy Spirit.

Moral: to educate the conscience, to develop a sense of moral goodness and hunger for the truth, and to live in faithfulness and integrity.

Social: to reflect a thorough understanding of and respect for every person's rights, and to embody human solidarity, social justice, and empathy.

Civic: to instill the genuine love and respect for Lebanon 'The Message', to defend Lebanon's sovereignty and independence, and to appreciate global interrelatedness and diversity.

(Jesus and Mary School, 2021, jmrab.edu.lb)

IB Mission Statement

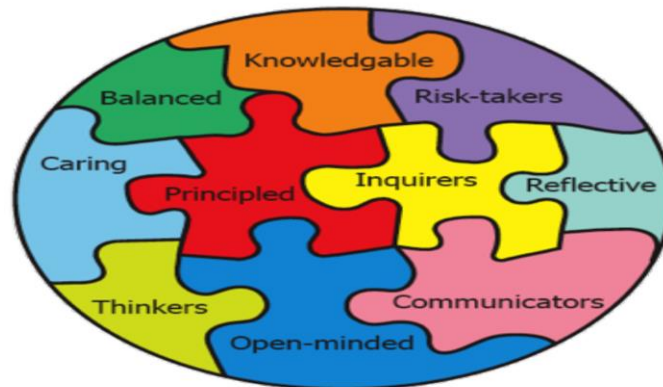
The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

(International Baccalaureate Organization, 2019)

IB Learner Profile

As stated in the JM Mission Statement, the school aims to develop the academic, moral, social, and civic values of its learners, ultimately resulting in internationally minded people who make the world a better place. In order to accomplish the IB mission statement, the learner strives to acquire ten attributes to help him/her not only develop academic skills such as critical and analytical thinking, researching, but also to be compassionate and caring individual.

The IB learner profile is summarized in the following:



(International Baccalaureate Organization, 2019)

As humanity is at the center of education, so is integrity. To maintain a culture of fairness, respect, and honesty, the IB Mission Statement and Learner Profile are key components to model and live by, therefore resulting in responsible citizens.

Language Profile and Philosophy

Jesus & Mary (JM) School is a trilingual Lebanese school which prepares its students for the Lebanese Official Baccalaureate Examinations (Life Sciences, General Sciences, and Sociology and Economics) or the International Baccalaureate Diploma Program, depending on their own choice.

English is the language of instruction at JM. It is also a treasured legacy that the school has been keen to uphold since it was founded in 1965 by late Archbishop of Antelias, Elias Farah, and run by the Sisters of Jesus & Mary—the English Chapter. At the same time, JM prides itself on the equal importance it gives to all three languages taught, English, Arabic, and French. This is in fact key to JM’s mission and vision which aims to form “responsible Lebanese citizens, and caring individuals open to diversity and other cultures,” who are also “distinguished communicators, role models in society, and dedicated advocates of justice and peace” (Jesus & Mary School, 2021).

In that sense, language learning is the driving element at the heart of the school’s profile which strives to develop the following academic values in its learners: “to nourish the quest for knowledge, the search for excellence, and the commitment to academic integrity, and to value multiple perspectives and intercultural understanding through languages, inquiry, critical and creative thinking, and interactive methodologies” (Jesus & Mary School, 2021). In addition, this multilingual training along with the multicultural awareness that necessarily accompanies it, enables JM to attain the equally important social values it seeks in its attempt “to reflect a thorough understanding of and respect for every person’s rights, and to embody human solidarity, social justice, and empathy” (Jesus and Mary School, 2021) mainly thanks to the importance it gives not only to the three languages taught at JM, but also to the support it gives the mother tongues (Armenian...).

Language Practices

The teaching of all three languages, Arabic, English, and French, is compulsory at Jesus & Mary School. In fact, the school dedicates six hours of teaching per level for each language in the learners’ foundation years. This number of hours is then maintained for Arabic and English, but not for French, until Grade 10. As a result, JM students are trilingual. As a matter of fact, many of them who are Lebanese of Armenian descent also speak a fourth language; so is the case of students whose mother is non-Lebanese. The

resulting multilingual profile directly feeds into the international-mindedness and openness to diversity and other cultures that enables JM learners to be the dedicated global advocates of justice and peace the school's mission and vision advocates.

Though English is the main language of instruction, Arabic is given equal prominence because of its status as the official national language and its kinship with the Lebanese mother tongue, our main language of communication. The aim of this policy is to foster key civic values in our students as well as a sense of patriotism and pride in their linguistic identity and allow them to be responsible citizens.

Moreover, since language learning is at the heart of the whole learning experience at JM, a twinning project was launched with a French school, Notre Dame de Mongré in Villefranche (Lyon). Within the framework of this partnership, the students exchange letters and projects, which culminate in a linguistic trip to France in Grade 11. Additionally, JM students may choose to sit for the DELF (Le Diplôme d'Études en Langue Française) A2, A1 and B2 in Grade 5, 8 and 2S respectively. The DELF is an internationally recognized French language proficiency certification that is essential for student mobility in French-speaking environments as well as for employment.

Broadly speaking, language teaching at JM strives to follow the Conversational Framework (Laurillard, 2012), which places learner concepts and practices at the center of the learning experience and attempts to develop and integrate these in an iterative reflective process through individual work as well as through meaningful exchanges and collaboration with peers and teachers. Teaching therefore relies on a rich and engaging mix of learning types which combine acquisition, collaboration, discussion, inquiry/investigation, practice, and production.

Scaffolding strategies are systematically used in language classes, and particular attention is given to struggling students, who are also given additional remedial practice if/when needed. This is largely in line with the JM's mission and vision which "wholeheartedly embraces the education of the whole person, and actively participates in maximizing every learner's potential" (Jesus & Mary School, 2021). All learners are therefore given equal opportunities and additional individual attention and guidance to enable them to achieve the linguistic level required, which will also allow them to join the IB Diploma Program. Nevertheless, the differentiation strategies for learners with specific language learning already in place need to be further reflected upon and evaluated in order to increase their effectiveness.

The teaching approach adopted fosters lifelong learning habits that rely on inquiry, critical thinking, open-mindedness, effective communication skills, collaboration, respect, competence and creativity--skills which are at the intersection between the JM and IB learner profile.

“JM learner profile includes “Lifelong learners, Skilled communicators, Effective collaborators, Creative, Committed, Cultured, Competent, Inquiring, Internationally-minded, Respectful” (Jesus & Mary School, 2021).

In parallel to the direct language instruction the students receive, they also benefit from a rich language exposure in music and drama and art classes and clubs. Moreover, JM’s linguistic training is further enriched by the contribution of its members who collaboratively contribute to the development of the language communication skills of the students based on their own field of expertise in the classroom as well as beyond it, in assemblies and school activities.

Whenever deemed desirable and/or necessary, administrators, teachers, librarians and other school staff may be required to undergo professional development in the fields of language learning and teaching to assist in promoting and implementing a rigorous school-wide language policy.

Parents as partners in education, are also systematically guided in letters, circulars (via guidelines and pointers) and meetings to encourage their children’s reading habits and to contribute to their language development outside the realms of the school (through subscriptions to magazines, participation in extra-curricular linguistic activities such as book and debate clubs, etc.). Furthermore, at the beginning of each cycle, particularly the primary ones, the JM parents are invited to meetings during which the adopted teaching approach is outlined and the role and expected contribution of the parents are explained in detail (e.g. Jolly Phonics and Montessori meetings).

In the same vein, the school’s Learning and Resource Centers (LRC) play a key role, particularly in the Secondary Division, which will be the research and learning hub of the young IB inquirers.

The LRC /library also plays a key role in supporting the languages by assisting the students with research and the effective use of language editing and proofreading tools and strategies and of APA referencing tools. Indeed, in line with its motto Anchored in

Faithfulness, Yearning for Excellence, JM encourages its students to always submit high quality work that is error-free to the best of their ability.

Languages in the IB Diploma Programme

For the launching of its IB program, Jesus & Mary school has opted to offer the following:

Group 1- Language & Literature: English and Arabic

Group 2- Language Acquisition: French

However, in the future, a wider range will be included; JM is preparing to include French in Group 1 and probably other languages (mother tongues, Spanish, Italian...) in Group 2.

Language Assessment

Each of the three languages has its own set of standards which are revised every few years to reflect any additions or amendments. These standards are laid out in grade-level syllabi with specific linguistic and literary objectives which are also revised and updated on a yearly basis. The measurement of the degree of achievement of the set linguistic targets is ensured through a constructive alignment of learning outcomes, teaching and learning activities and assessments. These assessments include both formative and summative assessments.

It is important to note that all teachers, whether language or other subject matter teachers, are considered language teachers at JM. They all work to improve the language of instruction and take special care to meet the needs of fluency so that nothing hinders communication.

Formative assessments are designed to inform and refine the teaching and boost the students' confidence in their learning. They include self and peer assessments that encourage learners to reflect on their work, assess it against specific criteria, and make the necessary improvements. Additionally, whenever possible, correction symbols are used to encourage students to learn from their mistakes and self-correct. On the other hand, summative assessments inform and determine students' promotion from one level to the other and help the school maintain its rigorous (linguistic) standards. They are mainly criterion-referenced skill-based assessments rather than standardized uniform assessments for a more differentiated approach that respects students' individuality.

Scoring rubrics that are based on the set assessment criteria and are tailored to the cognitive needs of the learners in each division are adopted for the marking of oral and writing skills. Moreover, grade calibration is done by department at the beginning of each year, especially when new members have joined the teaching team. This is particularly the case for the assessment of writing and speaking (oral presentations). Occasionally too, especially during exams, papers are shuffled before they are corrected for more objectivity in the marking.

After each summative assessment, the test results and related basic descriptive statistics (general average, number of underachievers, item analysis where/if relevant...) are recorded in a test assessment sheet so that they can be discussed and evaluated by the teacher him/herself and the subject coordinator. After analyzing and reflecting on the obtained data, the relevant instructional decisions are made. This evaluation phase of the assessment is very important as it encourages self-evaluation and enables the celebration of growth and the setting of goals.

The school's assessment rationale and implementation are further detailed in its assessment policy ([link to this policy](#)). These are also tightly associated with the school's academic integrity policy ([link to policy](#)).

References

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The Policy was written in the Academic Year 2020-2021

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Policy Review March 2022: Father Moussa el Helou (Rector) - Father Antoine Ghazal (Academic Supervisor) - Nathalie el Hani (IB DP Coordinator).

Next Review: March 2023.