



Mountain Creek State High School



LANGUAGE POLICY

2019



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Purpose of policy

A written language policy is a requirement of any IB World School and it derives from the School's language philosophy. The purpose of this language policy is to outline goals for language teaching and learning contemplating the regional language needs and school community characteristics in combination with the principles of the IB programme.

1. Definitions

Language of instruction: The language in which MCSHS delivers IB programmes and courses to its student population.

Response language: The language in which IB students engage in internal or external assessment.

Language course: In the DP, an academic course in which IB students acquire a new language, or improve their knowledge of a language and its literature.

Language A The language A is a study of literature course which introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres.

Language B: Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills.

Mainstream language: the languages offered in MCSHS curriculum.

Non-Mainstream Language: Non-mainstream languages are any language not offered by MCSHS but are available in the IB curriculum offerings. The study of a non-mainstream language as Language B is NOT a non-mainstream option. Students with a mother tongue (first and best) language can seek school approval to complete the school supported self-taught mode in order to prepare for Language A.

School supported self-taught mode: Students continue to study a Language A course autonomously with a tutor within the family, previous school tutor/teacher or paid language tutor.

2. Language Policy steering Committee

A Language Policy Steering Committee is a group of MCSHS community members (parents, teaching staff, IB Coordinator, Executive Principal) who are in charge of supervising, modifying, maintaining and communicating the school Language Policy to the rest of the school community. A revision of Language School policy will be scheduled every year and any request for modification will be submitted and approved by the Steering Committee.

Review Procedure:

- I. Send Language policy for review to all MCSHS stakeholders for annual revision.
- II. Call for any modification and proposals.
- III. Revision of new modifications or proposals by Steering Committee
- IV. Write new version of language policy.
- V. Sent to Steering Committee for approval.
- VI. Communicate to all school about new version of Language Policy.

3. MCSHS Language Philosophy

In line with Education Queensland policy and philosophy, and current language trends, we believe that language needs to be considered in terms of learning a language, learning through language and learning about language.

Language is central to learning and all teachers are language teachers; therefore they are responsible for specifically and explicitly identifying and teaching the vocabulary and genres appropriate to the subject area in which they teach.

Language as a way of knowing helps to create the links between subjects and create knowledge and understanding at a personal and global level.

‘Skills in languages provide personal, social and employment benefits. For students, quality Languages education enhances understanding of their own language and culture and assists them to reflect on their identity and place in the world. It provides insights into the languages and cultures that shape their own and others’ beliefs, values and attitudes’. (Queensland Languages Policy)

4. Language Profile of the Sunshine Coast Community

The following figures give an indication of the language profile of the Sunshine Coast Region ¹of which MCSHS is a part:

- 5 % of households in the region (Sunshine Coast Region) speak a language other than English at home.
- The most common languages spoken at home in this region, other than English, are; German, French, Afrikaans, Italian and Mandarin.
- 0.3% of residents (self-assessed proficiency) lack proficiency in English and therefore require consideration and assistance.

5. Language Profile of Learners at MCSHS

- English is the predominant language spoken by the majority of students.
- MCSHS has a vibrant and well-established International Student Programme (ISP) which supports short, medium and long term stays of students from all over the world. These students are integrated into class and school life at MCSHS. The programme hosts approximately 100 students from the following countries: Germany, Italy, Sweden, Norway, Brazil, Mexico, Japan, China, Taiwan, Indonesia, Hong Kong, Macau and Belgium.
- Data is collected on the language and ethnic backgrounds of all enrolments and their families.
- Currently there are 45 different nationalities enrolled at our school. The predominant nationalities are represented by families from UK, New Zealand, South Africa, Germany, Canada, Japan, United States of America, Italy, Brazil and Zimbabwe.

6. Current Teaching and Learning Practices at MCSHS supporting the Language Policy

There are a number of common teaching practices utilised to help maintain and embed the Language Policy at MCSHS. These include:

The Art and Science of Teaching (ASoT) Framework

MCSHS is based on Robert Marzano's Art and Science of teaching to provide a comprehensive and robust research-based common language of instruction for effective teaching that accurately reflects the complexity and sophistication of the teaching/learning process.

The Collins Writing Program

MCSHS improves students' performance through Writing and Critical thinking. The Collins Writing program is a demand writing program that is used across all year levels of the school. The need for effective writing skills is imperative and this program focus on development of higher order thinking skills. It serves the function of both engaging with the curriculum (writing to learn) and practising the skills of writing (learning to write).

¹ <http://profile.id.com.au/sunshine-coast/language>

New Pedagogies for Deep Learning NPDL

MCSHS implements NPDL:

a “Comprehensive learning that includes a range of skills and attributes related to human flourishing, e.g., creativity, connectedness and collaboration, problem solving, wellness, and the capacity to establish and pursue personal and collective visions. An initial summary of deep learning skills might be grouped within the following realms: character education; citizenship; communication; critical thinking and problem solving; collaboration; and creativity and imagination”²

Approaches for Teaching and Learning (ATL’s)

MCSHS uses ATL’s approach in the PD program. The IB approaches are reflected in each unit of IB courses. ATL’s are teaching skills based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, informed by formative and summative assessment.

7. Ensuring equality within the IBO

Please consider the MCSHS Inclusion Policy and Admissions Policy when considering language equality within the IBDP programme (published on school website)

- No student will be placed at a disadvantage due to their mother tongue.
- Extra help is available if their mother tongue is not English, or they are not proficient within their Language A studies EG: one-on-one help with ESL teachers from the International Program, contacts within the community provided for students (if available and for a fee), tutorials with classroom teachers, tutorials with past IBDP students (if available and for a fee).
- Support provided by IB Coordinators and HOSS system at MCSHS

8. Support with language development at MCSHS

On-going support will be offered to all IBDP staff who require assistance with maintaining the MCSHS Language Policy. EG: professional development, mentoring system, members of the review process with the language policy, support with HODS and IB Coordinator, Professional Development Program, Teacher Profiling, Collins and ASOT program induction

Ongoing communication regarding the purpose, outcomes and review of the Language Policy will be upheld for all IBDP staff each year in one of the IBDP staff meetings or through the IBDP Staff Memo

Parents will be kept informed of any changes to the language policy via newsletter or email. Parents can be provided with resources to ensure the Language Policy is maintained. Please contact IB Coordinator for these resources

A coordinator of Languages at MCSHS has been appointed to field questions and offer support to students, staff and parents. Please contact if you have questions.

² <http://npdl.global/>

9. The Language Policy at MCSHS

In consideration of the points stated before the Steering Committee, the following language policy has been constructed.

LANGUAGE POLICY

1) Language Goals

- MCSHS will develop and encourage students' skills in languages as they provide personal, social and employment benefits.
- MCSHS will continue to support the Literacy and Numeracy program in all year level at school.
- MCSHS will promote the use of ASoT, HOTs, Collins Writing, ATL's and NPD L approaches to all teaching staff and students as a method of improving their writing and thinking skills.
- MCSHS will create opportunities for studying a second language by offering mainstream and non-mainstream language courses.
- MCSHS will promote inquiry-based authentic language learning in every classroom.
- MCSHS will focus on the transdisciplinary nature of language learning.

2) English is the Language of Instruction

Fluency in English is an expectation of MCSHS however appropriate language support is available to ensure that all students are sufficiently competent to use English for academic (tertiary) purposes and to successfully complete their IB Diploma.

If and when an international student (under EQI policies and guidelines), chooses the IB Pathway appropriate second language support in English is available. An English as Second Language (ESL) trained teacher is available for consultation, tutorials and advice through MCSHS's International Student Programme.

The IB language course A offered in the DP is English A: Literature.

English is the A language at MCSHS, being both the national language of Australia and the language in which all students who have completed previous schooling in Australia are currently proficient (to a greater or lesser degree). MCSHS currently offers only Language A: Literature.

Language A is not a 'Language Acquisition' course. Students study texts, both literary and non-literary, providing a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing, texts promotes an understanding of how language sustains or challenges ways of thinking and being.

3) Mainstream Languages. The IB languages courses offered in the DP are Language Acquisition: Japanese Ab Initio, Spanish Ab Initio and Language B: Japanese B HL/SL Spanish B HL/SL.

Language ab initio and language B are language acquisition courses designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process allows the learner to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity.

MCSHS offers a commitment for all students to study one of two group two languages. This commitment includes scheduled classes, materials, assessment, registration with IB and training for teachers to implement the program. These mainstream languages offered at MCSHS are Japanese and Spanish and are offered at language acquisition and also language B at standard and higher level. Students also engage in cultural experiences to enhance the learning of these languages.

4) Non-Mainstream Languages. MCSHS offers language students the possibility of studying a Language A: Literature course that relates with their personal language history as an alternative model for developing and maintaining mother-tongue languages.

Students are offered the opportunity to study a course in their mother tongue (first and best language) in Language A: Literature as a self-taught option. Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at your school as a taught subject. A high level of autonomy is expected, for example you will be asked to develop a list of literary works and a timeline. You will also be expected to autonomously administer the 150 hours required for the study of the course. To participate in this option, the student needs to get approval from IB Coordinator, and this is done in consultation with parents.

School provided support for this option:

The school must appoint an SSST supervisor who teaches a course of study within Language A: literature.

Your supervisor will:

- guide you in developing a booklist
- approve your booklist once completed, ensuring that it meets course requirements
- help you to set a timeline of study
- help you to choose which other language A classes you could attend to further your studies
- discuss the assessment components and the assessment criteria for the course
- meet with you individually about your progress at least once a month
- meet you and other SSST students as a group weekly at a fixed time in your school timetable
- administer the individual oral component
- connect with your first and best language tutor
- be a resource for your literary studies
- give you access to past papers and exemplars.

A tutor in your first and best language:

Your school must also assign a tutor who is proficient in your first and best language. This person will help in areas where your SSST supervisor may not be able. The tutor will be particularly helpful when you start preparing for the assessment components and need feedback on your work. Students are committed to the following specifications:

Non-Mainstream Language specifications

- I. A change in Group 1 Literature must be approved by MCSHS IB Coordinator.
- II. Language level should provide student with an appropriate academic challenge. Students will complete a survey and test with Language Coordinator before applying for a change of language course.
- III. Language is studied independently with a private tutor/teacher.
- IV. The cost of training and facilitating tutors for final examination will be covered by students.
- V. Time in the student's timetable is scheduled for this language study
- VI. Students sit International Baccalaureate exams in November session or if the language is unavailable, then in the May session
- VII. Language HL can only be taken by a student who demonstrates the capacity to study and can guarantee provision of the necessary support.
- VIII. MCSHS does not report on non-mainstream languages but predicted results can be considered for MCSHS Academic Awards and University applications.
- IX. All students must commence a Language A: Literature preparation course in English at MCSHS in the preparatory programme. The request to study a non-mainstream language will be considered at the end of second semester of year 10.

Summary of Responsibilities:

- | | |
|---------------|---|
| Student | <ul style="list-style-type: none">● Study independently for three lessons per week, focusing on work set by tutor● Complete all homework given by tutor to a comprehensive level● Liaise between tutor, SSST supervisor and IB Coordinator● Regular practice must be maintained 52 weeks per year |
| Parent | <ul style="list-style-type: none">● Find tutor/teacher● Engage tutor/teacher – minimum one lesson per week for duration of study● Support student with access to tutor/teacher |
| Tutor/Teacher | <ul style="list-style-type: none">● Assess capability re Language level, written papers and vocabulary● Support and prepare student in their understanding of literary analysis in their language● Support assessment of oral and written components● Provide IB Coordinator with internal assessment marks and overall predicted grade end of Term 3 before final November IB examination session or end of March for May IB examination session |

- MCSHS and IB
Coordinator/
Language
Coordinator
- Register and fund IB registration fees
 - Facilitate IB assessment conditions
 - Communicate with IB
 - Provide tutor/teacher with access to copies of the Guide and Teacher Support Materials
 - Liaise with and instruct tutor/ re Internal assessment and predicted grade data entry
 - Facilitate IB assessment conditions and deadlines
 - Liaise with student and tutor/teacher to ensure course expectations are fulfilled.

Languages with literature that appear on the prescribed reading list can be viewed at:

<https://ibpublishing.ibo.org/prl/?lang=en>

10. Additional Sources

- MCSHS IB Assessment Policy
 - MCSHS IB Admissions Policy
 - QLD Languages Policy
 - The Diploma Programme: From Principles to Practice
 - A Basis for Practice
- IB Position Paper: *Learners without borders: A curriculum for Global Citizenship*
- IB Position Paper: *Thought, Word and Deed; The roles of cognition, language and culture in teaching and Learning in IB World Schools*
- IB Position Paper: *East is East and West is West*
- Guidelines for developing a School Language Policy
- Language A and Language B Guides
- Language A: literature school supported self-taught student guide
- Learning in a language other than the mother tongue in IB programmes