CONTENTS

MUNICH INTERNATIONAL SCHOOL LANGUAGE POLICY

The Munich International School (MIS) Language Policy expresses the aims of our Language Philosophy. The policy, based on IB documentation, informs teachers and parents about language teaching and learning practices at MIS. The protocols within this document describe optimal student placement practices, pathways and progression in the various school language programmes. The policy also defines how language goals will be attained for students in both mainstream and language acquisition classes.

LANGUAGE PHILOSOPHY

Language underlies all learning, permeating the fabric of all we do in the education of our students.

Excellence in education for globally minded students is our mission. On this page we summarize our language philosophy and highlight how we operationalize that philosophy in regards to English, German, and Other Languages.

Language is not isolated to one domain or another, rather it is considered in terms of:

- Learning language
- Learning through language
- Learning about language

Attending to students' language development is a pedagogical imperative. This development is essential to students' intellectual and social growth and enables full participation in the wider community.

(From Halliday, in Language and learning in IB programmes, 2012: 22-26)

At MIS, we believe:

- Multilingualism establishes cognitive patterns of language acquisition that can be drawn upon in the learning of additional languages;
- Proficiency in additional languages is required to derive positive cognitive benefits from multilingualism;
- Language teaching must reflect the developing knowledge of how people learn;
- Language learning occurs in all classrooms; all teachers are language teachers;
- Language learning embraces the development of cultural understandings, a fundamental tenet of MIS, as an international school;
- Language is learned most effectively when it is used in significant and meaningful situations as learners interact with each other to accomplish their goals;
- Language proficiency differs in terms of conversational and academic proficiency; all students must be supported in the development of their regardless of the target language;

- Ongoing support of a student's dominant language is crucial for academic and social development as well as for personal identity;
- The development of the host country language German and understanding of German culture are important for all members of the MIS community;
- Parents are partners in their children's language learning and need to actively support this development.

PEOPLE

The school leadership, administration and guidance counselors will:

- Provide a safe and supportive learning community for students of all languages and backgrounds;
- Respect the linguistic, cultural and academic contributions that students may bring from their home language or culture;
- Ensure that every student engages with the language of the host country
- Support parents in maintaining and developing their children's mother tongue, as well as their additional language(s);
- Provide professional development for staff on how to support multilingual language learners
- Function as a liaison between students, parents, teachers, and the EAL professionals to maintain effective communication and ensure student success;
- Work closely with students to help choose language courses that best fit with each student's academic aspirations and teacher recommendations. Careful consideration will be given to match these pathways with the appropriate university entry requirements.

The teaching staff will:

- Use similar language terminology throughout the school and align expectations so that they are consistent in all areas of study;
- Employ teaching and (where appropriate) assessment strategies that support students at all stages of language learning;
- Make explicit the reasons and motivations for the acquisition of language, learning through language and developing language awareness in all areas of study;
- Provide a learning environment supportive of the student's mother tongue and the development of their other languages;
- Use resources that develop intercultural awareness and respect;
- Identify and support students with learning difficulties related to, or which affect, their language learning.

Librarians will:

- Use a variety of strategies to promote the habits of creative expression and

lifelong reading in students;
- Be aware of major trends in reading material for children and youth and, in collaboration with the teaching staff, IB coordinators, and mother tongue coordinator, select materials in multiple formats to address the needs and interests of diverse young readers and learners.

Students will:

- Respect all languages and their cultural origins;
- Strive to maintain and improve their mother tongue whilst learning the skills necessary to achieve competence in their other languages.

Parents will:
- Facilitate their child's development in their mother tongue;
- Demonstrate willingness to learn the language of instruction/ host country language;
- Act as a partner to the school in supporting language learning.

PLACEMENT

MIS admissions entrance screening and placement testing
'Screening' and 'placement testing' will take different forms based on documents submitted, grade level and language proficiency.
'Screening' refers to testing to determine admission to MIS.
'Placement testing' occurs after enrolment to determine appropriate class placement.

For further information see attached documents: School Prospectus 10.6 screening and placement testing + Language Background Survey.

School Section Protocols–PYP, MYP & DP
In accordance with IB language guides, students are appropriately placed using multiple data points. One of the main priorities for placement is that students are both appropriately challenged and/or supported in their language learning.

The attached protocols reflect the diversity of our student's language profiles and outline how students are placed in language sections. The protocols further define our effective teaching and learning practices.

Structure of language teaching and learning
The following tables demonstrate how language teaching and learning are structured at MIS.

ENGLISH				
Course	Grade	Lessons / 2 weeks	Time (h:mm) / 2 weeks	Time(h) / year
EC	EC45/56	English taught within the POI and standalone units		
PYP	1F4	English taught within the POI and standalone units		
MYP	5	12	12:00	228
MYP	6	8	07:45	143
MYP	7	8	07:45	143
MYP	8	8	07:45	143
MYP	9	7	06:30	120
MYP	10	7	06:30	120
DP F HL	11/12	8	07:45	143
DP F SL	11/12	6	05:45	106

GERMAN				
Course	Grade	Lessons / 2 weeks	Time (h:mm) / 2 weeks	Time(h) / year
PYP	EC45	6	04:30	83
PYP	EC56	8	06:00	111
PYP	1	9	06:45	125
PYP	2	9	06:45	125
PYP	3	9	06:45	125
PYP	4	9	06:45	125
MYP	5	8	07:30	139
MYP	6	7	06:40	120
MYP	7	6	05:30	111
MYP	8	6	05:30	111

MYP	9	6	05:30	116
MYP	10	7	06:40	116
DP F HL	11/12	8	07:30	143
DP F SL	11/12	6	0 5:30	106

3RD LANGUAGE OPTION (currently French and Spanish)				
Course	Grade	Lessons / 2 weeks	Time (h:mm) / 2 weeks	Time(h) / year
MYP	6	6	06:00	111
MYP	7	6	05:30	102
MYP	8	6	05:30	102
MYP	9	6	05:45	106
MYP	10	6	05:45	106
DP F HL	11/12	8	07:45	143
DP F SL	11/12	6	05:45	106

PATHWAYS & PROGRESSION

The following two IB tables along with the appropriate protocols are used throughout the school to inform our decision making about most appropriate student pathways and placement.

(Both tables from, MYP: Language Guide, 2012:47)

Pathways table

PYP	MYP	DP
Phases 1-5	Phase 1	Ab initio
	Phase 2	Ab initio Language B SL
	Phase 3	Language B SL
	Phase 4	Language B SL/HL
	Phase 5	Language B SL/HL Language A: literature SL Language A: language and literature SL

	Phase 6	Language A	Language A: literature SL/HL Language A: language and literature SL/HL

Emergent Communicator		Capable Communicator		Proficient Communicator	
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situation, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They usually understand that they can speak and write in different ways for different purposes and audiences.	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.	Proficient communicators in phase 6 evaluate the important information details and ideas presented in spoken, written and visual language, in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organize information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.

References

PYP, MYP & DP: Language and learning in IB programmes, August 2012, Cardiff, UK.

PYP, MYP & DP: Guidelines for school self- reflection on its language policy, 2012, Cardiff, UK.

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Cummins, J. 2000. Language, Power and Pedagogy. Clevedon, UK. Multilingual Matters.

Halliday, M. 1985. "Three Aspects of Children's Language Development" Learning Language, Learning through Language, Learning about Language." Unpublished manuscript. Sydney, Australia. University of Sydney, Department of Linguistics.

Acknowledgements

Review
This document was reviewed and updated by the faculty in the EAL, English, and Languages Acquisition departments and by the administration, Spring 2016. The Language policy will be reviewed regularly to align with updates in the IB, research in the field, and the context of the School.

APPENDIX A

Language A / Mother Tongue Program

1. Purposes and Beliefs

- To acknowledge and honor students' multilingual language profiles

- For all students in the Language A / Mother Tongue Program to experience success and enjoyment in their courses

- For all students to receive differentiated instruction, which provides an environment to enable appropriate challenge for all students

- For all students within the Language A / Mother Tongue Program to have access to Group 1 IBDP program courses

- To engage students in the language and literature learning process using the support of specialist Language A trained teachers

- To ensure that our pedagogical structures and professional development recognise and are designed to promote academic language acquisition.

(See Appendix- Mother Tongue in the Diploma Programme)

2. People

Students

Students will be grouped in classes as deemed appropriate by the Language A / Mother Tongue teachers. Differentiated instruction will ensure students are appropriately challenged. Junior School Mother Tongue classes occur after the school day. Middle School and Senior School classes occur during the school day or after the school day

Language A / Mother Tongue Teachers

Language A / Mother Tongue teachers will be responsible for:

- planning
- preparation
- teaching
- curriculum mapping
- correction

- monitoring student progress
- report writing
- parent teacher interviews upon request
- other administrative tasks

3. Assessment

- Language A students will be assessed on Language A criteria.

- Language B students will transition to Language A criteria when deemed appropriate by Language A / Mother Tongue teacher.

4. Pathways

Pathways from the PYP through the MYP to DP Group 1

PYP	MYP	DP
Language A	Language A	Language A: literature SL/HL Language A: language and literature SL/HL

5. *Progression*

- All students of the Language A / Mother Tongue Program who experience success will have access to Group 1 IBDP program courses.

- Language A / Mother Tongue Program teachers recommendations will inform student course selection in the DP Group1 or Group 2 programs. Final decisions are made by the Language A and Language B Heads of Department jointly. In specific cases the counselors review the holistic course selection into the DP. If there is disagreement, the Principal will make the decision. *(See Appendix B: Placement Guidance Document, Grade 11)*

APPENDIX B

Junior School English Language A and B

Aims and Purposes
- The objective of the homeroom and English as an additional language (EAL) teachers at MIS is: to prepare students to achieve the level of English proficiency required to enable the students to achieve their academic potential and to be successful in every aspect of the school programme where English is the language of instruction.

People

All Students
- All students will be taught the published curriculum in the homeroom through the language of English.
- The instruction will be differentiated to meet the developmental needs of all learners.

Language B Students
- Language B students will be placed into a beginner, intermediate or advanced English language teaching group.
- Differentiated instruction will ensure students are appropriately challenged and prepared to achieve the level of English proficiency required to participate fully and independently in the mainstream classroom.
- Language B students receive instruction daily.

Teachers will be equally responsible for:

- planning
- preparation
- collaborating on the curriculum
- teaching English through standalone units as well as through the programme of inquiry
- timely feedback to students
- collecting evidence of learning
- monitoring student progress
- report writing
- three way conferences and student-led conferences
- other administrative tasks

Placement into English Language B

To gain an accurate overview of the child's language proficiency level, EAL teachers assess language proficiency using multiple methods and sources, which inform the decision making process when placing children in the appropriate EAL class.

The data gathered includes:
- The language background survey
- Language proficiency testing
- The parent/student interview on entry
- Previous school or kindergarten reports
- EAL teacher /homeroom/administrator input.

There are three stages of language development:
Phase 1: Non-English Proficient students (NEP)
Phase 2: Limited English Proficiency students (LEP)
Phase 3: Native –Like English Proficiency level (NLEP)

Within the three stages there are three English Language Proficiency levels:
1. Beginner (NEP)
2. Intermediate (LEP)
3. Advanced (LEP)

Assessment

All students

- Students will be assessed in the homeroom using a variety of formative and summative assessments. Assessments will determine progress in reading, writing, speaking, listening and viewing.
- Grade level writing moderation will take place at least two times per year.
- Exemplars will be shared with EAL and LC teachers.
- Diagnostic reading running records will be administered by all homeroom teachers from EC5/6 - Grade 4 twice per year. These results are recorded onto e-portal. However, teachers may administer other running records to help ascertain student needs as appropriate.
- PM running records will be used in the younger grades. When students reach level 25, they will be tested using Probe Diagnostic running records.

Language B

- All EAL /Language B students will be tested at the end of the school year/ or periodically during the school year as deemed necessary. The English language proficiency test ascertains the students ability in listening, speaking, reading and writing.

- In Grade 3 and Grade 4 students take the MAP and ISA standardized tests. These tests assume a high English language proficiency level. EAL beginners do not participate in these tests. EAL and homeroom teachers make decisions on which intermediate and advanced students should sit these tests on an individual basis.

Pathways

- *Beginner programme*
  EC 4/5 students receive up to one x 45 minute lesson per day, EC 5/6 receive up to two x 45 min lessons per day. Gr.1 G Gr.4 receive up to three 45 minute English lessons per day. Lessons take place in an EAL classroom with a specialist EAL teacher working on the Basic Interpersonal Social Skills (BICS) and some academic content vocabulary.

- *Intermediate programme*
  Students receive one 45 minute English lesson per day, taught by a specialist EAL Teacher. The teacher focuses on building/expanding language skills (CALP) mainly through literacy skills and some unit of inquiry content vocabulary.

- *Advanced programme*
  This programme is designed for the EAL teacher and homeroom teacher to support the EAL child nearing native fluency to acquire the specific language skills needed to exit the programme and to assist making the content of the mainstream curriculum accessible.

Progression

Results of the tests and consultation with both EAL and homeroom teachers will determine the child's EAL language class placement for the next academic year.

- When the EAL student reaches the required standards on the English Language achievement tests, consultation with the homeroom teacher, the EAL teacher and JS Principal takes place to determine whether the child is ready to exit the programme.
- If the exit criteria have been reached but there are still some concerns about the students readiness for exiting the programme it may be decided to place the student into 'transition' status . This is a trial period with monitoring done by the homeroom teacher and EAL teacher, until such time as the child is deemed to be able to officially exit the programme.
- If the exit criteria have been reached and the EAL teacher, homeroom teacher and JS Principal are confident that the student is ready and able to work in the mainstream classroom without the support of the EAL teacher, the students are exited from the EAL programme.

Junior School German Language A and B

1. **Aims and Purposes**

   - To engage students in the language and literature learning process using the support of German Language A/B trained teachers
   - To ensure that our pedagogical structures and professional development recognize and are designed to promote academic language acquisition.
   - For students in the Language A program to work towards the learning goals of the Bavarian curriculum, while recognizing that English is the main language of instruction, and that German is taught daily in specialized lessons.
   - For Language B students to acquire a working knowledge of German as the host country language and culture.

2. **People**

Students

   - Students will be placed into a Language A or a Language B beginner, intermediate or advanced German language-teaching group.
   - Differentiated instruction will ensure students are appropriately challenged.

German A and B Teachers

All teachers are equally responsible for:

   - planning
   - preparation
   - collaborating on the curriculum
   - Teaching German as a standalone unit and also within the programme of inquiry when appropriate.
   - timely feedback to students
   - collecting evidence of learning
   - monitoring student progress
   - report writing
   - three way conferences and student-led conferences
   - other administrative tasks

PYP German Placement Policy

German Programme
   All students at MIS receive German lessons. EC 4/5 students receive three, EC 5/6 students four German lessons a week. Grade 1-4 students receive nine German lessons in a two-week period.
   Students are grouped in classes according to their German proficiency level (Grade 1-4) or learn in heterogeneous learning groups (EC). Non-German

students needing academic support may be excused from the German programme to attend either Learning Centre or EAL.

German – Language A

1. OBJECTIVES

   Language A/Mother tongue courses are designed for children whose first language is German or students who have acquired a native like proficiency in German language. The aim of the programme is to develop students CALP (Cognitive Academic Language Proficiency).

2. PROGRAMME

   The programme is based on the Bavarian curriculum and the MIS Language Scope and Sequence. Teachers link in with the genre focus of each unit and work collaboratively with the homeroom teachers for at least two units of inquiry.

3. PLACEMENT

   Students with native or strong German language skills attend the Language A programme. The following information is taken into consideration, when placing students into the Language A programme:

   · Language Background Survey
   · Previous school or kindergarten reports
   · German Language Entry Test
   · EC/Grade 1: Phonemic Awareness Test
   · Grade 2-4: Grundschul-Diagnose
   · Input from parents

   The school makes the final decision about the placement of a student.

German – Language B

1. OBJECTIVES

   The objective of Language B/German Language Acquisition classes is to develop students' BICS (Basic interpersonal communicative skills) for them to be able to independently communicate in the host country.

2. PROGRAMME

   The programme is based on the MIS Language Scope and Sequence. Teachers work collaboratively with the homeroom teachers for at least two units of inquiry.

3. PLACEMENT

   To gain an accurate picture of the child's language proficiency level, German teachers assess language proficiency using multiple methods and sources, which inform the decision making process when placing children in the appropriate German class. The data gathered includes:

   · The Language Background Survey
   · Previous school or kindergarten reports
   · Initial assessment

Testing
Based on the Language Background Survey any student who is identified as a native German speaker or as not having any skills in German will not be tested. Those students, who have been marked as not having German skills, will automatically be placed in a beginner German class. To ensure the correct placement, students with previous experience in German will be observed within the first weeks of school to identify their proficiency level.

According to their development, the placement of a student can be reconsidered during a school year. The matter has to be discussed with the relevant teachers, the German Team Leader, administration and parents and can also include a meeting with the parents. Parents must be informed about any change.

4. GERMAN PROFICIENCY GROUPS
There are three stages of language development targeted:

Beginner: Non-German Proficient students
Intermediate: Developing German Proficiency students
Advanced: Advanced German Proficiency students

6. Progression

Results of the tests, student observation and, if necessary, consultation with other German teachers and the homeroom teacher will determine the student's German language class placement for the following academic year.

In the Language B program, the students gradually move through the different German Language Proficiency levels, according to their language progress. Students usually participate in the beginner program for one year, before moving on to the intermediate level.

Students in the intermediate and advanced program often stay on their proficiency level longer than one academic school year. Changes may occur midyear when deemed appropriate. This decision is made using evidence of student proficiency and the professional judgement of the JSLT, German Team Leader and German teachers involved.
Administration and parents are notified of any level changes to a student's German class.

If there are concerns about the student's readiness to move on to the next Language B level, the student will be given the opportunity to stay on the level.

If there are only some concerns about the student's readiness to move on to the next Language B Proficiency Level, it may be decided to place the student into 'transition' status. This is a trial period on the higher proficiency level with monitoring done by the new German teacher. After consultations with the relevant German teachers, decisions about the appropriate proficiency level are made.

Language B students can only transition to the Language A program when deemed appropriate by JSLT, German Team Leader and German teachers. The decision is based on multiple criteria. Appropriate forms must be completed, signed, and placed in the student record file.

Language & Literature A: English
English Language and Literature 5 & 6

1. **Aims and Purposes**

   - For all students of English Language and Literature 5 & 6 to experience success and enjoyment in this course.
   - For all students to receive differentiated instruction, which provides an environment to enable appropriate challenge for all students.
   - To engage students in the language and literature learning process using by specialist Language A/B trained teachers.
   - To acknowledge and honor students' multilingual language profiles as a way to improve their English.
   - To ensure that our pedagogical structures and professional development recognise and are designed to promote academic language acquisition.

2. **People**

Students

Students will be grouped in mixed ability mainstream classes. Differentiated instruction will ensure students are appropriately challenged.

Students requiring extra support in developing their English to CALP or Language B phase 5 - 6 on the global proficiency table, will be placed in mainstream English classes and if appropriate will be assessed on Language B criteria.

English A/B Teachers

All teachers will be equally responsible for:

   - planning
   - preparation
   - stand alone and team teaching

3. Placement into English Language and Literature 5 & 6

- Language A students will have automatic access to the program.

- The proficiency level of Language B students transitioning from Grade 4 into Grade 5 and Grade 5 into Grade 6 will be based on the global proficiency table along with a portfolio of their writing. Other data points, such as ISA scores and the recommendation of the 4th a and 5th grade English teachers, will also be taken into consideration.

4. Assessment

- Language A students will be assessed on Language A criteria.

- Language B students will transition to Language A criteria when deemed appropriate by the grade level team of teachers.

5. Pathways

Pathways from the PYP through the MYP language B courses to MYP Language A courses

PYP	MYP	
Phases 1-5	Phase 1	
	Phase 2	
	Phase 3	
	Phase 4	
	Phase 5	
	Phase 5	Language A
	Phase 6	Language A

6. Progression

All students of English Language and Literature in Grades 5 & 6 who experience success will have equal access to Grade 7 English courses.

English Language and Literature 6

1. **Aims and Purposes**

   ● For all students of English Language and Literature 5 & 6 to experience success and enjoyment in this course.
   ● For all students to receive differentiated instruction, which provides an environment to enable appropriate challenge for all students.
   ● To engage students in the language and literature learning process using by specialist Language A/B trained teachers.
   ● To acknowledge and honor students' multilingual language profiles as a way to improve their English.
   ● To ensure that our pedagogical structures and professional development recognise and are designed to promote academic language acquisition.

2. **People**

Students

Students will be grouped in mixed ability mainstream classes. Differentiated instruction will ensure students are appropriately challenged.

Students requiring extra support in developing their English to CALP or Language B phase 5 - 6 on the global proficiency table, will be placed in mainstream English classes.

English A Teachers

All teachers will be equally responsible for:

   ● planning
   ● preparation
   ● stand alone and team teaching

3. Placement into English Language and Literature 5 & 6

- Language A students will have automatic access to the program.

- The proficiency level of Language B students transitioning from Grade 4 into Grade 5 and Grade 5 into Grade 6 will be based on the global proficiency table along with a portfolio of their writing. Other data points, such as ISA scores and the recommendation of the 4th a and 5th grade English teachers, will also be taken into consideration.

4. Assessment

Language A students will be assessed on Language A criteria.

Language B students will transition to Language A criteria when deemed appropriate by the grade level team of teachers.

5. Pathways

Pathways from the PYP through the MYP language B courses to MYP Language A courses

PYP	MYP	
Phases 1-5	Phase 1	
	Phase 2	
	Phase 3	
	Phase 4	
	Phase 5	
	Phase 5	Language A
	Phase 6	Language A

6. Progression

All students of English Language and Literature in Grades 5 & 6 who experience success will have equal access to Grade 7 English courses.

English Language and Literature 7 & 8

1. **Aims and Purposes**

   ● For all students of English Language and Literature 7 & 8 to experience success and enjoyment in this course

   ● For all students to receive differentiated instruction, which provides an environment to enable appropriate challenge for all students

   ● To engage students in the language and literature learning process.

   ● To acknowledge and honor students' multilingual language profiles as a way to improve their English.

   ● To ensure that our pedagogical structures and professional development recognise and are designed to promote academic language acquisition.

2. **People**

Students

Students will be grouped in mixed ability mainstream classes. Differentiated instruction will ensure students are appropriately challenged.

English A Teachers

All teachers will be equally responsible for:

   ● planning
   ● preparation
   ● stand alone and team teaching
   ● curriculum mapping
   ● attendance at team meetings
   ● correction
   ● monitoring student progress
   ● report writing
   ● parent teacher interviews
   ● other administrative tasks for the grade

3. **Placement into English Language and Literature 7 & 8**

   ● Language A students will have automatic access to the program.
   ● The proficiency level of Language B students transitioning from Grade 8 into Grade 9 will be based on the global proficiency table along with a portfolio of their

writing. Other data points, such as ISA scores and the recommendation of the 8th grade teacher will also be taken into consideration.4.   Assessment

- Language A students will be assessed on Language A criteria.

5. Pathways

Pathways from the PYP through the MYP language B courses to DP groups 1 and 2 courses 1.

PYP	MYP	
Phases 1-5	Phase 1	
	Phase 2	
	Phase 3	
	Phase 4	
	Phase 5	
	Phase 6	Language A

(Language B guide, 2012: 4)

6. Progression

Grade 7 and 8 students who experience success will have equal access to Grade 9.

English Language and Literature 9 & 10

1. **Aims and Purposes**
   - For all students of English Language and Literature 9 & 10 to experience success and enjoyment in this course
   - For all students to receive differentiated instruction, which provides an environment to enable appropriate challenge for all students
   - For Language B students to be placed in the English B phases 5-6 by the end of Grade 10.
   - To acknowledge and honor students' multilingual language profiles as a way to improve their English.
   - To ensure that our pedagogical structures and professional development recognise and are designed to promote academic language acquisition.

2. **People**

Students

   - Students will be grouped in mixed proficiency classes. Differentiated instruction will ensure students are appropriately challenged.
   - Students requiring extra support in developing their English to CALP or Language B phase 5 - 6 on the global proficiency table, will be placed in an AB class in grade 9 and grade 10 as a bridge class between Language B and Language A .
   - Throughout the language and literature program all students will be flexibly grouped depending on their language needs

English A and English B Teachers

All teachers will be equally responsible for:

   - planning
   - preparation
   - stand alone and team teaching
   - curriculum mapping
   - attendance at team meetings
   - correction
   - monitoring student progress
   - report writing
   - parent teacher interviews
   - other administrative tasks for the grade

3. Placement into English Language and Literature 9 & 10

- Language A students will have automatic access to the program.
- The proficiency level of Language B students transitioning from Grade 8 into Grade 9 will be based on the global proficiency table along with a portfolio of their writing. Other data points, such as ISA scores and the recommendation of the 8th grade English A/B teacher, will also be taken into consideration.

4. Assessment

- Language A students will be assessed on Language A criteria.
- Language B students will transition to Language A criteria when deemed appropriate by the grade level team of teachers.

5. Pathways

Pathways from the PYP through the MYP language B courses to DP groups 1 and 2 courses 1

PYP	MYP		DP
Phases 1-5	Phase 1		Ab initio
	Phase 2		Ab initio Language B SL
	Phase 3		Language B SL
	Phase 4		Language B SL/HL
	Phase 5		Language B SL/HL Language A: literature SL Language A: language and literature SL
	Phase 6	Language A	Language A: literature SL/HL Language A: language and literature SL/HL

(IBMYP Language B guide, 2012: 4)

6. Progression

- All students of English Language and Literature 9 & 10 who experience success will have equal access to group 1 IBDP English courses.
- Grade 10 English Language and Literature teacher recommendations will inform course selection for IBDP group 1 and 2 English courses.
- Final decisions are made by the English A and EAL Heads of Departments jointly. In specific cases the counselors look into the holistic view of course selection into the DP. If there is disagreement, the principal will make the decision. For details see Appendix B: Placement Guidance Document, Grade 11

German A Language and Literature 5 - 10

1. Aims and Purposes

- For all students of German Language and Literature 5 - 10 to experience success and enjoyment in this course
- To engage students in the language and literature learning process.
- To acknowledge and honor students' multilingual language profiles as a way to improve their German.
- To ensure that our pedagogical structures and professional development recognize and are designed to promote academic language acquisition.
- To foster an understanding and appreciation of German culture within our intercultural context and thus to foster intercultural awareness.

2. Placement into German Language and Literature 5 - 10

- The language and literature German programme in grades 5 – 10 is designed to accommodate German mother tongue.
- The programme also accommodates bilingual students with German as a first or strong second language. This is subject to teacher recommendation. Students can be asked to take a test to ensure appropriate placement.
- The proficiency level of Language B students transitioning from German B to German A will be based on the global proficiency table along with a portfolio of their writing. Other information, such as the recommendation of the grade teacher will also be taken into consideration. A transition from Language B to Language A will only be considered if the student is able to succeed on the Language A criteria.

3. Assessment

Language A students will be assessed on the Language A criteria as published in the MYP Language A guide

4. Pathways

Recommended pathways from the PYP through the MYP language B courses to DP groups 1 and 2 courses

PYP	MYP	DP
Phases	Phase 1	Ab initio
	Phase 2	Ab initio Language B SL
	Phase 3	Language B SL
	Phase 4	Language B SL/HL

1-5	Phase 5		Language B HL Language A: language and literature SL
	Phase 6	Language A	Literature SL/HL Language A: language and literature SL

(Language B guide, 2012: 4)

5. Progression

- All students of German Language and Literature 9 & 10 who experience success will have equal access to group 1 IBDP German courses.
- Grade 10 German Language and Literature teacher recommendations will inform course selection for IBDP group 1 and 2 German courses.
- Final decisions are made by the German A and EAL Heads of Departments jointly. In specific cases the counselors look into the holistic view of course selection into the DP. If there is disagreement, the principal will make the decision. For details see Appendix B: Placement Guidance Document, Grade 11

APPENDIX E

Languages Acquisition (French, German & Spanish)

1. Aims and Purposes

An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator.

The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage.
- develop a respect for, and understanding of, diverse linguistic and cultural heritages.
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes.
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication.
- enable the student to develop an appreciation of a variety of literary and
- non-literary texts and to develop critical and creative techniques for
- comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought,
- reflection, self-expression and learning in other subjects, and as a tool for
- enhancing literacy
- enable the student to understand the nature of language and the process of
- language learning, which comprises the integration of linguistic, cultural and
- social components
- offer insight into the cultural characteristics of the communities where the
- language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.
  (MYP Language Acquisition Guide, Published May 2014 Updated September 2014*)*

2. Placement

- Students follow the language acquisition continuum as shown in the global proficiency table (phases 1-6).
- When possible, students from grades 5 – 10 are grouped according to their proficiency level as outlined in the IB MYP: Language Acquisition guide, ensuring appropriate challenge.
- Students may be placed in mixed proficiency classes, with a goal of creating the most homogeneous grouping possible.

- Where possible, phase 1 students will not be placed with other phases.

3. Assessment

Language Acquisition students will be assessed against Language Acquisition criteria:

Criterion A	Comprehending spoken and visual text
Criterion B	Comprehending written and visual text
Criterion C	Communicating in response to spoken and/or written and/or visual text
Criterion D	Using language in spoken and/or written form

4. Pathways
Pathways from the PYP through the MYP language B courses to DP groups 1 and 2 courses 1

PYP	MYP		DP
Phase s 1-5	Phase 1		Ab initio
	Phase 2		Ab initio Language B SL
	Phase 3		Language B SL
	Phase 4		Language B SL/HL
	Phase 5		Language B SL/HL Language A: literature SL Language A: language and literature SL
	Phase 6	Language A	Language A: literature SL/HL Language A: language and literature SL/HL

(Language B guide,2012:4)

5. Progression
- Students who begin German Acquisition in grade 10 at MIS are eligible for ab initio (beginners) German in grade 11
- Students who begin German B in grade 9 at MIS and who wish to continue with German in grade 11 are expected to take German B SL
- Students of Language B Phase 5 in grades 9 & 10 who experience a high degree of success may have access to Group 1 IBDP program courses, if recommended by the teacher
- Recommendations for student course selection in the DP Group 1 and Group 2 programs will be made by the Grade 10 Language A and Language Acquisition teachers

English as an Additional Language (Grades 5-12)

1. Aims and Purposes

The overall aim and purpose of the EAL programme is to enable non-native English speaking students to progress as rapidly as possible to full social and academic proficiency in the English language. Our efforts to achieve these aims are guided by the following beliefs about language learning:

- Students learn English most rapidly when they have opportunities to use the language for genuine communication. Therefore, EAL students need opportunities to interact with fluent English speakers and to take part in intellectually challenging learning activities.
- Language processes develop interdependently. Reading, writing, speaking, listening and visual interpretation skills are learned simultaneously.
- More than one language can be learned at the same time and EAL students benefit from learning additional languages offered at MIS.
- The EAL curriculum should be aligned with the mainstream subject curriculum to insure that students acquire the knowledge and skills required for success in mainstream subject areas.

2. People
The school leadership and administration will ensure that:

The school supports mainstream teacher participation at conferences and workshops aimed at improving the delivery of instruction to second language learners in our school.

The EAL department will:
- Along with English A department, screen all new students' home language surveys and carry out further testing when admissions documents indicate a need for it.
- Along with English A department, review new non-native English speaking students' test results, determine the level of English proficiency and make recommendations regarding admission and placement in the appropriate English class.
- Provide all new MIS teachers and parents with EAL orientation, familiarizing them with second language acquisition theory, the MIS EAL programme and presenting strategies for supporting EAL students language development.
- Assess students' language growth regularly and make adjustments to the EAL students' course configuration as appropriate.
- Together with the English A department, use the GLPS to determine EAL student readiness for placement in mainstream English courses.
- Work collaboratively with subject area teachers to insure the alignment of the curriculum with mainstream subjects and to support EAL students in their classes.

- Be responsible for:
  - planning
  - preparation
  - stand alone and team teaching
  - curriculum mapping
  - attendance at team meetings
  - correction
  - monitoring student progress
  - report writing
  - parent teacher interviews
  - other administrative tasks for the grade
  - Monitor progress of EAL students who have entered mainstream on trial until they reach full proficiency.

Mainstream subject teachers will:
- Collaborate with EAL teachers in support of EAL students in their classes.
- Collaborate with EAL teachers to closely monitor the progress of mainstreamed EAL students.
- Take advantage of opportunities for professional development related to EAL students in the mainstream.

English A teachers will:
- monitor Phase 5/6 students in their English classes.

EAL students will:
- Use every opportunity in and out of school to improve English language learning
- Read extensively
- Make choices in their language use in school to optimise the learning of all of their languages
- Make choices in their language use in school to include, rather than exclude, their peers in all social and academic discourse.

Parents of EAL students will:
- Attend orientations and parent conferences to learn as much as possible about MIS, the IB programmes and second language learning.
- Support the development of their children's mother tongue literacy skills

3. Placement

- A Language Background Survey is completed by parents for each new child applying for admission to MIS. The survey is forwarded to the EAL & English A departments, to assist in the process of placing students into the appropriate language course.
- In the admissions process students are screened/assessed before their first day of school, as needed, to determine their placement on the GLPS.
- Further testing will be carried out as needed.

- All non-native English speakers whose assessments indicate that their English proficiency is below that required for success in mainstream English will receive instruction in English as a Second Language (GLPS Phases 1-4).
- EAL beginners are accepted into grades 5-8.
- Students entering the senior school require a 'capable' level of English in order to be accepted into grades 9-12.
- Upon entry to the school, and throughout their course of study in EAL students' language proficiency is assessed using a multiple measures approach.
- All students in grades 6-12 have the opportunity to study their mother tongue language during the school day.
- All EAL students in Grades 5-12 study German, the host country language.
- During the modern languages time block, EAL students may study another language, their mother tongue or receive extra help with their English in ILG/EAP.
- EAL students presently enrolled at MIS who experience learning difficulties are assessed for learning support. When it is possible and appropriate this assessment includes information about student performance in the mother tongue.

4. Assessment

Student progress is assessed using the English Language B phases 1-4 (MYP) or IBDP English Language B criteria.

5. Pathways

- Students in Grades 5-12 are placed in English courses, which will provide the most appropriate level of challenge.
- GLPS Phase 5/6 (Proficient) students join the mainstream English class. This decision is made jointly by the EAL and English department.   It is based on test results, including a writing sample, and on performance in EAL and mainstream classes.
- Students' language learning needs will be met through a differentiated programme.

6. Progression

To insure successful learning, an EAL student's academic load is modified, relative to his/her proficiency level. As the student's English improves, he/she progresses towards a full mainstream programme.

- Emergent students (Phases 1-2) work with the EAL teacher during mainstream English and Humanities lessons

- Capable EAL students (Phases 3-4) work with the EAL teacher during mainstream English lesson

- In addition, EAL students may take ILG, supervised studies. These courses provide students with added instruction in English and time to work on mother tongue language skills during the school day.

- When an EAL student has been fully mainstreamed, progress is monitored by the EAL department, together with the mainstream subject teachers.

DP Group 1 Language Policy

1. Aims and Purposes

The aims of Language A: literature and Language A: language and literature at SL and HL are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature

2. Placement into Group 1 Languages
- During the course of grade 10 students will be asked to make their course selections for grade 11. Teachers of Language A and Language B will make recommendations for student placements. Counselors will also be involved in the course selection process.
- If students opt for a Group 1 Language A course that they are not recommended for, it will need the approval of the Language A and B Heads of Departments and the counselors.
- The course selection form can be found in the appendix.

3. Assessment

Group 1 Language A students will be assessed on IB Diploma Language A criteria.

4. Pathways

Recommended Pathways from the PYP through the MYP language B courses to DP groups 1 and 2 courses 1

PYP	MYP	DP
Phases 1-5	Phase 1	Ab initio
	Phase 2	Ab initio Language B SL
	Phase 3	Language B SL
	Phase 4	Language B SL/HL
	Phase 5	Language B SL/HL Language A: literature SL Language A: language and literature SL
	Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL

(MYP: *Language B Guide*, 2012: 4)

APPENDIX F
MIS IBDP Language A/Mother Tongue (MT) Support
Effective as of August 2016

MIS strives to support students learning their mother tongue language while pursuing their International Baccalaureate Diploma Programme studies.

Upon application to MIS, parents and students need to know that:

1. The MIS Language A/Mother Tongue Coordinator will assist in the search for a qualified teacher of DP Literature or Language & Literature at HL or SL.
2. The lesson/course fees are worked out privately between the parents and mother tongue teacher.
3. There are three options and the differences have important consequences.

Option 1: Teacher-taught at MIS
MIS will assist a local Language A/Mother Tongue teacher with:
    i. A classroom at MIS.
    ii. Access to the IBO OCC- the IB teacher website & forum.
    iii. Guidance with the IB Language A subject guide and requirements.
    iv. Access to IBIS for the upload of student work for the IB for assessments.

MIS will expect the Language A/Mother Tongue teacher to:
    i. Provide a course framework including the sequence and details of the teaching of the language. This is a list of works or topics studied and the timeframe of the studies. This framework will be in English or German.
    ii. Provide grades to indicate the progress of the student as aligned with the MIS DP assessment calendar.
    (mid January and mid June for grade 11 students, mid December and end of March for grade 12 students.)
    iii. Keep a log of lessons held, which reflect the number of hours recommended by the IBO for a HL or SL course.

Parents will be responsible for:
    i. Following the progress of the student in the Language A mother tongue- MIS will not be able to ascertain the level or progress.
    ii. Confirming the registration of the student for the IB DP exams in the Language A mother tongue subject.
    iii. Knowing the University requirements in the home country.

This course will be listed on the MIS transcript as 'Language A …. Externally Taught'.

Option 2: Self-taught Language A Literature SL
The IB offers this option to those students who do not have access to a teacher. This option is not recognised by the German authorities for German universities

and may not be recognised by other countries and Universities. Parents are responsible for investigating the entrance requirements for the educational institutions, to which the student seeks to apply.

MIS will:
   i.   Assist the student with the selection of appropriate works to meet the IB requirements.
   ii.   Support the student during the oral examination.

Parents will be responsible for:
   iv.   Following the progress of the student in the Language A mother tongue- MIS will not be able to ascertain the level or progress.
   v.   Confirming the registration of the student for the IB DP exams in the Language A mother tongue subject.
   vi.   Knowing the University requirements in the home country.

This course will be listed on the MIS transcript as "Language A Literature SL school supported self-taught".

Option 3: Externally-taught Online
   The IBO allows students to be taught by non-locally based teachers as long as the subject requirements are met.

MIS will expect the Language A/Mother Tongue teacher to:

   i.   Provide a course framework including the sequence and details of the teaching of the language by 1 October of the teaching year.
          (Provisional on the date when teaching begins)
                 ii.   Provide grades to indicate the progress of the student as aligned with the MIS DP assessment calendar.
          (mid January and mid June for grade 11 students, mid December and end of March for grade 12 students.)
                 iii.   Keep a log of lessons held, which reflect the number of hours recommended by the IB for a HL or SL course.

MIS will assist an external Language A/Mother Tongue teacher with:
   i.   Access to the IBO OCC- the IB teacher website & forum.
   ii.   Guidance with the IB Language A subject guide and requirements.
   iii.   Access to IBIS for the upload of student work for the IB for assessments.

Parents will be responsible for:
   vii.   Following the progress of the student in the Language A mother tongue- MIS will not be able to ascertain the level or progress.

viii.   Confirming the registration of the student for the IB DP exams in the Language A mother tongue subject.

ix.   Knowing the University requirements in the home country.

This course will be listed on the MIS transcript as "externally taught".

APPENDIX G

Placement Guidance Document
Grade 11 English A, B/German A, B

<u>Rationale</u>

1. New syllabi

       - Lang A (Lit) more demanding than the previous Lang A1

       - Lang A (Lang & Lit) more demanding than the previous Lang A2

       - Lang B more demanding than the previous Lang B

2. English B HL

       - is accepted by German universities

       - is an IB course includes literature studies and prepares students for

    university studies.

3. German

       - In the past it has not been clear how students should be placed in

        terms of A and B

4. Current group sizes

       - Few students in English B, many in Eng A (Lang & Lit)

       - Few students in Eng A*lit*

        - Few students in Ger A*lit*

English A/B

<u>General:</u>

- English Alit should be promoted to students and parents.

- English B is to be regarded as a course preparing for university studies. It is a course for students who are less proficient than near native[1] and native speakers. Students who sit English A in grade 10 can be placed in English B in grade 11.

<u>Placement:</u>

- Native proficient English speakers are not allowed to sit English B

- Students sitting the English B course in Grade 10 will automatically be eligible to be placed in English B in Grade 11.

- Recommended requirements for English ALang&Lit HL and English A Lit HL: Grade 5

   Students achieving a 4 are considered case by case:

        - Native speakers of English take Lang & Lit SL

        - Non-native speakers of English are recommended to take the B higher programme.

- New students in Grade 10 take a test for placement in in Grade 11. This is   organised jointly by the English A and English B departments.

Procedure:

1. January: The English Department makes recommendations for students in Grade 10 (Alit, ALang&Lit, B).

2. The English A HoD and English EAL HoD make joint decisions about placement issues related to English B.

German A/B

General:
MIS is obliged to ensure that all students are appropriately placed to ensure learning in the best interest of the student and in the interest of maintaining the integrity of the Diploma Program.

Placement:

- Native Proficient German speakers are not allowed to sit German B

- Near-native speakers[2] should sit German ALang&Lit

- German ALang&Lit SL: Should have had German A in grades 9 and 10 or a 7 in

   Phase 5 or 6 in Grade 10.

Recommended grade requirements (June report in Grade 10)

- German Alit HL: 5

- German ALang&Lit HL: 5

Procedure:
1. January: Teachers give recommendations before the course selection.

2. If teachers recommend a change from A to B or B to A the HoDs of German A and
   B should be consulted.

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[1] Near native proficient students may include:
o students who have followed most or all of their education in English, but do not have English as a language at home.
o academically able students who have progressed to Phase 5 (or 6) by 10th grade and have a high level of achievement.

[2] Near native students may include
o students who grew up in Germany but do not have German as a language at home.
o international Germans
o very good foreign language speakers who have progressed to Phase 5 (or 6) by 10th grade and have a high level of achievement.