



LANGUAGE POLICY
INTERNATIONAL SCHOOL EINDHOVEN (ISE)
FOR SECONDARY SCHOOL

September 2016

Table of Contents

The ISE mission statement	1
Aims and Beliefs	2
The ISE Language Profile	3
Language and Literature Courses: Dutch and English	4
Language and Literature Courses : languages other than Dutch and English	6
Language Acquisition Courses: Dutch, English, French and Spanish	7
The English Language Learning (ELL) Support	11
Multimedia Centre	13
Communication of the Language Policy to the ISE Community	14
Glossary	15
Bibliography	16
Appendices	
1. Student Language Profile Form	17
2. Recommended pathways from Middle Years Programme (MYP) to Diploma Programme (DP) studies in languages	19
3. Guidelines for parents and mother tongue teachers for students in the MYP	20
4. Guidelines for parents and tutors for the school supported self-taught (SSST) course in the DP	22
5. Overview of expectations for Language Acquisition	24
6. Overview of Language Acquisition phases in the MYP	26
7. Overview of ELL Support	27

The ISE mission statement

The school's mission statement, stated below, forms the basis for our language policy.

The ISE mission is to educate resilient, confident, self-motivated and creative students; who are internationally minded and accepting of individual differences; who will be inspired to develop their learning and achieve their potential.

The language policy is embedded in the mission statement as follows:

Resilient and confident

Effective communication is key in becoming resilient and confident. By developing rich and varied language skills, students can express their thoughts, feelings and values and can stand up for themselves and their ideals.

Self-motivated, inspired to develop their learning and achieve their potential

Language is at the heart of learning. It empowers students to develop their conceptual understanding, critical thinking and cognitive skills which can be transferred from one language to another in our multilingual community. At the ISE we believe that all teachers are language teachers and that students should be supported to be able to access the curriculum.

Creative

A multilingual school setting provides the opportunity for flexible and imaginative interaction in academic, social and cultural experiences. This rich environment exposes our learners to a variety of creative forms from a range of cultures which stimulates them to recognise patterns and make connections.

Internationally minded and accepting of individual differences

As a school community we are exposed to a wide variety of cultures and languages including those of The Netherlands. Understanding and acceptance of one another leads to a deeper appreciation of what it means to be a world citizen in the 21st century.

Aims and Beliefs

Language is what roots communities. It inspires the individuals to grow and explore who they are in relation to the world around them.

Aims:

1. to meet the needs of each student's language development in order to stimulate their intellectual and social growth and to support each student to gain full access to our school community.
2. to know our students' language profiles which determines the decisions made about their language, learning and social well-being.
3. to promote, encourage and support the maintenance and further development of the mother tongue. Ongoing support of a student's mother tongue is crucial for academic and social development as well as for personal identity.
4. to promote multilingualism as an important learning goal for all students.
5. to encourage the learning of languages in all aspects of school life, not only in the classroom.
6. to promote the idea that all teachers have a unique role to play as language teachers, supported by all members of the ISE community.
7. to develop an academic level of language competence in English, as it is our language of instruction.
8. to promote the development of the Dutch language and culture for all members of the school community.
9. to deliver the International Baccalaureate (IB) Middle Years Programme and Diploma Programme curriculum in a safe and supportive environment and where making mistakes is seen as part of the learning process.
10. to ensure academic rigour through regular professional development.

The ISE Language Profile

At the secondary school there are approximately 355 students, from a wide range of cultures and backgrounds. Most of our students have a high proficiency in English and since the ISE is located in The Netherlands, many of our students are proficient in Dutch. All of our teaching and support staff speak English and/or Dutch and the majority are fluent in at least one other language. The ISE is an IB world school and delivers the MYP and DP programmes.

Since English is the medium of instruction across the whole curriculum at the ISE, the development of effective communication skills in both written and spoken English is crucial to a student's success in other subjects. As a result, teachers of subjects other than English, will also have some element of language teaching in their curriculum planning and teaching.

Admission process

Upon entry to the ISE, students' profiles are considered by the Admissions Committee and, if applicable, the Language Coordinator and the Learning Needs Coordinator are consulted for correct placement of students.

Parents are also required to complete a Language Profile Form to indicate the student's proficiency in their mother tongue, English and other languages studied at school or spoken at home.¹

The prospective student will be invited to take admissions assessments in English and Mathematics before they start school. English Language Learners will be assessed in order to determine their proficiency in the language. These assessments help to determine the student's understanding and knowledge in relation to the school's curriculum.

¹ See Appendix 1

Language and Literature Courses: Dutch and English

In the IB Middle Years Programme (MYP) and Diploma Programme (DP) students are required to follow two language courses, either one Language and Literature course and one Language Acquisition course or two Language and Literature courses. At the ISE most of our students follow Dutch and English because these languages have a special status within our school. Dutch is the language of the host country and is therefore compulsory in the MYP. Only students in the early stages of English Language Learning support are exempt from this. English is our common language and is used as the language of instruction in all subjects other than language classes. In the MYP an English course is compulsory, whereas our DP students are strongly encouraged to include English in their subject package. The study of Dutch is not compulsory at DP level.

A student will be encouraged to follow a Dutch or English Language and Literature course in the MYP if :

- that language is his or her mother tongue;
- his or her educational background has been in that language;
- he/she has studied that language to an advanced level.

In the second and third cases, placement in or transition to the Language and Literature course is made by the relevant teachers in consultation with the Language Coordinator after a thorough analysis of the student's specific language profile, school background, needs and motivation. This process may include an oral and written test in the language.

In the DP, students study six compulsory subjects, two of which must be languages. Students who have experience of using the language to analyse in an academic context can study a group 1 Dutch or English course. Students can choose between a Literature or Language and Literature course.² Group 1 courses prepare the students for future academic study by developing a high literacy and effective communication skills. It is compulsory to study a Group 1 language in order to be eligible for the IB Diploma. If two Group 1 languages are studied or if a student's Group 1 language is not English, then a student is eligible to be awarded a bilingual diploma.

² See Appendix 2

Language and culture are intertwined and the study of language and literature is crucial to our understanding of ourselves and our place in the world. The MYP Language and Literature and DP Group 1 courses involve the study of texts from a variety of historical and cultural contexts, and crucially promote knowledge and understanding of the roots of the target language and the cultures from which that language has evolved; hence, a student who studies MYP Language and Literature or a DP Group 1 language is likely to have a knowledge and understanding of the cultures of the target language as part of his or her own development as a reader and a thinker.

In the MYP the curriculum requirements are followed as set in the Language and Literature Guide published by the IB.³ As in all subjects, learning is inquiry-based. The subject is assessed using the MYP criteria for the Language and Literature courses. Progress and grades are regularly recorded on the school report.

In the DP both the Literature and the Language and Literature courses are offered at Standard Level (SL) and Higher Level (HL). Students and teachers have to comply to the specific requirements given by the IB in their Group 1 guides.⁴ These requirements include lists of authors, types of assessments and specific assessment criteria.

³ IB. *Middle Years Programme Language and literature guide*. Cardiff: International Baccalaureate, May 2014.

⁴ IB. *Diploma Programme Language A: literature guide*. Cardiff: International Baccalaureate, Feb. 2011.
IB. *Diploma Programme Language A: language and literature guide*. Cardiff: International Baccalaureate, Feb.2011.

Language and Literature Courses: languages other than Dutch and English

At the ISE the expression “Mother Tongue (MT) courses” is used to refer to all the Language and Literature courses given in languages other than English and Dutch. The aims and demands of the courses are exactly the same as the ones in English and Dutch as the same IB Language and Literature guide is used. What makes these courses different is the target language - the mother tongue of the students- which is also the language of instruction in these lessons.

A large number of mother tongue languages has been offered over the past years: Chinese, Finnish, French, German, Hungarian, Italian, Japanese, Korean, Polish, Portuguese, Russian and Spanish. This is dependent on the needs of our student population each year.

Students will be encouraged to follow a Mother Tongue course if :

- their mother tongue is not English or Dutch;
- in addition to English or Dutch, they master a second or third language at an advanced/ very advanced level. In that case, the decision is made after a thorough analysis of the students’ specific language profile, school background, needs and motivation. This process includes an oral and written test in the language the student would like to study.

In the MYP the Mother Tongue course can only be offered if a mother tongue teacher is available at school. In the DP students can follow a Literature course at standard level, according to the SSST option. This means that the student works independently through the course with the support and assistance of the school and/or a tutor of the mother tongue language.

At the ISE, students are encouraged to follow a Mother Tongue Course for various reasons. As per IB stipulation students must follow at least one Language and Literature course. It is compulsory to have a subject in Group 1 in order to be eligible for the full International Baccalaureate Diploma. Furthermore, mastering a mother tongue language is the basis for any learning experiences. Research has shown that maintaining the mother tongue language accelerates the rate of English language acquisition. Developing thinking and analytical skills in the mother tongue/first language allows the student to transfer these skills more easily to a new language. Maintaining the mother tongue language fosters self-confidence and pride in the students’ culture. It supports the students during the integration process at our school and facilitates the return to the national system of the student’s home country.

School provide parents with guidelines which explain how school will accommodate the learning of a mother tongue other than Dutch and English.⁵

⁵ See Appendices 3 and 4

Language Acquisition Courses: Dutch, English, French and Spanish

A Language Acquisition course allows students to develop communication skills and gain proficiency in a language other than their mother tongue. The students develop communication skills and multi-literacy skills through the use of a variety of spoken, visual and written texts. Students learn about the nature of language and the process of language learning, which contributes to the strengthening of lifelong learning skills. Intercultural awareness and global citizenship are fostered by students exploring cultural perspectives of their own and other communities.

Students in an international school have a range and variety of language learning experiences. They may already have knowledge of another language and skills for language learning, they may have studied or spoken the additional language before or have no previous experience of the additional language prior to starting the course.

At the ISE all Language Acquisition courses are taught in phases in order to be able to recognize and cater for the complexity and range of students' language profiles. The phases represent a developmental continuum. Students with no prior knowledge of the language start in phase 1. The MYP Language Acquisition Global Proficiency table⁶ and the Language Acquisition Continuums⁷ are used to identify the appropriate phase for a student. Phases do not necessarily correspond to age groups or MYP year groups. Expectations have been determined for phases 1 to 4.⁸

The phase in which the student is placed should offer the student an academic challenge and should be the most suitable pathway for further study.

Students will be grouped together in no more than two consecutive phases in the same class and teachers strive to cater to individual needs and to facilitate appropriate learning experiences for all.

Language Acquisition classes should not consist of students from more than two consecutive year groups.

Students are assessed in all courses using the same assessment criteria as the IB Language Acquisition Guide.⁹

Dutch Language Acquisition in the MYP

Dutch, the language of the host country, is compulsory for all students in the MYP, except for ELL students.

⁶ IB. *Middle Years Programme Language Acquisition guide*. Cardiff: International Baccalaureate, May 2014. P. 25.

⁷ *Ibid.*, P. 28

⁸ See Appendix 5

Phases 1 to 4 are offered for Dutch in all MYP year groups.¹⁰ Placement tests, consisting of written and oral tasks, are used to determine the phase. Transition to the next phase is decided at report time and is based on the teacher's judgement.

Students who attain a proficiency level beyond phase 4 make a transition to the Dutch Language and Literature course after a trial period of three months. Decisions are taken in consultation with the relevant teachers.

Students in the English Language Learning Support add Dutch Language Acquisition to their timetable as soon as they reach phase 3 in English Language Acquisition.

English Language Acquisition in the MYP

If English is not a student's strongest language and the level of proficiency, as determined by a placement assessment, does not yet allow for success in the Language and Literature course, the student will be placed in the English Language Acquisition course.

As with the other Language Acquisition courses, this course is structured in phases. The school offers phases 2-4 in every year of the MYP. Phase 5 work can be offered to lower school students in order to prepare them for transition to the Language and Literature course. Before a student finalizes a transition to English Language and Literature, he or she will spend a trial period of approximately three months in the Language and Literature classroom, after which both subject teachers evaluate the student's progress. In the upper school, the length of a trial period is determined by the date of registration for IB MYP final subjects. After a successful trial period, and in agreement with subject teachers, the ELL Coordinator and the Language Coordinator, placement becomes definite. This means that a student is prevented from taking English as a Language Acquisition course in the future, unless they encounter great difficulty during the trial period.

While the MYP Language Acquisition curriculum is at the core of the programme, the specific needs of English Language Learners at a school where the language of instruction is English, require additional responsibilities. Firstly, as previously mentioned, it means a greater need for attention to possible pathways from Language Acquisition to Language and Literature. Secondly, it means a greater need for attention to the cognitive and linguistic challenges brought by texts and writing assignments of the other academic subjects.

Given the fact that English is the language of instruction in most subjects, students get relatively more language input. This means that their oral communication skills, or Basic Interpersonal Communication Skills (BICS) often develop very quickly and that such students often demonstrate a high level of oral fluency and accuracy. However, proficiency in terms of speaking can mask the student's actual proficiency in performing the more complex academic tasks in terms of reading and writing required by other academic subjects, also referred to as Cognitive Academic Language Proficiency (CALP). This difference between BICS and CALP, surface skills and cognitively demanding language skills, will mainly be focused on by the English Language Learners (ELL) Support as described in more detail below.

¹⁰ See Appendix 5

French and Spanish Language Acquisition in the MYP

ISE primary school students making the transition to the secondary school are introduced to both French and Spanish and a subsequent choice is offered. Upon admission to the school, students complete a language profile and the most appropriate language choice is made in liaison with all stakeholders.

Students with no prior knowledge of the additional language start in phase 1. Phases 1 to 4 are offered, but not in all MYP year groups. The number of phases offered per year group may vary, because it is dependent on student numbers.¹¹ In case the appropriate phase cannot be offered in the language of choice, then the student takes the other Language Acquisition course that is available.

As in the other Language Acquisition courses, students are grouped into no more than two consecutive phases in the same class and teachers aim to differentiate instruction to meet the needs of the students and to facilitate appropriate learning experiences for all.

The school guarantees that once a student starts learning an additional language, continuous language acquisition will be provided throughout the MYP. In principle students cannot change from one additional language to another.

All students learn a language in the Language Acquisition Course throughout the MYP, unless they follow the Mother Tongue course. ELL students might start following a Language Acquisition course at a later stage.

Dutch, English, French and Spanish Language Acquisition in the DP

A number of factors are taken into consideration when a DP group 2 course is decided on. These include academic challenge, opportunities to achieve in the subject and pathways for further study. At the ISE students can choose Dutch, French, Spanish or Spanish Ab Initio.

There are several pathways from MYP5 to DP studies in Language Acquisition.¹² Students exiting from French or Spanish phases 3 and 4 at the end of MP5 are encouraged to continue studying the same language in the DP group 2 course. Spanish Ab Initio is only offered to students with little or no prior exposure to French or Spanish. Students following a Dutch or English Language and Literature course at MYP level are not allowed to follow a Dutch or English Language Acquisition course at DP level.

Language Acquisition courses have a common syllabus at standard level (SL) and higher level (HL) within the subject, although literature is an additional component of the HL course.

¹¹ see Appendix 6

¹² See Appendix 2

All final decisions on course placement are taken by the Admission Committee, the IB coordinators and Language Coordinator, in close liaison with the subject teachers, on the basis of the student's attainment and ability.

The English Language Learning Support

The aim of English Language Learning (ELL) is to support those MYP students who are learning English as an additional language in their efforts to succeed in the other academic subjects. As such, it is a supplementary course to the English Language Acquisition course. This requires a close working relationship between the ELL and English Language Acquisition departments, which includes structural meeting time.

While the latter focuses on learning the language through a variety of text types, learning about the language and learning about the target culture, ELL Support focuses on the use of English in order to facilitate access to the other subjects.

As a department we strive to fully support our English language learners beyond BICS skills, which means that students can benefit from ELL support for the entire MYP.

Pull-out Support Classes

Students are initially withdrawn from some subjects so as to receive extra English language instruction and support because those subjects might be too language intensive. As the student's proficiency increases, subjects are gradually added back to the student's timetable.

13

ELL support focuses on the following areas:

- The development of knowledge, skills and strategies of academic English
- Linguistic support in subject learning so as to make mainstream classes more accessible to ELL students
- Time and space for students up to phase 3 to complete in-class assessments set by other subjects under the supervision of an ELL Teacher/Educational Assistant
- Student pastoral care

At all times students are strongly encouraged to follow Mother Tongues classes.

Depending on the individual needs of the student, Dutch Language Acquisition can be added to the subject package as soon as a student reaches phase 3 in ELA. The recommendation, however, is for students to wait until they have completed work at phase 3 level for approximately three months.

Based on the student's language profile, the order of subjects to be added might differ. For example, if a student has already received several years of instruction in French or Spanish as a foreign language, it could be the case that French or Spanish is offered prior to Dutch.

¹³ See Appendix 7

ELL hours

ELL classes are available all week. A minimum of 15 lessons per week are taught by a qualified language teacher, with the help of educational assistants, who supervise and offer support during the remaining lessons of the ELL timetable.

Monitoring procedures

ELL teachers and English Language Acquisition teachers meet on a regular basis to discuss students' progress with the ELL coordinator. Transition to the next phase is possible only at report time because it might require a change in the student's subject package. Decisions are based on the individual student's well-being and most suitable academic pathway. Subject package changes are communicated to the parents. The ELL coordinator is the central point of communication between subject teachers and year tutors.

Assessment Accommodations

As a school we are aware that assessments need to be adjusted for ELL students due to their language needs. For further information, please refer to the ISE Assessment Policy.

Language Needs and Individual Learning Needs

The moment a student changes school and receives instruction in a language other than the mother tongue, it becomes more difficult to establish if differences in progress and behavior are the result of language difficulties or are the result of other causes. A correct identification of the causes is essential in order to determine the best approaches to teaching and learning for the particular student. It is essential to realize that students may not be identified as having learning needs solely on the condition of language proficiency. In other words, it is essential to understand individual learning needs and language needs are very different and hence require different approaches.

For further information on how our school determines these needs, please refer to the ISE Student Care Policy.

Multimedia Centre

The aim of the ISE secondary school library is to provide an optimum learning environment in conjunction with an extensive range of resources to support the multicultural nature of its community. The collection comprises a variety of text, digital, illustrated and audiovisual resources to support not only the school's language of instruction but also the host country language, additional language acquisition and the continuation of mother tongue learning. The main languages supported are English, Dutch, French, German, Spanish, Korean, Chinese and Japanese. Texts include fiction and non-fiction books, graphic novels, magazines, periodicals and newspapers. Distinctions are made within the collection for reading ability, age and dyslexic readers. Audio books, DVD's, databases and various computers with Skype facilities are also available.

The primary and secondary libraries, being located in one building, are able to work closely together to ensure that the school can cater to students of all reading abilities.

The fully-automated library maintains a balanced collection of curriculum-related resources which represents differing cultural identities and languages at various academic levels and through a variety of genres.

Collaboration with teachers and other members of staff enables the library to meet the needs of students and the whole school community with their language and literacy requirements. A dedicated collection of educational material aims to specifically support the needs of teaching staff.

Communication of the Language Policy to the ISE Community

The Language Policy has been written by a core team consisting of the ELL Coordinator, the Mother Tongue Coordinator, the Language Coordinator and a member of the Multimedia Centre, in close collaboration with all language department teachers.

This document is a working document which will be reviewed regularly. Next steps will be to share this policy with the whole school community in order to fully embrace it. Many of the practices are already being implemented accordingly at the ISE.

October 2015

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GLOSSARY

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
DP	Diploma Programme
ELL	English Language Learning
HL	Higher Level at DP
IB	International Baccalaureate
ISE	International School Eindhoven
Language Acquisition	Formerly known as Language B
Language and Literature	Formerly known as Language A
MT	Mother Tongue
MYP	Middle Years Programme
SL	Standard Level at DP
SSST	School Supported Self-Taught

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Books

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Appendix 1: Student Language Profile Form



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STUDENT LANGUAGE PROFILE (AD4)

STUDENT INFORMATION

Family name _____ First Name(s) _____

Date of Birth _____ Year group/class _____
Day / Month / Year

1st Nationality _____ 2nd Nationality _____

A. LANGUAGE PROFICIENCY

1. Which language(s) do you speak? Write the number of years that you have been speaking it (them).

Language	Number of years		
	Spoken at home	Studied at school	Used outside of school
1.			
2.			
3.			
4.			
5.			

2. Rate your ability to speak, write and read this language(s), using the following scale:

Excellent, Good, Fair, Poor, None

Language	Speaking	Writing	Reading
1.			
2.			
3.			
4.			
5.			

3. Which language do you consider to be your first language? _____

4. Explain why you consider the above language your first language. _____

5. English is the language of instruction at the ISE. Write the language of instruction of previous schools that you have attended and the number of years that you attended the school.

Previous School	Language of Instruction	Number of years at the school
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

B. FAMILY LANGUAGE(S)

6. Which language do you usually speak with your mother? _____

7. Which language do you usually speak with your father? _____

8. Which language do you usually speak with you grandparents? _____

C. COMMENTS

9. Do you have any other comments regarding your language profile that you think are important for the school to know?

Appendix 2: Recommended pathways from MYP to DP studies in language at the ISE

Exiting in MP5	DP Group 1 Course
Language and literature (Dutch, English)	<ul style="list-style-type: none"> • Language and Literature SL or HL • Literature SL or HL
Language and literature (MT language)	<ul style="list-style-type: none"> • Literature SL or HL

Language acquisition	DP Group 2 Course	
Phase 1	Ab initio	Spanish
Phase 2	Language Acquisition SL	Dutch SL
Phase 3	Language Acquisition SL/HL	Dutch SL/HL, English SL/HL French SL, Spanish SL
Phase 4	Language Acquisition SL/HL	Dutch SL/HL, English SL/HL, French SL/HL , Spanish SL/HL
Phase 5	Language Acquisition SL/HL or a Group 1 course	Dutch/SL/HL, English SL/HL

Please note that all final subject choices are the result of careful deliberation between the subject teacher, Language Coordinator and Diploma Coordinator.

Guidelines for parents & Mother Tongue Teachers for students in the IB MYP



Version July 2016

This document has been produced to help guide parents who have chosen for their child(ren) to maintain their mother tongue by following Mother Tongue (MT) lessons. All costs for lessons will be paid by the parents. Although the school cannot determine agreements made with parents and MT teachers, the points below are suggestions to help support the process.

The school can provide parents with a list of recommended MT teachers who are experienced with working with ISE students and have knowledge of the IB MYP programme.

Students in MP1 to 5 who plan to take MT lessons have 2 options:

Option 1

The student follows a MT Language course which follows the IB MYP framework. The course is called "Language and Literature course". This course can form part of the student's subject package and will appear on the student's report cards.

This course can only be followed under the conditions below:

- Students follow a minimum of 2 lessons (60 minutes) per week. *It is recommended that these lessons, where possible, take place during school time.*
- The content of the lessons taught follows the IB MYP framework for the Language and Literature course
- Managebac is used by the MT teacher to create units, set tasks, and fill in reports

The school will:

- Facilitate, where possible, lessons so they can take place at school during the school day in a classroom.
- Pay for all required books and resources (these will remain the property of the school).

Option 2

The student follows another MT Language course, such as a national programme. This option will NOT form part of the student's subject package and will NOT appear on the student's report cards.

This choice means:

- Parents decide with the MT teacher how many lessons will take place
- Parents choose when and where the lessons take place (at school, at home, via skype etc.)
- Managebac is not used
- MT lessons will not appear on the student's report card

- Parents will pay for books and resources

The school will:

- Facilitate lessons, if required and where possible, so they can take place at school during the school day in a classroom.

Lesson costs

Agreement for the costs and methods of payment of lessons must be made between parents and the MT teacher. When considering the agreed amount per lesson, the school suggests that the following points be considered:

- All payments are paid directly to the MT teacher
- Preparation time
- Number of lessons and length of lessons (2 hours per week if the IB MYP framework is chosen)
- Travel expenses
- Agreements and organisation if there is more than one student in the MT lesson studying the same language

If you have any questions or should you require any additional information, please feel free to contact us.

Sincerely,

Ms Ellen de Rijk, Language Coordinator

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Ms Anne Mulder-Létendard, Mother Tongue Language Coordinator

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Guidelines for parents & Mother Tongue Tutors for School Supported Self-Taught (SSST) course.



Version July 2016

This documents has been produced to help guide parents who have chosen for a MT Tutor to support their child through the IB Diploma SSST course. All costs for lessons will be paid by the parents. Although the school cannot determine agreements made with parents and MT tutors, the points below are suggestions to help support the process.

The IB recommendation made in the SSST guide is that a MT tutor, where possible, be available help guide and give feedback to students following the SSST course.

The school can provide parents with a list of recommended MT tutors who are experienced with working with ISE students and have knowledge of the IB DP SSST course.

Please be aware that students who do the same Mother Language as a SSST course are required to read the same booklist.

The IB expects that the MT tutors support the students by:

- having regular contact with the student (face-to-face, email or via SKYPE)
- explaining the programme and expectations of the IB in terms of work, assessment and deadlines
- assisting the student in setting up a course of study (especially selecting mother-tongue texts)
- providing the student with resources related to the texts, preferably in the mother tongue
- providing the student with mother-tongue guidance (discussion of content, language, conventions, structure, and so on) for the various parts of the course of study
- producing a curriculum (book list) based on the IB recommendations for self-taught (all books must come from the PLA or the PLT, part 4 included – see *check list provided by the school*)
- providing methodological guidance on how to analyze, comment on literary texts and how to comply to the IB set assessment tasks
- providing opportunities for the student to regularly practice the main assessment tasks (written assignment, paper 1, paper 2, oral presentation, oral commentary)
- proving regular feedback through assessing and grading student work using the IB criteria
- Maintaining contact with the school and regularly providing information on the student's progress or if the student has not met the course requirements and/or deadlines

- indicating where possible, relevant text/exercise books (title/author/ ISBN) that the school can purchase to allow the student to work independently on specific methodological skills

The school supports the SSST MT tutor by:

- facilitating lessons, if required and where possible, so they can take place at school during the school day in a classroom
- providing technical support if skype is used
- giving the MT tutor access to the IB Online Curriculum Center (OCC)
- organizing the oral assessment sessions at the end of DP2
- ensuring that text choices are accurate and challenging, and that they follow regulations
- providing information, guidelines and resources to students and MT tutors
- consulting with the students and MT tutor to set up a reasonable schedule for the course of study
- following students' progress during the course of study
- ensuring that all internal and IB deadlines are met
- ensuring that all IB assessment tasks are completed, and submitted correctly and on time
- evaluating the course and its delivery on an ongoing basis

Lesson costs

Agreement for the costs and methods of payment of tutor sessions must be made between parents and the MT tutor. When considering the agreed amount per lesson, the school suggests that the following points be considered:

- All payments are paid directly to the MT teacher
- Preparation time
- Number of contact periods (tutoring sessions, email or SKYPE)
- Travel expenses, if relevant
- Assessment of work
- Agreements and organisation if there is more than one student in the tutor session studying the same language

If you have any questions or should you require any additional information, please feel free to contact us.

Sincerely,

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Appendix 5: Overview of expectations for Language Acquisition

Expectations for Language Acquisition phases 1-4
based on MYP Language Acquisition guide¹⁴

At the end of **phase 1**, the student:

<p>Listening and speaking</p> <ul style="list-style-type: none"> ● Participates in a dialogue about an everyday situation using a model ● Makes simple statements to describe family members, everyday routines ● Makes a simple presentation with the help of visual aids and a model
<p>Viewing and interpretation</p> <ul style="list-style-type: none"> ● Lists some features of the visual texts (colour, text layout) ● Makes simple interpretations of the meaning and purpose of visual texts (signs, posters, picture books, websites)
<p>Reading</p> <ul style="list-style-type: none"> ● Reads texts of 200-300 words and answers simple questions about it
<p>Writing</p> <ul style="list-style-type: none"> ● Writes 100-150 words ● Makes simple statements to describe family members, everyday routines

At the end of **phase 2**, the student:

<p>Listening and speaking</p> <ul style="list-style-type: none"> ● Participates in a dialogue /role play about a familiar situation, without the use of a model ● Expresses feelings and opinions ● Describes personal experiences and exchanges ideas about topics of personal interest and daily life ● Makes a presentation with the help of a model or questions and can answer some simple questions posed by the audience
<p>Viewing and interpreting</p> <ul style="list-style-type: none"> ● Makes simple interpretations of the meaning and purpose of various texts (cartoons, simple advertisements) ● Lists some features of the visual text (shape, sequence)
<p>Reading</p> <ul style="list-style-type: none"> ● Reads texts of 400-500 words and answers questions about main ideas and supporting details
<p>Writing</p> <ul style="list-style-type: none"> ● Writes 100-150 words ● Describes personal experiences and exchanges ideas about topics of personal interest and daily life in simple format such as postcard, letter, email

¹⁴ IB. *Middle Years Programme Language acquisition guide*. Cardiff: International Baccalaureate, May 2014.

At the end of **phase 3**, the student:

Listening and speaking
<ul style="list-style-type: none">● Listens and speaks in small-group and whole-class interactions and short talks● Retells a story or event shared● Expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life● Makes a presentation and can answer some follow-up questions posed by the audience
Viewing and interpreting
<ul style="list-style-type: none">● Understands meaning of informational texts using visual images (brochures, news items, posters) and explains the effect and purpose of the visual elements
Reading
<ul style="list-style-type: none">● Reads texts of 600-700 words and understands specific information, ideas, opinions and attitudes
Writing
<ul style="list-style-type: none">● Writes 200-250 words● Expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life in a short narrative or recount (journal, diary)

At the end of **phase 4**, the student:

Listening and speaking
<ul style="list-style-type: none">● Listens to others responsively by asking questions about some concrete and abstract topics● Begins to paraphrase and summarize● Verbalizes thinking and explains reasons for a story or information heard about topics of personal and some of global significance● Gives a talk or presentation to small and large groups about a book /film /article and answers unprepared questions posed by the audience
Viewing and interpreting
<ul style="list-style-type: none">● Explains why some of the features of the text have been chosen for a particular purpose and audience, and explains how the conventions used influence our attitude and opinions (photos with text, films, websites, news reports)
Reading
<ul style="list-style-type: none">● Reads texts of 800-900 words and interprets specific information, ideas, opinions and attitudes
Writing
<ul style="list-style-type: none">● Writes 200-250 words● Expresses thoughts, ideas and opinions about topics of personal interest and some of global significance (book report, formal letter, article)

Appendix 6: Overview of Language Acquisition phases in the MYP

Table 1: Overview of phases for Dutch Language Acquisition in the MYP

Year group	Teaching group	Teaching group
MYP 1	phases 1-2	phases 3-4
MYP2	phases 1-2	phases 3-4
MYP 3	phases 1-2	phases 3-4
MYP4	phases 1-2	phases 3-4
MYP5	phases 1-2	phases 3-4

Table 2: Overview of phases offered in French and Spanish Language Acquisition in the MYP

Year group	Teaching group French	Teaching group French	Teaching group Spanish	Teaching group Spanish
MP1	Phases 1 and 2		Phases 1 and 2	
MP2	Phases 1 and 2		Phases 1 and 2	
MP3	Phases 1 and 2	Phases 3 and 4	Phases 2 and 3	
MP4	Phases 1 and 2	Phases 3 and 4	Phases 1 and 2	Phases 3 and 4
MP5	Phases 1 and 2	Phases 3 and 4		Phases 3 and 4

Appendix 7: Overview of ELL support

PHASE	WITHDRAWN FROM	SUBJECTS LESSONS to BE FOLLOWED
New To English (maximum 6 months)	<ul style="list-style-type: none"> - English Language Acquisition (ELA) - Science - Individuals and Societies (IaS)/Geography/History - Dutch Language Acquisition (DLA) - 3rd language - English Language & Literature (ELI) 	<ul style="list-style-type: none"> - ELL - Mathematics - Visual Arts - Performing Arts - Physical and Health Education (PHE) - Technology - Tutor Year Group - Mother Tongue Programme (strongly recommended)
2	<ul style="list-style-type: none"> - IaS/Geography/History - DLA - 3rd Language - ELI 	<p>adds</p> <ul style="list-style-type: none"> - ELA - Science
2/3	<ul style="list-style-type: none"> - DLA - 3rd Language - ELI 	<p>adds</p> <ul style="list-style-type: none"> - IaS/Geography/History
3/4	<ul style="list-style-type: none"> - 3rd Language - ELI 	<p>adds</p> <ul style="list-style-type: none"> - DLA
4	<ul style="list-style-type: none"> - ELI 	<ul style="list-style-type: none"> - If Mother Tongue lessons cannot be arranged: the option to add a 3rd Language
(5)		<ul style="list-style-type: none"> - Trial ELI → If successful, exits ELL

