



<b>Title:</b>	<b>Middle School Language Policy</b>
<b>Summary:</b>	<b>Policy and procedures relating to language development for all Middle School students.</b>
<b>Intended Audience:</b>	<b>Students, staff, parents</b>
<b>Author:</b>	<b>MYP Pedagogical Leadership team and Learning Support Team</b>
<b>Drafted:</b>	<b>201901</b>
<b>IB Standard:</b>	<b>B1.5a</b>
<b>Distribution:</b>	<b>Web and Internal</b>

# Middle School Language Policy

---

## Background

The Middle Years Programme (MYP) is designed as a coherent and comprehensive curriculum framework which celebrates different cultures and languages that is accessible to all students from all backgrounds, including those who speak languages other than English. The International Baccalaureate and The Armidale School value multilingualism as we believe that all students should have meaningful and equitable access to the curriculum. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of the MYP programme and to The Armidale School.

## Policy

All teachers of The Armidale School follow the procedures outlined below regarding language in Middle School. In cases where language support and resources could be improved, Coordinators need to work with teachers closely to improve the opportunity for all students inside and outside of the classroom.

## Philosophy

It is a goal of The Armidale School to develop life-long learners, and to do so we need to remove barriers to learning for all students. Language development is an important part of The Armidale School's philosophy, where we believe that every child has the right to succeed in the English language, while also fostering the development of that student's mother tongue. We believe that by providing support for language development, it allows for all students to set and meet challenging education goals.

The central place of 'Approaches to Learning' (ATL) helps teachers and students respond in a flexible way to individual learning needs, including the needs of those who are learning in a language other than their first language or who have learning support requirements.

This policy sets out our commitment to ensuring that we promote the development of interpersonal communicative skills, threshold literacy that leads towards academic language proficiency, and confident identities to become a successful member of our community.

## **Language Learning Support**

This policy aims to develop the language learning for all students including EAL (English as an additional language) and ESL (English as a second language) students. Support may come in the form of:

- English language learning
- Resources that support languages offered by the school
- Resources that support mother tongue of students
- Resources for students who are not yet proficient in the language of instruction (English)

## **Responsibilities of Teachers**

All teachers at The Armidale School share the responsibility of meeting students needs, by providing all students with equal access to an appropriate curriculum, including the support of students who speak languages other than English. Qualified and experienced teachers and support staff are expected to work together, in order to support all aspects of language learning needs in the school (including learning, support, enrichment, extension, English as a Second Language).

This may include, but is not limited to:

- Differentiating the language used in classwork, homework and assessments;
- Allowing extra resources to be accessed to support their language development; and
- Allowing students to access curriculum support, or learning support groups.

## **Responsibilities of IB Coordinator and Head of Middle School**

The school's leadership has the responsibility for establishing processes and procedures to support language learning within the school. They can do this by:

- Providing time to share the policy with the wider school community, including teachers.
- Working closely with subject coordinators, individual teachers, ESL teachers and the Learning
- Support teachers to develop better practices within, and outside of, the classroom.

## Response from the School

As a community, we understand the need to support and guide students when it comes to their education, and know that language proficiency is a huge part of this. Therefore, each matter of language support will be dealt with individually, with the main outcome being a more individualised and supportive approach for that students to be able to access the curriculum, and strive for their best, whilst maintaining the learning of their mother tongue.

In the event that a teacher thinks a student may benefit from language learning support, beyond the capabilities of the classroom teacher, then they are to follow these steps:

- Speak directly to the subject coordinator, EAL/ESL Learning Support Teacher or Learning Support teacher.
- In the case where something can be done, the support teacher is to work closely with staff and parents, to develop a more inclusive way for that student to access the curriculum and develop their language.
- In cases where any adjustments are made for individual students, the classroom teacher is responsible for keeping a record on teaching programmes

The Language policy is to be reviewed on a regular basis to adhere to the principles of the IB, and reflect assessment guidelines as stipulated in IB and NESAs documentation.

## Works Cited

*Middle Years Program MYP: From Principles into Practice*. International Baccalaureate. October 2016. Hyperlink: [https://resources.ibo.org/data/m\\_0\\_mypxx\\_guu-nc\\_1405\\_3\\_e.pdf](https://resources.ibo.org/data/m_0_mypxx_guu-nc_1405_3_e.pdf)