

THE DUAL LANGUAGE PROGRAMME



ST. JOHN'S
INTERNATIONAL SCHOOL



"Apprendre une autre langue, c'est comme le commencement d'une autre vie."

Michel Bouhot

"Speak a new language so that the world will be a new world."

Rumi

The goal of the Dual Language Programme is that all students become bilingual and biliterate through the collaborative efforts and participation of student, parent and teacher. We highly recommend that students complete the full program (7 years), the average time needed to become bilingual and biliterate. DLP students should also enroll in activities outside of school in the "target" language (the language that is not as strong) to ensure they are receiving adequate practice in this language in addition to the academic instruction provided at school.

Any student may apply and will be considered based on the application and an interview with parents. Beginning in Grade 2, new applicants will be given a language assessment in one or both of the languages, to determine placement in the programme and any additional support that may be necessary. From Grade 3, new applicants should be bilingual, as determined by assessing teachers, and will be given reading assessments in both languages. In addition, new applicants in Grades 4-5, will be given a writing assessment.

We welcome you on this fantastic journey of growth and learning.

PRE-KINDERGARTEN & KINDERGARTEN



Instructor Model

Two teachers are in the classroom each day:

- 1 teacher modelling in French
- 1 teacher modelling in English

Languages of Instruction Across the Curriculum

All core subjects are taught in both French and English following the 50/50 Two Way Immersion Model.

Single-subject classes:

- Physical Education
- Art
- Music
- Dance
- Library

Single-subjects are taught in French or English to align with the 50/50 Two-Way Immersion Model.

Language Support

Early childhood learners are intrinsically highly motivated language learners. Language teaching and learning in these grades takes place in a fully integrated, context based environment rich in hands on activities. Homeroom teachers are supported by our school language specialists. Individual student needs are taken into consideration and addressed by our learning support team.

Bridging the Two Languages

Children are in a bilingual environment all day. Bridging* the two languages occurs naturally as concepts, content and skills are introduced, modelled, and practiced in both languages. This is not done through direct translation but instead by layering the learning across both languages.

*Bridging occurs when a concept or word has been taught in one language and then introduced and used in the second language of instruction.



Instructor Model

Two teachers work with students on a two week rotation:

- 1 teacher modelling in French
- 1 teacher modelling in English

Languages of Instruction Across the Curriculum

In the homeroom classroom, curriculum is transdisciplinary. Unit of Inquiry learning experiences are primarily taught in French.

- French and English Language Arts are integrated with the Units of Inquiry whenever possible.
- Math is primarily taught in English.
- Single-subject classes:
 - Physical Education
 - Art
 - Music
 - Dance
 - Drama
 - Library

Single-subject classes are taught in French or English to align with the 50/50 Two-Way Immersion Model.

Language Support

Students attend differentiated French language classes with their grade-level peers. Those students who are at a beginning level in English (CERF Pre-A1/A1), will attend English support classes at that time.

Bridging the Two Languages

Homeroom teachers bridge* ideas across the languages through hands on activities including ICT lessons. In this way, students are given the opportunity to develop concepts, knowledge and skills in both languages of instruction.

*Bridging occurs when a concept or word has been taught in one language and then introduced and used in the second language of instruction.



Instructor Model

One bilingual teacher instructs the class in both languages.

Languages of Instruction Across the Curriculum

In the homeroom classroom, curriculum is transdisciplinary. Unit of Inquiry learning experiences are primarily taught in French.

- French and English Language Arts are integrated with the Units of Inquiry whenever possible.
- Math is primarily taught in English.
- Single-subject classes:
 - Physical Education
 - Art
 - Music
 - Dance
 - Drama
 - Library

Single-subject classes are taught in French or English to align with the 50/50 Two-Way Immersion Model.

Language Support

Students attend differentiated French language classes with their grade-level peers.

Bridging the Two Languages

By Grade Four, the curriculum is taught in a more fluid bilingual environment. Students transition between the two languages with the goal of accessing and applying academic vocabulary in all areas of content.

LEARNER PROFILE

At St. John's,
we strive to live the values of:

- Companionship: the gentleness to befriend and strength to accompany
- Integrity: being true to ourselves, to each other, and to our world
- Respect: of people, languages, cultures, beliefs and values.

As IB Learners we strive to be:

Inquirers

I want to find out. I am curious to know about everything.

Thinkers

I think before I act and talk. I can find solutions for problems.

Communicators

I listen to your ideas. I share my views and express my ideas.

Knowledgeable

Tell me more. I learn and share my knowledge with others.

Risk-Takers

I have a goal. I give it a try. I always try new things so I may know how things are done.

Principled

I do the right thing. I follow rules and regulations.

Caring

I am a good friend. I care for others.

Open-minded

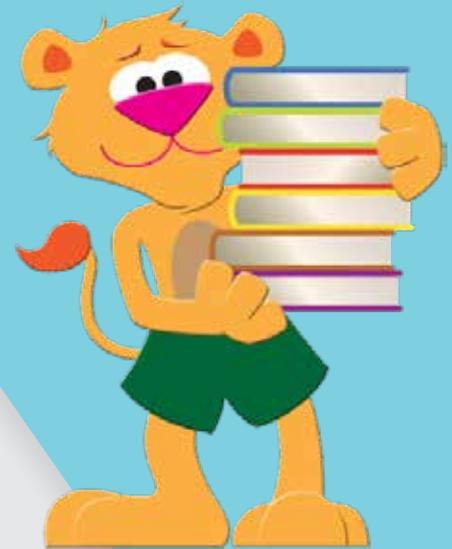
It's ok to be different. I respect other's ideas, suggestions and criticism.

Balanced

I take care of myself. I eat healthy and stay active. I work, play, and rest. I spend time with friends and with family.

Reflective

I think back to remember how I did something well. I try to understand my mistakes and learn not to repeat them.





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