

School-wide Language Policy

(PYP, MYP & DP)

Hiroshima International School



Our mission

HIS will provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet.

広島インターナショナルスクールは、誠実と卓越の精神を重んじ、多様な文化への理解を促し、恒久平和そして持続可能な世界に貢献することのできる、国際的な教育を提供します。

Our vision

HIS will cultivate young people who are prepared for lifelong learning, meeting challenges and outstanding citizenship anywhere in the world.

広島インターナショナルスクールは、生涯を通じて学び、また挑戦をし続け、世界の一員として貢献をする若者を育成します。

Introduction and background

This Language Policy has been developed and is being implemented in accordance with the *Guidelines for Developing a School Language Policy* (IB, 2008). It is based on best practice as it relates to the HIS mission statement, the needs of the HIS community, the philosophy of the IB and its mission statement, and current research in language and learning.

The development process started in Semester 1, 2012-13 with contributions from the HIS community. A Language Policy Committee consisting of teachers from all parts of the school was established. Furthermore, the HIS community (students, parents and teachers) were surveyed in order to compile a profile of the current language situations and practices relating to language teaching and learning.

The *School Language Profile*: situations and practices identified the diversity of language needs of the community and beliefs held about **language teaching and learning**. Members of the school community were also invited through the PTA to participate in a focus group meetings in order to share research, ideas and priorities on the subject of language and learning at HIS.

This HIS Language Policy is recognized as being a 'working document' and will thereby be reviewed and communicated to the community following each renewal cycle. This policy will continue to inform action aimed at ongoing improvement of language and learning at HIS.

Background

When work started on developing this policy, the existing HIS Language Policy was not readily available, nor was the staff aware of its existence. An updating process was found necessary through an initial whole school reflection session based on the IB-published criteria and requirements of the *Guidelines for school self-reflection on its language policy, 2012*.

In addition, there was a general perception amongst staff that discussions and initiatives about language learning were required, especially as the school language profile appeared to have changed in recent years. This policy was therefore written in order to support the further development of teaching and learning practices in school and to open up dialogue about best practices and research in language and learning.

Alignment with mission & vision

The Pedagogical Leadership Team and faculty reviewed the final draft of the school assessment policy in November 2017 and determined that there was strong alignment with the mission and vision, specifically in the areas of “developing cultural sensitivity.”

The Language Policy is written to reflect our belief that cognition, language, identity, and culture develop interdependently. “Students’ languages and cultures are valuable resources to be tapped into and incorporated into learning.” This acknowledgement connects to developing cultural sensitivity within our community as a diversity of languages enriches rather than hinders learning. “Students learn language and about culture through meaningful communication” supports meaningful interactions between students and builds cultural sensitivity through these interactions. The policy links to an “international education” and “outstanding citizenship.” “All teachers share the responsibility for language learning and for enabling equal access to the school curriculum to a linguistically diverse student population” emphasizes the international nature of our community and our open-mindedness to linguistic diversity. Multilingualism in a global society links to being an outstanding citizen anywhere in the world.

We believe...

- Our students' multilingualism is a fact, a right and a resource.
- Cognition, language, identity, and culture develop interdependently.
- Students' languages and cultures are valuable resources to be tapped into and incorporated into learning.
- Language acquisition outside the school environment is important as it provides context for the learning in the classroom and opportunities to practice in real-life situations.
- In language and learning development, inclusion in the mainstream is preferable, when appropriate, to exclusion/pull-out: students benefit from peer-to-peer interaction, are more likely to integrate readily and become successful accessing the school curriculum.
- Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
- Student development of academic language and academic content knowledge are inter-related processes. Academic language learning cannot be achieved in isolation in language classes and therefore it is everybody's responsibility to teach language skills within and through their mainstream content area.
- Student academic language development in their home language facilitates their academic language development in English. Conversely, student academic language development in English informs their academic language development in their additional language(s).
- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in
- 生徒たちの多言語状況は事実であり、権利であり、資産である
- 認識力、言語、アイデンティティー、そして文化は相互に依存し合いながら発達していく
- 生徒の言語と文化は価値ある資産として学習に取り入れられる
- 学校外の環境下における言語習得は、教室での学習内容との関連付けを行い、現実社会での実践の場となる点で重要である
- 言語と学習の発達において、誰もが参加できる学級運営が望ましいが、必要に応じて個別指導を行う：対話を通して行う協同学習は有益であり、教科学習の習得に成果をもたらす
- 生徒の社会的、教育的、学習言語の発達は、複雑で長期間を要するが、学校での学習成果を示す基盤となる
- 生徒の学習言語の上達と学習内容の知識は関連しあっている。学術言語の上達は隔離された言語クラスの中では成し遂げることができない。それ故に、言語教育は教師全員の責任であり、教科学習を通して行われるべきである
- 生徒の家庭言語での学習言語の上達は、英語の学習言語の上達を促す。一方、英語の学習言語の上達はその他の言語での学習言語の上達を促す。
- 生徒のリスニング、スピーキング、リーディング、ライティング力は相互に影響しあい発達していくが、それぞれ違う速度

different ways.

- Students learn language and about culture through meaningful communication and by listening and responding to other perspectives through various linguistic interactions.
- Student access to instructional tasks is enhanced when linguistic complexity and instructional support match their levels of language proficiency.¹
- Through the use of language our students acquire the ability to think, inquire and learn, to develop social skills and values, and to acquire knowledge. The role of language is therefore essential for effective school communication, for the “ learning of language, through language and about language”.²
- All teachers share the responsibility for language learning and for enabling equal access to the school curriculum to a linguistically diverse student population.³

で、方法で上達していく。

- 生徒は、有意義なコミュニケーション、様々な言語的やりとりを通して他者の視点に耳を傾け応える中で、言語と文化を学習する
- 生徒の教育課題への取り組みは、言語の複雑さと教育的指導が言語レベルに合っている場合に強化される
- 言語を使用することによって、生徒は考える力、探求力、学習力、社会性や価値感、知識獲得能力を身につけていく
- すべての教師に、多様な言語背景を持つ生徒たちが言語学習を行い、同等に教科に取り組めるようにする責任がある

1 [World-Class Instructional Design and Assessment-WIDA 2011]

<http://www.wida.us/aboutUs/AcademicLanguage/index.aspx> HYPERLINK "http://www.wida.us/aboutUs/AcademicLanguage/index.aspx"

2 [International Baccalaureate Organization 2008, p. 4-5].

<http://pypgess.pbworks.com/f/Learning+in+Languages+other+than+Mother+Tongue.pdf> HYPERLINK "http://pypgess.pbworks.com/f/Learning+in+Languages+other+than+Mother+Tongue.pdf"

3 [Gallagher 2008]

<http://books.google.co.jp/books?id=9IK1Q8ILY8MC&printsec=frontcover#v=onepage&q&f=false>

We recognise...

- By Board policy, English is the main language of learning at HIS.
- Parents enrol their children at HIS with the expectation that they will be able to be successful in the IB Diploma and then be able to choose to study abroad at the university level in English if they so wish.
- The benefits of supporting Mother Tongue development for all students
- Learning a mother tongue and acquiring a learnt language are different and so require different pedagogical approaches.
- As language learning needs vary, so must the instructional approaches.
- Teaching groups with varied language competency and learning needs is a complex task.
- The importance of supporting teachers in developing their practice
- The importance of developing communicative language skills as preparation for academic learning.
- The importance of community support for and understanding of our approach to the learning of languages.
- The desirability of offering as many language options to our students as is possible.
- HIS の学習主要言語は英語であると理事会の方針において定められている
- HIS に彼らの子どもを通学させている保護者は、生徒がIB ディプロマにおいて素晴らしい成果をあげ、望むのであれば海外の大学で学習することが可能な水準の英語力を身に付けることを期待している
- 母語の発達を支援することは全ての生徒にとって有益である
- 母語の学習と言語の学習は異なっているため、異なった教育的アプローチをする必要がある
- 言語学習の多様化が必要とされている以上、教育的アプローチも多様化しなくてはならない
- 様々な言語能力と異なった学習ニーズを持ったグループを教えることは複雑な課題である
- 教師の指導能力を向上させるための支援は重要である
- コミュニケーションに関する言語スキルを発達させることは学術的な学習の準備として重要である
- 言語学習に対する私達のアプローチへの理解と学校コミュニティ全体のサポートは重要である
- 生徒には出来るだけ多くの言語的選択肢を提供することが望ましい

- The limitations imposed by virtue of being a small school, and the need to think creatively to overcome this.
- Students enter HIS with varying language backgrounds and levels of proficiency in English.
- 小規模学校であることから生じる限界は創造的な思考によって克服される必要がある
- 生徒は様々な言語的背景と英語の実力水準を持って HIS に入学する

We will:

- Document the languages' curricula, clear pathways and expectations for English, Japanese and for other languages as necessary.
- Align the framework for languages instruction from the top down and using the requirements of the DP as the ultimate goal, and the languages frameworks of the PYP, MYP and DP as the mode of delivery.
- Ensure that all students can be successful as language students within the IB Diploma Program.
- Expect, and reinforce, students' use of the language of any particular learning space and/or lesson.
- Provide the opportunity for those with Japanese as a mother tongue to become near- bilinguals, defining what this means at HIS.
- Offer a high quality English as an Additional Language (EAL) program that supports students in acquiring both communicative English and accessing the curriculum.
- Establish and publish entry and exit criteria for EAL services.
- Communicate the school's expectations and responsibilities to parents at the point of admission.
- Communicate effectively and in a timely manner regarding students progress in their language learning.
- Support teachers in the on-going development of the skills
- 英語、日本語、必要に応じてその他の言語に期待される明確な習得段階及び進路経路を示す言語カリキュラム文章を作成する
- DP コースに必要とされる要項を最終的な到達目標とし、PYP から MYP、DP へ繋がる言語の枠組みを用い、上から下へ言語教育の枠組みをそろえる
- 全ての生徒が IB ディプロマプログラムにおいて言語学習者として素晴らしい成果を修められるようにする
- あらゆる授業・学習の場において、生徒の言語を使用を期待し、指導する
- 日本語を母国語とする生徒が HIS が定める日本語と英語の二バイリンガルになる機会を与える
- 生徒の英語でのコミュニケーション力と学習をする為の英語習得を支援するための質の高い EAL プログラム（英語を母国語としない生徒のための英語語学教育）を提供する
- EAL サービスへの入退出基準を作成し公開する
- 入学時に学校側が期待する事と責任について保護者に伝える
- 生徒の語学習得状況を適時に、効果的に報告する
- 教師が言語学習を支援するためのスキルを向上させ、カ

required to support language learning and development across the curriculum.

- Make clear to all staff the expectations of them in terms of language usage and learning.
- Remain current in best practices in language learning and employ innovative and effective practices and resources across all areas of language learning.
- Enhance language learning through the use of appropriate technologies.
- Provide facilities for mother tongue classes outside of the school day when requested by an appropriate number of parents.

リキュラム開発ができるよう支援する

- 言語の使用と学習に対して期待されている事をスタッフ全員に明確にする
- 現在の語学学習の良い所は維持しつつ、革新的かつ効果的な実践とリソースを言語学習の全ての分野に採用していく
- 適切なテクノロジーを使用し語学学習を強化する
- ある一定数以上の保護者の要望があれば、学校時間外の母語教育支援授業のために施設を提供する

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APPENDIX 1

Hiroshima International School HIS- Mission, Vision and Guiding Philosophy

ミッション *Our mission*

Hiroshima International School will engender in students a will to achieve excellence, demonstrate integrity, and behave in socially and environmentally responsible ways within an environment that fosters a love and understanding of learning, sensitivity to other cultures, and a lifelong commitment to world peace and the sustainability of humankind and our planet.

広島インターナショナルスクールは、学びへの情熱、異文化への感受性、そして世界平和と地球環境への 献身 をはぐくむ場となります。このような場において私達は、生徒達の内面に、卓越、誠実、責任ある行動への志を涵養します。⁴

ビジョン *Our vision*

To ensure that our students are prepared for lifelong learning and outstanding citizenship anywhere in the world.

卒業後、世界の何処に居ても生涯にわたって学ぶ姿勢と優れた市民性を発揮できる人材を育成します

Guiding Philosophy

- To provide a world-class education through effective and innovative teaching based on the principles and objectives of the International Baccalaureate.
- To provide our students with essential skills, knowledge, understanding, attitudes and techniques and with opportunities to apply them.
- To provide a safe, supportive and positive learning environment that meets the social, emotional, intellectual, physical and spiritual needs of each student.
- To provide opportunities for students to work both independently and collaboratively with the goal of helping them to learn to solve problems, meet challenges and develop a respect for the aspirations and perspectives of others.
- To provide a truly international education that prepares children to play a full and active role as global citizens and leaders.
- To provide opportunities for students both to develop a strong sense of their self-identity and to be able to express this.
- To engage integrally in the opportunities for learning afforded by the cultural and linguistic diversity of our location and community.
- To provide opportunities for students to foster a commitment to world peace based on a spirit of mutual understanding and cultural respect.
- To provide an educational program where English is used as the main language of instruction and mother tongues are valued and supported.
- To recruit and retain faculty and staff of the highest quality and to encourage their continued professional development.
- To foster a sense of community among the students, parents, faculty, administration and Board, based on open communication, mutual respect, cooperation and concern.
- To act as a model school for others that share our ideals and beliefs.

2. International Baccalaureate IB Mission statement. IB Learner Profile

⁴ HIS Mission, Vision and Guiding Philosophy adopted on September 18, 2012

APPENDIX 2

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to 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 programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

APPENDIX 3

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers (Courageous)

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

APPENDIX 4

School Language Profile - Language learning situations and practices

The HIS Language Profile- Language Situations and Practices has been developed with input from the wider school community and is being implemented within the Language Policy in accordance with the *Guidelines for Developing a School Language Policy* document published by the International Baccalaureate in 2008. This policy draws upon the HIS mission, vision and objectives statements, the IB philosophy and program requirements, best practices and research in terms of the needs of the HIS school community.

Language learning at HIS is aimed at promoting equal access to the curriculum for all learners and to support the development of the whole person through differentiated teaching and learning.

Language teaching and learning in the PYP, middle school and in the IB DP are aligned with the HIS written, taught and learnt curriculum and are aimed at meeting students' learning needs and IB programs requirements. HIS uses the Chicago style of referencing exclusively and throughout the school and it accepts country specific spelling variations of English, as long as consistency is observed.

Language is involved in all learning that goes on in a PYP classroom and it is considered an essential vehicle for inquiry and for the construction of meaning. "It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking."⁵ Students are encouraged and guided in using the language of instruction among their peers during class time in order to foster communication, provide modeling of comprehensible output and further the acquisition of English. They are encouraged to develop all their languages at HIS, as long as inclusion for all students is exercised. Teaching strategies are employed in order to activate and build any background knowledge, scaffold learning (e.g. TPR⁶, non verbal communication cues, the use of visuals) and provide comprehensible language input for students to extend language learning. Emergency procedures are taught and executed in both English and Japanese.

Through the HIS middle school curriculum students are encouraged to develop their cognitive academic language proficiency in order to consider issues from multiple perspectives, so as to learn about their own and others' cultures and to develop international-mindedness. In all middle school subjects, communication is both an objective and an assessment criterion. Multilingual students work towards the Language A objectives in both English and Japanese and the mother tongue language is studied as one of the language options wherever possible. HIS endeavours to provide for the language needs of all students, so they can participate fully in the programme. Assessment objectives and criteria modeled on the IB programmes and philosophy are used separately in Language A and Language B with students in grade 6-10 in order to measure their achievement and guide their progress in the HIS language continuum.

The IB Diploma program is taught in English at HIS and has been designed to address and acknowledge the complexity and range of language profiles that students may bring to the school. It offers language courses at two levels: in group 1—studies in language and literature in English and studies in literature in Japanese and in group 2—language acquisition in English and in Japanese, at B and ab initio levels. Mandarin and Spanish are available in group 2 through DP online learning and students may also opt for a self-taught mother tongue course in group 1. IB Diploma candidates explore and employ all their various language domains in order to meet the requirements of the IB DP programme core: Theory of knowledge, Creativity, action, service and Extended essay. A bilingual Diploma can be awarded to students who meet the IB requirements in this sense.

The languages of communication used by the HIS community both in and outside the classroom reflect the diverse background of the school population. There are situations where Japanese is the language of inclusion and others where English is. While recognizing that English and Japanese are both languages of inclusion at HIS, students are also empowered to communicate in their mother tongue throughout the school day (in hallways, on playgrounds, and common meeting and eating

⁵ [International Baccalaureate Organization 2009, p. 68]

⁶ [TPR-world: your resource center for Total Physical Response].

<http://www.tpr-world.com/> HYPERLINK "http://www.tpr-world.com/"

areas); however, they are also encouraged to communicate in English to facilitate their linguistic development in the language of instruction. Japanese is the language of instruction in Japanese classes.

Supported by the EAL programme, students receive assistance in English language learning and where possible, peer-buddy systems are used. English as an additional language - EAL support is provided for a fee in the form of in-class or pull-out support, depending on the students' needs, to enable them to access the broader curriculum offered at school. EAL teachers work closely with the mainstream/class teachers, and they are aware of the students' needs, modify and differentiate lessons accordingly. In this way, the EAL student not only achieves competency in meeting academic goals, but is also able to participate in school culture and have full access to the school curriculum and to extra-curricular activities.

All students receive Japanese language lessons based on the IB philosophy and the HIS Japanese language curriculum throughout the school, from Early Childhood through to Grade 12 in the IB Diploma program and courses although there are some exceptional cases where DP students will take an online language course. Through our programs of Japanese language instruction we endeavour to deepen our students' understanding of the Japanese culture and further develop the international dimensions of our school curriculum.

Japanese language classes at HIS are offered to all students at two or three levels of readiness mentioned below, and they are designed with the Japanese language level of each student in mind and in order to best meet all students' linguistic development needs.

Primary and Secondary School

- Japanese A class is focused on the learning of Japanese literacy for advanced-level students.
- Japanese B class is a language and literacy course for students with intermediate skills in Japanese.
- JAL/JLA (Japanese as an additional language/ Japanese language acquisition) is a language class where students learn basic Japanese language and writing skills.

IB Diploma (Grades 11 and 12)

- Japanese A- Literature- SL and HL
- Japanese B- SL and HL
- Japanese ab initio- SL

Parents support their children's mother tongue development outside of H.I.S. Analysis of the Language Policy Community Survey (2013) shows that the majority of parents do so by encouraging their child to speak and read in their mother tongue language, at 50% and 30% of responses respectively. Some of our parents engage their children in writing tasks at home, whilst only a few use additional tuition to support mother tongue development. A small number of parents do not actively seek to develop their child's mother tongue development and very few use TV programs to help mother tongue development.

The Language Policy Community Survey showed that the most common method for supporting additional language development outside of school was reading in the target language at 30% of responses, followed by the practice of an additional language at home and by writing at home and extra tuition as a method for developing additional language competency. A few responses stated that nothing is done outside of school to develop additional language competency.

Mother tongue maintenance and development

Research has shown that development of mother-tongue language is crucial for cognitive development and personal development.⁷ The level of development of children's mother tongue is a strong predictor of their second language development. . The mother tongues of HIS students are majority Japanese, then followed by English at 2:1 ratio. Other languages are Korean, Spanish, German, and Russian. Approximately 80% of the Japanese mother-tongue students come from a family where Japanese is the native language of both parents. The qualitative data and further comments gathered through the questionnaires reflect the perception of the parent population of HIS that places value in the importance of students' mother tongues. Parents support the maintenance and development of HIS students' mother tongues through reading encouragement, explicit effort in communication, creating opportunities for writing, and through tutoring for older students.

Students who are admitted in the school have multilingual and multicultural profiles and select an international education in English at HIS because of the English language needs as the most popular reason observed with higher percentage in the Primary school and less in the Secondary school. Parents have also listed "cross-cultural experience", "accommodating diversity", "international mindedness", and "global perspective" at a high percentage. Other virtues of HIS education were described by the parents as "fostering love of learning", "warm welcoming school", "preparation for a good future", and "preparation for overseas university". Language proficiency testing at admission is administered by the EAL teacher in order to identify students' needs and to determine the kind of support to be provided. Japanese language assessment is also administered by a Japanese teacher. This, along with the Home Language Survey and reports from previous school/s inform on better support for the student's development of language. Parents are required to have interviews with the principal, supported through translations if needed, to discuss the education/curriculum offered at school, expectations, and concerns.

HIS works to meet the needs of all students by differentiating the curriculum. This is achieved through providing students with scaffolded learning materials and structuring writing tasks such as essays and responses to a variety of texts that allow students to engage with the concepts at varying language ability stages.

Individual Education Plans (IEPs) and Individual English as an Additional Language Plans (IEALP) are used when the standard curriculum is not sufficient to meet the learning needs of the student. In Secondary, every student in the EAL programme is supported by an IEALP which is created by the EAL support teacher with input from the teaching staff. Student progress and assessment is monitored both informally and formally.

The progress of students is monitored informally through teacher observations and formal assessments are also undertaken. HIS uses: WIDA-World Class Instructional Design and Assessment (internally assessed) for determining the language readiness of EAL students; DRA- Developmental Reading Assessment (internally assessed) in Primary and Middle School to inform teacher planning and instruction of reading; ISA- International School's Assessment (externally assessed) across Primary and Middle School in grade 3-10 as a benchmarked assessment to measure achievement and progress compared with other international schools; and, IBDP examinations at the end of Grade 12. IB Diploma courses/certificates are available, as well as the HIS High School Graduation Diploma, awarded after successful completion of the HIS high school graduation requirements in Grades 9 through 12.

7 [Cummins 2001, Pp. 15-20]

http://www15.gencat.net/pres_casa_llengues/uploads/articles/Bilingual%20Childrens%20Mother%20Tongue.pdf HYPERLINK

"http://www15.gencat.net/pres_casa_llengues/uploads/articles/Bilingual%20Childrens%20Mother%20Tongue.pdf"

APPENDIX 5

Pedagogy for developing CALP - cognitive academic language proficiency at HIS⁸

The document *Language and learning in IB programmes* (IBO 2011;p. 28) describes a pedagogy for developing cognitive academic language proficiency across the curriculum and identifies four essential dimensions that HIS teachers use in academic language learning, as follows and illustrated in figure 1, The language and learning cycle of good practice:

- a. Activating and building background knowledge
- b. Scaffolding learning
- c. Extending language
- d. Affirming identity

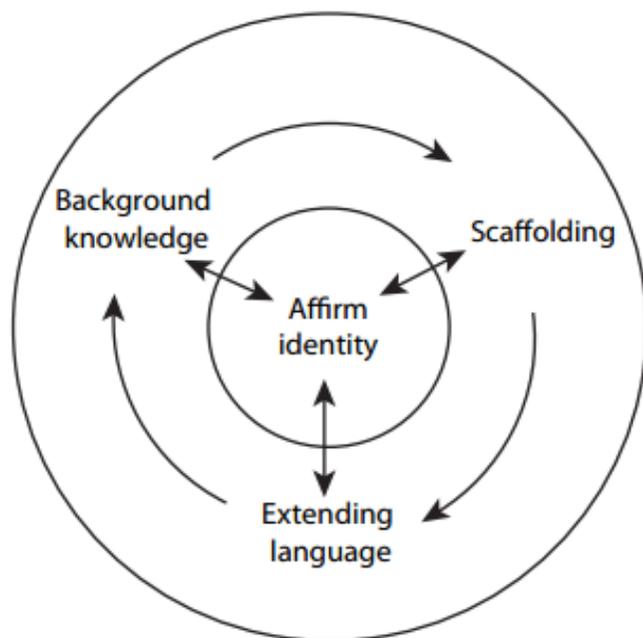


Figure 1: The language and learning cycle of good practice (based on the work of Jim Cummins, 2007)

⁸ [International Baccalaureate Organization]
IB CALP development framework-2.pdf

Expansion of pedagogical dimensions

Affirming identity

The culture of any IB learning community, reflecting the qualities described in the Learner Profile should be one in which the identity of every member is affirmed. This means explicitly valuing students' skills and knowledge in all their languages and recognizing these as resources for teaching and learning new ways of thinking and knowing. For successful learning within this culture, the other three pedagogical dimensions (background knowledge, scaffolding and extending language) must be embedded.

Activating and building up background knowledge

Background knowledge includes previous experiences and conceptual understandings in any language. New learning and understanding is constructed on previous experiences and conceptual understandings in a developmental continuum. It is therefore important to:

- activate a student's previous background knowledge which may be in a non target language
- activate current cognitive academic language proficiency (CALP) in the target language
- build up any background cognitive academic language proficiency (CALP) to a stage that allows for the planned new learning to take place.

Scaffolding

Scaffolding is a temporary strategy that enables learners to build on what they know to extend their learning so they can accomplish tasks that would otherwise be impossible or much more difficult. There are three important stages in constructing new learning where scaffolding strategies are effective. They are as follows:

a. New comprehensible input

Any new input must be comprehensible if it is to be assimilated and become new learning. Contextualizing new input, using analogies and providing concrete and experiential examples for a variety of learning styles are some ways of scaffolding for comprehensible input.

b. Processing of new input

New CALP input can remain superficial and passive and may be easily forgotten unless there are opportunities to practice and process the understandings. A variety of multimodal inquiries should be planned as opportunities for the processing and assimilation of the new learning.

c. New comprehensible output

Comprehensible output is an essential factor in demonstrating new learning. Students need practice in activating and expressing new learning so they gain confidence and fluency in its application.

Extending cognitive academic language proficiency (CALP)

Independently demonstrating and applying new cognitive academic language proficiency (CALP) in novel and varied situations is a sign of successful learning and may be part of formative or summative assessment. This new learning will now become part of a student's background knowledge upon which more new and extended learning can be built in the next cycle.

Cognitive academic language proficiency skills

Cognitive academic language proficiency skills include both literacy skills and thinking skills.

Literacy skills include listening and speaking, which are invariably part of interactive dialogues. The active decoding of academic texts requires complex reading skills. Writing for a variety of academic purposes and audiences depends on the ability to compose complex texts. All of these skills are linked to corresponding complex thinking skills such as analyzing and evaluating, and from which they become increasingly inseparable as in the case of critical literacy.

APPENDIX 6

Additional language and learning support at HIS: EAL and Japanese

EAL English as an additional language learning

EAL Philosophy

The HIS EAL program will recognize each student's developmental level and individual learning style. The program will address the background, needs and readiness of each student and offer EAL pull-out and in-class language and learning support.

Goals

The purpose of the EAL program is to enable students to access the broader curriculum on offer at HIS. To do this, HIS aims to:

- Provide English language proficiency testing to identify areas of need in each student's English language profile and use that information to inform instruction.
- Collaborate with mainstream teachers to collect and share information on student capabilities and areas of need.
- Collaborate with mainstream teachers to provide support to EAL students in those classrooms.
- Provide for different proficiency levels in both pull-out and in-class support.
- Promote multilingualism, social contacts and cultural understanding.

From Students' Perspectives

When a student joins HIS as an EAL learner, they may not have had much experience using the target language on a day-to-day basis. Students can find this stressful and it is important to recognise:

- Students may have come from an educational background where there are large numbers of students and there is limited access to teacher and staff support.
- Students may not be used to working collaboratively with teachers to identify and achieve their own learning goals.
- Concentrating on reading, writing, speaking and listening in English for 6 hours a day can be exhausting.
- Understanding only a portion of what is being said in class can be very frustrating.
- Students may feel frustration, as they want to participate in social activities, but feel unable to do so because of language barriers.

Whilst it is important to encourage the use of English, it is important to remember that mother tongue maintenance and development is essential to school success.

Stages of Language Acquisition

As a general guide, second language learners may go through the following stages:

1. Silent Stage
2. Attempt to understand and control grammar
3. Regression
4. Develop ability to use English in a variety of contexts and for a variety of purposes.⁹

⁹ [Mertin 2013]

Exiting the EAL Program

When EAL support staff and mainstream class and subject teachers make the determination that a student in the EAL program may be ready to exit the program, the following will occur:

1. Collaborative discussion involving teachers on the student's progress.
2. Exit testing conducted by the EAL teacher.
3. If student results and teacher observations indicate readiness for full-time attendance in mainstream classes, consultation with parents/caregivers will be undertaken.
4. The student will exit the EAL program.

Continuous focus on EAL

Mainstream teachers can expect on-going professional development in meeting the needs of all EAL learners.

EAL teachers can expect language learning and teaching specific professional development on a regular basis.

EAL teaching and learning will be a common item in staff meetings.

Common planning time will be available to help facilitate effective and timely instruction decisions for

Japanese language learning

The purpose of the Japanese Learning Programme is to enable students to access a range of Japanese language and literature, extracurricular activities on offer at HIS, and participate in Japanese society.

The Japanese Language Programme aims:

- To develop in students the ability to properly express and accurately comprehend the Japanese language to increase their literacy and ability to communicate.
- To develop the ability to think, use language orally and in writing, and deepen the interest in the Japanese language.
- To develop an attitude of respect for the Japanese language.
- To deepen understanding of culture, both in Japan and globally.
- To learn Japanese language and literature and deepen their understanding of Japanese culture.
- To acquire the Japanese language skills that are necessary at the IB Diploma Japanese A course level.
- To deepen understanding of the language and culture of Japan through Japanese language learning.
- To develop language skills in all domains and enhance Japanese language skills.
- To develop communicative approaches of Japanese for daily life.
- To learn Japanese basic skills that are necessary for basic interpersonal communication, and deepen understanding to Japanese culture.
- To acquire Japanese language skills that are necessary for the IB Diploma Japanese course.

This will be achieved by:

- Introducing students to a range of text from different periods, styles and genres.

- Encouraging, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Developing in students an understanding of the techniques involved in literary criticism.
- Promoting in students an enjoyment of, and lifelong interest in, language and literature.
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

APPENDIX 7

Implementing the new Languages Policy

It is important that everyone acts in concert to implement this new policy most effectively: this document is not an optional part of teaching and learning at HIS but important guidance for everyone to follow. The table below sets out the 'shifts' required in order to develop a school-wide practice appropriate to this policy.

| LESS LIKE | MORE LIKE |
|---|--|
| <i>Japanese – or any other L1 – ‘banned’</i> | <i>Bi- / multi-lingual elements incorporated into lessons across the curriculum in a <u>planned and structured way</u> so as to develop academic language proficiency, with a stronger focus on writing and reading rather than spoken language.</i> |
| <i>Primarily BICS-focused L1 usage</i> | <i>Increasingly CALP-focused L1 and TL development, especially in reading and writing areas.</i> |
| <i>Confusion as to expectations.</i> | <i>Explicit sharing of expectations (Students will... and Your teacher will...) within classes, often displayed on walls.</i> |
| <i>Teacher choice about what to allow or ‘ban’</i> | <i>Shared understandings, strategies and approaches to language development, so that students have consistent and appropriate experience in all classes, and all based on this policy.</i> |
| <i>Japanese and English as only L1s we care about or address.</i> | <i>Recognise and support all L1s within bounds of resourcing: develop</i> |

| | |
|---|---|
| | <i>Library resources and support for mother tongue classes outside of standard school day.</i> |
| <i>Identity defined solely by language or nationality</i> | <i>Identity and culture defined and supported more broadly across the curriculum - literature, arts, humanities, etc. - for all students, including acceptance and embracing of broader 3CK/GCK* model or choice.</i> |

**3CK/GCK - 3rd Culture Kid / Global Culture Kid: many Japanese parents at HIS are making a conscious choice for their children to be GCKs, paralleling the long-established idea of expatriate Third Culture Kids.*

