AICS Language Policy

2024

Learning is at the **heart** of everything we do!

Contents

A. Glossary

Definition of terms (in order of appearance)

Best Language - the language the student is most proficient in.
Language and Literature - the course of study taught at native, near-native level for our students.
Literacy - the ability to read and write.
Language Acquisition - course of study offered at school for students learning a language that is not their best language.

B. Language Philosophy

Language is fundamental to forming identity, social development, communication and learning. It "plays a vital role in the construction of meaning…. Empowers the learners and provides an intellectual framework to support conceptual development and critical thinking" (International Baccalaureate Organization, Developing Academic Literacy in IB Programmes). We consider these elements as being interlinked and integral to personal growth.

As a community, we are committed to using language in authentic contexts to promote understanding, and to communicate clearly. We understand that diverse cultural and linguistic backgrounds influence our communication, both as senders and receivers of information and meaning.

We distinguish between best language development, language acquisition and literacy. We value diversity, recognise that many people are multilingual, and may be proficient in various languages in different areas and to varying degrees. A diverse language identity and, therefore, a diverse cultural identity is representative for our internationally mobile community and deserves to be celebrated. The many different perspectives often inherent to language help to foster intercultural understanding.

Students should continue to develop their best language as this facilitates cognitive development and is a key element in developing a positive self-image and cultural identity (International Baccalaureate Organisation), encouraging international mindedness and being open-minded. For this reason, we encourage parents to continue to focus on the development of the best language. At school, we understand the importance of academic language development in the students' best language and, therefore, provide access to as many languages as possible. For example, in Primary, parent volunteers are invited to read to the students in their best language and we celebrate multilingual reading. Students are encouraged to use technology and their best language in class when needed. In Secondary, this is done within the school curriculum, including Language and Literature in Dutch and English, as well as the School-Supported Self-Taught Literature Programme in the Diploma Programme. In addition to the regular curriculum, we facilitate best-language clubs for a few languages on Thursday mornings including German, French, Spanish and Italian.

Language acquisition is a key skill in our continuously changing and developing world. The IB Learner Profile attribute "communicators" states the need for us to "express ourselves confidently and creatively in more than one language…" (International Baccalaureate Organisation). This ability provides us with the chance to access opportunities globally and helps towards developing equity. Language acquisition is "not just learning about the language" (Council of Europe); language learners are "social agents" (Council of Europe): language has a social function and learning language demands genuine inquiry, collaboration and communication.

At AICS, our language of instruction and working language is English; we recognise that this limits access to the learning for some of our students. In the Primary Years Programme (PYP), students have pull-out sessions for English language acquisition (ELA) or in-class support depending on the students' level of proficiency. In the Middle Years Programme (MYP), for students who have little to no knowledge of English, we offer additional support for learners at the emergent level (Phase 1 and Phase 2) through our extended English Language Acquisition Programme. We are committed to students receiving the support to bridge this gap as best possible. We offer English as a Best Language as well as a Language Acquisition.

As a Dutch International School with community as one of our pillars, we are committed to students learning and developing Dutch as a best language and as language acquisition learners. This is also a legal requirement. Promoting the Dutch language, which is the language of our host country, encompasses several key initiatives. These include fostering a positive attitude and cultural appreciation through educator role modelling, providing continuous professional development with Dutch classes for staff, and encouraging interaction with the local community. We maintain and celebrate Dutch cultural events, exploring a multidisciplinary approach by involving specialists in activities like gym or dance with Dutch language integration. The school environment reflects a commitment to the Dutch language through visible displays and consistent terminology usage. Language lessons prioritise enjoyment, appropriate challenge, and relevance in order to build a foundation for life-long language learning (practice 0101-02, IB Standards and Practices). This comprehensive strategy aims to create a supportive and immersive environment for the active promotion of the Dutch language and culture within our educational setting.

All of our teachers are language teachers and are committed to helping students overcome language and literacy barriers that hinder them from accessing the curriculum using the appropriate differentiation tools. We strive to celebrate and share about multilingualism amongst our staff members "since language is central to learning, all teachers are, in practice, language teachers with responsibilities in facilitating communication" (IB Guidelines for developing a school language policy, p.1).

In order to promote language learning, and model active language learning, we aim to provide opportunities for staff to follow Dutch classes at an appropriate level. English Language Acquisition teachers and Learning Diversity Specialists collaborate closely with classroom teachers in order to ensure students' English learning language needs are met. Teachers are encouraged to share good practice that addresses language learning needs during the collaborative planning process as well as during professional learning community (PLC) meetings. In the PYP, language acquisition needs are the focus of "Student Forum" sessions in order to support teachers as language teachers. The school encourages professional development opportunities specifically targeted towards language learning for all staff.

Some of our students have learning challenges not directly related to language; however, language can play a significant role in a student's development. We are careful to identify and distinguish between the challenges and aim to target our support appropriately (for additional information please see our Inclusion Policy.)

We are committed to supporting students with their development in languages; however, we do need to acknowledge that despite ample resources, we do have

limitations to what we can achieve. We strive to ensure that students are able to develop their literacy skills, their best language and acquisition languages at an appropriate level. This requires commitment from, and collaboration between, the students, parents and school.

C. School Language Profile

Many of our students have more than one nationality. In addition, they are often multilingual and have a variety of language experiences at school and at home. At AICS we strive to create a language friendly environment, where all cultural identities and languages are accepted and valued.

At school both our working language and our language of instruction is British English. For referencing purposes, we use MLA9 (for further guidance please refer to the relevant section of our Academic Honesty Policy).

As a Dutch International School, many of our support staff need to communicate with local partners. Fitting with the IB learner profile of Communicator, we aim to hire support staff that speak both English and Dutch and, where possible, an additional language.

At present, a sizable majority of our school population are fluent in English, therefore, most documentation is provided in English. We will continue to monitor the need for publication in other languages. All members of the community, if they do not speak English, are welcome to request help with understanding of these documents by contacting the administration team.

Many of the documents that we work with in the school were originally written in Dutch. The senior leadership team determines which documents need to be translated. The school has a budget to allow for official translation of said documents.

While English may be the official language of instruction and communication within the school, as an inclusive community, we encourage all members of the community to practise speaking the languages they wish. When doing so, we do need to be mindful that all parties feel included.

Another important aspect of language use is to focus on using language to facilitate communication, being respectful of each other and focusing on open communication.

The AICS is committed to ongoing development of the IB continuum. This includes the development of a common language and terminology used across both the Primary School and the Secondary School. Common terminology facilitates cross-programme communication and also the transition between IB programmes.

D. Language Pathways at School

We acknowledge that all students learn languages at their own pace. As students have a variety of, often complex, language backgrounds we value their engagement and personal development above their achievements in comparison to others.

Primary School

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the PYP, it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Learners listen, talk, read and write their way to negotiating new meanings and understanding new concepts…

Language is the major connecting element across the curriculum. Therefore, in a PYP school the focus is not only on language for its own sake, but also on its application across the subjects and throughout the transdisciplinary programme of inquiry. Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking
(PYP Language Scope and Sequence).

Authentic language use

At AICS we believe that students learn best when learning activities are authentic and reflect real-life situations. This approach involves applying language skills within meaningful contexts. By using quality literature from around the world, rather than relying solely on graded or levelled readers and worksheets, AICS promotes cultural understanding and exposes students to diverse perspectives, languages, and cultural constructs. This emphasis on authentic materials enhances language teaching, learning and student motivation.

The role of language in the programme of inquiry

The programme of inquiry provides an authentic context for learners to develop and use language. Wherever possible, language should be taught through the relevant, authentic context of the units of inquiry. The teacher should provide language learning opportunities that support learners' inquiries and the sharing of their learning. Regardless of whether language is being taught within or outside the programme of inquiry, it is believed that purposeful inquiry is the way in which learners learn best. The starting point should always be learners' prior experience and current understanding. When teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning. (PYP Language Scope and Sequence)

PYP Language Acquisition

English Language Acquisition - ELA

Our school offers English Language Acquisition support to students who need support in English to access our PYP curriculum. This support can take place both inside (push-in) or outside (pull-out) of the student's regular classroom. The ELA lessons connect with the classroom units of inquiry where possible, making authentic connections with the students' learning in the mainstream classroom. Classroom teachers work in close collaboration with ELA teachers to meet students' language learning needs. In addition to this, these lessons focus on the English skills the students need to express their needs and feelings; the language they need to socialise inside and outside of school.

AICS Primary school year group "villages" allow for flexible grouping, co-teaching, collaboration and other approaches to best meet learning needs. We continue to explore ways to improve the support of our English language learners, including tapping into the expertise of our ELA teachers, as well as possibilities to adapt the timetabling of language lessons.

Dutch Language Acquisition- DLA
In accordance with Dutch education regulations, we provide Dutch language and culture lessons to all students. At present, the AICS offers three hours of Dutch language acquisition for all students from group 1 onwards. In group 1, the teachers differentiate within the classroom. This means they can stay in a familiar environment with their friends and teaching assistants. From groups 2-7, students are grouped according to their general language need: emergent (beginning students who might stay in the Netherlands short term), capable (most AICS students; the lessons are differentiated according to developmental need) and fluent (students who might speak Dutch at home on a more regular basis).

The Dutch team follows their own programmes of inquiry centred around language targets through completely immersive language lessons. They provide students many ways to actively engage with the Dutch language, such as discussions, presentations, role-play, art and other various activities.

Dutch language acquisition is not limited to traditional class teaching. Several year groups participate in lessons provided by the Lucia Marthas Institute for Performing Arts to support language learning through performing arts for one hour a week. Through activities such as singing, dancing and acting, students engage and connect with the Dutch language and culture in an interactive and creative setting. This supports the idea that language learning should in the first place be based on enjoyment and engagement.

Transitioning from Primary to Secondary School

Student language classes and group placements are an important part of transition between the IB programmes. Subject Area Coordinators of both Primary and Secondary liaise to determine a students' language entry level. Dutch and English teachers assess the appropriate language proficiency level using the MYP language programme expectations.

Secondary School

The Middle Years Programme
From MYP 1 onwards, students follow both English and Dutch at their own level, as either Language Acquisition or Language and Literature. We do strive to have students transition to a Language and Literature course as soon as possible in order to ensure meeting the holistic requirements of the Middle Years Programme.

From MYP 2 onwards, students follow an extra language in addition to Dutch and English. The choices for the languages are French, Spanish and German; all students choose one of these. All of these languages start with phase 1 in MYP2, only one level is taught per year level, please see the table below.

"Students must choose a language that both challenges them and provides an opportunity for academic success" (International Baccalaureate Organization, Language Acquisition Guide). The AICS is not able to offer alternative levels of

language for all languages in the school. We realise that this will affect the choices and language development of some of our students and therefore ask parents and students to carefully consider their choices and resulting implications.

Teachers are responsible for evaluating the progress of students in order to determine their transition from one phase or level to the next. For Dutch and English this may occur throughout the year, typically at the end of a term or at the end of a unit.
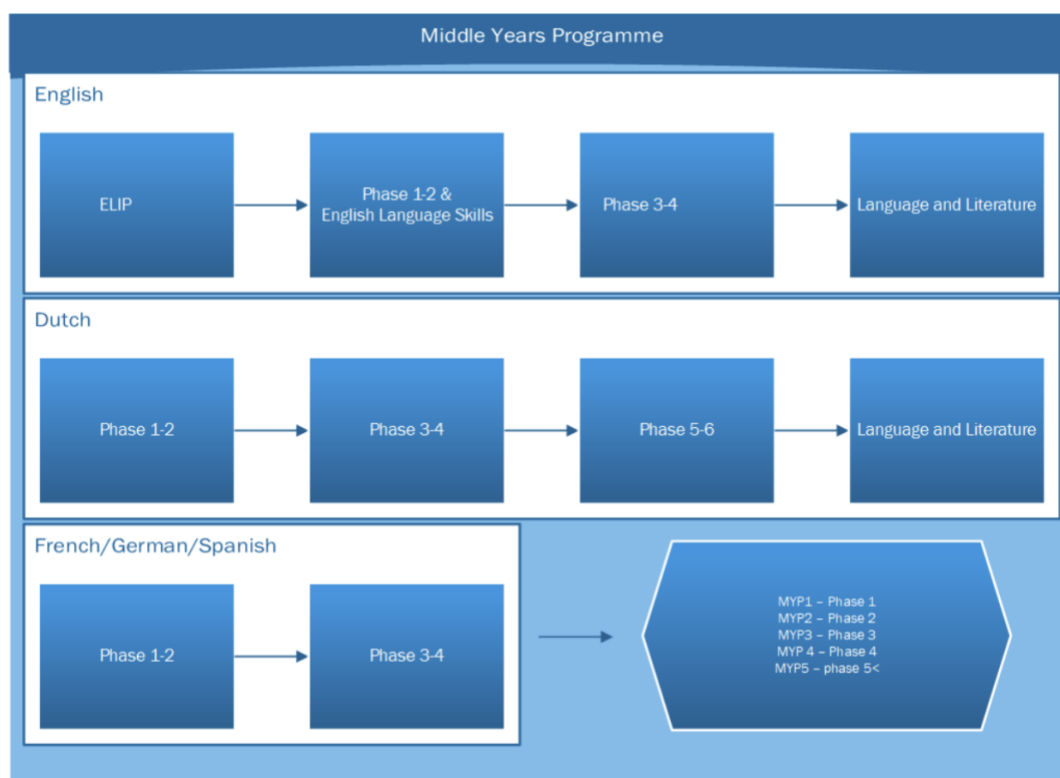
English Language Acquisition Phase 1 and 2 Extension Programme

The English Language Acquisition Phase 1 and 2 Extension Programme is designed to help students with no English or very little English when they come to the AICS:

- All students follow English language classes four days a week according to the regular schedule.
- Students with little to no English follow an additional 4 lesson hours of English per week

Progression LA-LL

A student who achieves phase 6 early in the MYP (year 1–3) could progress to a language and literature course in the same language in year 4 and 5. In this case, the students would be eligible for an IB MYP bilingual certificate by taking two on-screen examinations in language and literature.

Middle Years Programme

English
ELIP → Phase 1-2 & English Language Skills → Phase 3-4 → Language and Literature

Dutch
Phase 1-2 → Phase 3-4 → Phase 5-6 → Language and Literature

French/German/Spanish
Phase 1-2 → Phase 3-4 →
MYP1 – Phase 1
MYP2 – Phase 2
MYP3 – Phase 3
MYP 4 – Phase 4
MYP5 – phase 5<

(LA IB Guide, pg 6)

MYP students who would like to follow Spanish, Italian or French school-supported self-taught in the Diploma Programme, are strongly advised to follow the Best language Club.

The Career-related Programme (CP)

For the Career-related Programme (CP), students will need to follow a Standard Level English course making the appropriate choice from English Literature, English Language or English B. In some cases students may be able to follow an English course at Higher Level. As part of the programme, students also engage in Language Development – this enables students to explore a language acquisition of their choice.

Language Acquisition development portfolio
For students wishing to attend Dutch Professional Universities, or who are considering staying in the Netherlands we highly recommend following an appropriate level of Dutch.

Students with diverse backgrounds have diverse interests and needs; students will receive the support and guidance necessary to pursue an appropriate language development course. Possibilities will include but may not be exclusive to online courses, other external providers, and self-study courses (monitored). The Language development supervisor, in consultation with the student and mentor will determine an appropriate course of development.

As in the other programmes, students should choose a language option that offers the appropriate level of challenge. Final decisions will be approved by the Careers Programme Coordinator in consultation with the Language development Coordinator.

The Diploma Programme

Languages offered in the Diploma Programme at AICS:

Group1 - Studies in Language and Literature	Group 2 - Studies in Language Acquisition
English Language and Literature English Literature Dutch Language and Literature School-Supported Self Taught	English B Spanish B German B French B Dutch B Dutch Ab initio

Students may choose one language from Group 1 and one language from Group 2
Or Two languages from Group 1.
For more details on admission requirements for the Diploma Programme please see our admissions policy and/or the School Guide. For more specific subject requirements please contact the Careers Counsellors.
Classes will only be started up for the above course if there are sufficient students. In the event that no appropriate language course can be provided at school Pamoja may be an option. No more than 4 students may follow the same Pamoja class. (Pamoja is a DP course provider with official recognition from the International Baccalaureate Organisation).

Determining the Language Level for DP
In order to determine a student's language choice for DP, we follow the language

pathways recommendation of the IB (see table below). In addition, the following considerations will be taken into account:

- The language level must offer an appropriate level of challenge.
- The language ability should be in line with the students overall academic achievement.
- The level of language taken in MYP4 will form the starting point of the discussion. The Language Portfolio may be consulted to see development over time.
- The student's future study plans.

The final decision will be made by Diploma Programme Coordinator. If the students and parents do not agree, they may follow the Esprit complaints procedure as outlined on our website. See Appendix 1.

The School-Supported Self-Taught Literature Programme

The SSST programme is a course of study that students can follow who wish to study a best language, Group 1 language that we do not offer. The possibility to follow this course will depend on the student's level, availability and access to appropriate language support.

The school provides a supervisor who monitors the students' progress, provides instruction on general literary features and works in translation and language-specific tutor who is involved in assessing a number of papers and providing feedback.

The Extended Essay
Students may choose to do their Extended Essays in one of the four IB Languages: English, Spanish, French or Mandarin (the school can facilitate this if we have in-school staff that can support the student in this language.)

Theory of Knowledge and Language Development
Learning a language in the Diploma Programme is not only about learning the language but also about how concepts and cultural aspects are expressed through other languages. Theory of Knowledge provides a platform to develop this in depth. Please see the TOK subject guide for additional information.

Language and Assessment

All taught languages as part of the IB programmes (including the self-taught option) are assessed according to the MYP, CP or DP language criteria. As the IB is expanding their language options for these exams please contact the Middle Years programme Coordinator for the most updated information. For additional information, please refer to our assessment policy and the relevant subject guides.

Students following English Language Acquisition Phase 1 have different assessment requirements - please see the assessment policy.

MYP5 e-assessments Language and Literature

Students can take Dutch Language and Literature and/or English language and Literature MYP 5 e-assessments. Students following the best language courses in MYP may opt to take the respective Language and Literature MYP e-assessments if available. In some circumstances students may be able to opt for a different Language and Literature option, for more information please consult the MYP Coordinator.

E. The Language Portfolio

All students at AICS create and continue to develop a Language Portfolio during their time at school. The aims of the language portfolio are:
- for the students to raise their awareness of their own development;
- to allow students to map and shape their language development;
- to allow students to identify their language needs and ambitions;
- to set goals for future language development;
- to provide students with a platform to showcase their language development achievements;
- to provide a platform where students and parents can be engaged in planning the student's language development.

In addition, older students will be able to use the process to ensure they make appropriate choices for further educational and career plans.
The students will be able to showcase their achievements, track their own development and set goals for the future. The ideal opportunity at school will be the Student-led conferences.

F. Literacy

We recognise the importance of reading comprehension and that it affects all areas of learning in all subject areas. Language is a main tool for communication and learning and aids cognitive development (Language and learning in IB Programmes). In addition, language can be regarded as a processing tool.

Primary School

In the primary school, we encourage students to develop agency in authentic reading and writing and emphasise choice, as this is an important motivational factor. Through reading and writing workshops, students develop skills, strategies, processes and concepts in literacy. While we aim to integrate much of literacy instruction into transdisciplinary units, we recognise the importance of discrete skills and processes unique to literacy. Therefore, we will often design parallel literacy units targeting these skills and processes alongside other units of inquiry.

Primary students have a take-home reading programme where children practise reading skills and strategies with short, instructional texts. These texts are not levelled and children learn to make good choices of books that are right for them. These books differ from the books that they bring home from their weekly library visits. In the Library, students are encouraged to exercise choice and develop a love of reading with rich text literature.

The school encourages peer reading within a class and in paired classes. The peer reading approach provides free choice as well as direction. Reading becomes even more valuable for students when purpose is added to the reading experience.

Our primary school makes an effort to make optimal use of the resources and expertise of staff for the benefit of the language development of our students.

Secondary School

In the Secondary School, reading skills form part of the Approaches to learning Skills and thus all subjects focus on the development of literacy throughout the

course of study. MYP1 and MYP2 students have regular reading sessions in the library. Teachers are reminded that reading materials need to be of an appropriate level with differentiation for English language learners.

G. Best Language Development and Support

The school recognises that the development of the students' best language is important on many levels of personal development as outlined in our language Philosophy. Even though we are not able to meet the needs of all our students, we do encourage students to continue to develop their best language and/or language spoken at home through exposure, speaking, reading in the language and encourage parents to have an active role in this.

Within the Amsterdam community, there are also opportunities to further their development in the best language. Please bear in mind that the number of language schools and languages they offer may change and they may have waiting lists.

Some best languages or languages spoken at home are offered at school. Some are provided by external agencies on the school premises and others take place elsewhere in the community as outlined below.

The following best language learning opportunities were available at the time this document was compiled. The list for schools in the community may well not be complete. While we are committed to opportunities offered at school, these will vary depending on the availability of people to run them and the demand.

Primary School Best-language Development Opportunities

Best language is supported in alignment with IB *Language Learning in IB programmes*.

Parent volunteers are encouraged to share their language expertise in the school classrooms in their best language via read-alouds and at our school library. Families also often make contributions to our multilingual library, which continues to grow. Parents and families make an important contribution to special events around the school, celebrating diverse cultures and languages, including cultural breakfasts.

Secondary School Best Language Development Opportunities

These courses take place as extra-curricular activities on Thursday mornings. The courses are designed to follow the MYP language principles. We highly recommend that students wishing or considering taking School-Supported Self-Taught Literature Programme follow these in order to access the course in the Diploma Programme. We currently offer:

- Italian
- French
- Spanish
- German

Primary After School Clubs (available at AICS)
- French
- Italian

H. Library

Whole School

We have an excellent library suited to the needs of students, staff and parents. With over 70,000 items available for loan, we house a modern collection that aims to provide for a wide range of interests as well as supporting the IB continuum and professional development needs. Our library is accessible from 8:30 – 16:30 each school day. The library is located across the two campuses.

Primary School

The library provides students with the opportunity to develop their reading skills, research skills, and general interests. Classes attend every week and the library is open to families outside of school hours.

Secondary School

MYP 1 - MYP 2 have 45 minutes per week research skills workshops taught by the Library teams. Some of these sessions include designated reading and check-out time in the Library.
Older students can find relevant research resources and receive help from the library staff to do so.

For MYP 5 and DP students, the library staff play a key role in helping them find more academic research and to support their research through the use of EBSCO, an online data bank with access to a wide variety of academic writing. Library staff teach about EBSCO, Britannica, Noodle Tools, etc. in MYP1 and 2, and then in for 6 weeks to MYP3. All students, especially DP students, are encouraged to receive academic research support from library staff.

MYP1 and MYP2 students receive workshops on developing effective research skills, developing referencing skills, accessing and managing resources with a focus on the Personal project and the Extended Essay, also highlighting the transferability of these skill.

I. Language Support Provided by the School

The school is committed to providing language support to all stakeholders in order to facilitate learning and acknowledging that our diverse community needs support in developing skills but also in order to ensure alignment in terms of practice and understanding.

Support for Students

Study Support
We offer Subject-Specific study support for Dutch and English where students may be linked to a language teacher that can provide language-focused support.

CAS and Language Learning
DP Students may run a tutoring club and may tutor in languages as part of their Creativity Activity and Service.

Learning Diversity and Language Needs
In Primary language support may come in the form of ELA push in or pull out support. Depending on the language learning needs of the student, a student may also receive individualised or group support from a Learning Diversity Specialist. Our Primary Inclusion Coaches also work with class teachers on how to implement language differentiation strategies in class.

Students with diverse learning needs often require additional support with languages. In the Secondary school, this may be provided during specific subject support sessions. In addition, external agencies or our qualified Learning Diversity Specialists may offer the necessary support. Depending on the situation - specific language learning requirements will be registered in the students Individual Education Plan. Students with particular language difficulties may have access to Individual assessment arrangements - please refer to Student Support Profile for more details.

Support for Staff
Ongoing professional development on language and culture:
- all teachers receive training in being language teachers
- all teacher receive training in differentiation strategies for language learning
- all teachers receive training in intercultural competence

Staff receive regular training with regards to the implementation of various policies.

The Espritscholengroep provides optional courses for teachers to study Dutch and/or English. The courses are provided by external agencies and teachers can follow at their own level, assuming there are sufficient participants. Teachers are also able to take relevant accredited exams. The school pays for this as part of the professional development for staff.

Diploma Programme students may also provide tutoring to a teacher in a language as part of their Creativity Activity and Service.

Support for Parents
The school acknowledges the need for parents to understand our learning strategies in order to help support their children's education at home. We offer Literacy workshops and other language and education related workshops on a regular basis either during the day or during parents evenings.

We invite parents to join webinars on language and literacy development provided by the school. In these webinars, parents learn more about language and literacy approaches at the AICS and how to best support this development at home.

Dutch Language Proficiency Support
Some of our students may wish to transition to Dutch schools. We evaluate individual requests and do our best to facilitate this by working with outside agencies and/or our own staff. While we do our best to facilitate individual requests, the AICS offers international education and cannot offer guarantees for success.

J. Physical and virtual language resources

Artificial intelligence
We see artificial intelligence tools as important developments with regards to language development. Please see relevant documentation from the IB on [Generative Artificial Intelligence.](#) Artificial intelligence is also addressed in the main school policies.

Primary School
In alignment with approaches to holistic education in our early years classrooms, students learn about language in multisensory centres including sand and light

tables, play stations (restaurant, home corner), tactile letter stones, dry erase boards, and a variety of accessible writing materials. Many of these resources continue to be used in upper primary as well. Students can access a variety of materials to express their thinking using laptops, creating books through book creator apps and physical materials/writing tools.

The main inquiry friendly approach used in the primary school to learn about language is by exploring authentic literature and text types through the methods of the reader's and writer's workshop and professional resources that support this approach.

To support language development, the primary school teachers use Dutch language news sites to explore the language of the host country, including Nieuwsbegrip and Jeugdjournaal, and child-friendly search engines for research. The school subscribes to apps which support language learning, including Reading Eggs for students in groups 2-4 who wish to practise language skills at home, Widget and we encourage students to access digital book resources like GetEpic and Sora.

The AICS library is an exciting and vital learning centre of the school. Each week, each primary group visits the library to read, conduct research and/or to borrow books to take home. Our library has the essential role of supporting the transdisciplinary and inquiry-based learning of our community. Students also receive instruction on research strategies and other approaches to learning that allows them to make optimal use of our large selection of resources to further guide their learning. The library is also actively involved in national literacy celebrations of the host country, including Kinderboekenweek (Children's literature week) and de Nationale Voorleesdagen (National read-aloud celebration). They welcome members of our community, like parents and older siblings, to read-aloud to primary students in a variety of languages. Library staff make an effort to connect with the local municipal libraries (OBA/de openbare bibliotheek) in the community by offering programs to our students and exploring collaborative initiatives and field trips.

All teachers have access to and use the IB Resources Centre and subject support sections of the website to ensure development of the IB programmes. In addition, we may request advice from other teachers at IB schools.

Parent involvement as a resource

Primary school parents are encouraged to listen to their children reading aloud at home as a part of our take-home reader programme, where children choose early, developmentally appropriate reading books matching their interests. Through this activity children develop the necessary skills of choice and motivation to read.

We encourage parents to read-aloud to children in their home language(s) and to explore literature in class at home in their best language. Through this activity children develop a positive attitude towards reading and develop a love for literature. By listening to stories read-aloud, children are exposed to sophisticated language beyond their own reading level, which is an important factor in continued language development.

Secondary School

In Secondary school, MYP, DP and CP we use a wide range and variety of resources. For curriculum content, students have access to physical books (including textbooks, novels etc), online versions of the same books and audio books for

students requiring these if available. Students following the Career-related programme have their learning materials online via Pearson's "Learning Portal".

Resources that support the curriculum include websites, workbooks, websites, films, songs, poetry and a diverse range of print material. Particularly for the Diploma Programme we subscribe to Inthinking for the available subjects and Kognity to support students learning. In addition, many subjects have access to websites supporting their subjects specifically.

All teachers have access to and use the IB Resources Centre and subject support sections of the website to ensure development of the IB programmes. In addition, teachers are encouraged to collaborate with IB educators in other schools around the world.

Students who have English as a second language may be able to have extra time and/or use a dictionary (digital or paper). Novels and other text types, may be provided in a different language than English where available.

Our language acquisition team, in addition to relevant textbooks, use a variety of media and other resources such as the local community, authors may be invited into the school, and we have a variety of board games.

Students often help each other in their language learning through coaching and/or tutoring as part of Service learning and/or Creativity Activity and Service.

Our library has a range of books in many languages that students and their families can borrow. We also work with the local library, sometimes borrowing (e)books from them, teachers and all students under the age of 18 are entitled to free public library access.

Our MYP4 students go on a language trip to the country of the language acquisition they are studying to have a more immersive experience of the language and the culture.

Our learning environments are enhanced by posters, for example stating and explaining the key concepts in the language being studied.

K. Rights and Responsibilities

The school is responsible for
- Reviewing the language needs of the community and ensuring changes are made to reflect this
- Periodic review of the Language Policy
- Providing funding for adequate resources
- Ensuring professional development opportunities for teachers as language teachers
- Ensuring professional development opportunities for teachers to enhance intercultural competence
- Providing workshops for parents on understanding the role of language in the development of children

Teachers are responsible for
- Ensuring language differentiation in the classroom
- Making use of opportunities to role model multilingualism

- Developing intercultural competence

Support staff are responsible for
- Familiarising themselves with the Language Policy
- Developing intercultural competence
- Providing the necessary and applicable resources to enhance language development

Students are responsible for
- Developing their language skills
- Attending the relevant classes
- Asking for help when needed
- Working with the school to determine the most appropriate language course

Parents are responsible for
- Ensuring continuation of the best language development (outside the school if necessary)
- Understanding the importance of best language development in relation to personal identity, cognitive development and self-esteem
- Reading with their children
- Working with the school to determine the most appropriate language course for the student

Rights

All members of our community have a right to be included in our community. We strive to ensure that language barriers do not hinder communication. We work with positive intent and aim for communication and understanding in our interactions.

L. Other Relevant Documents and Policies

Language Acquisition at the AICS
ELA0 / ELAX Guidelines and differentiation (2023-24)
Inclusion Policy
Admissions Policy
Assessment Policy
Student Support Profile
Policy Review Cycle

M. Language Policy Review Cycle

The school reviews the Language Policy on a regular cycle, along with the other school policies. The most current review has taken place in the 2023/2024 academic year.

N. Language Policy Committee

This Language Policy has been compiled by a wide selection of representatives of our school community over a period of months: Secondary School students, parents, teachers; Primary School parents, teachers, IB Coordinators, Leader for Learning Secondary, Language Subject Area Coordinator Primary and Secondary, Administrative, Student-Support and Library staff. Some of the members involved were also language-development specialists.

The process followed was that of the Design Cycle. The document was reviewed in relation to current IB documents, actual practice, and incorporating trends for the future.

O. Further Considerations

The Language Policy Committee has identified a number of areas that require further development. These have been split out into Areas for Immediate Follow Up and Further Developments. The areas for immediate follow up have been deemed as those requiring attention first. The others will be taken up at a later point. If you are interested in helping in the development of any of these then please let us know (n.foley@aics.espritscholen.nl).

Actions
- To incorporate MYP1 taster lessons for the languages they choose in MYP2.

Further Developments

How might we develop a whole school language scope and sequence?
- How might we further integrate language learning with interdisciplinary planning?
- How might we facilitate more Dutch language learning in Primary?
- How might we facilitate accessing the documentation for parents who do not speak English?
- How might we continue to make the library more relevant to teaching?
- How might we further improve the visibility and celebration of multilingualism?
- How might we further support students receiving ELA push in or pull out support during their general classroom lessons?
- How might we continue to grow our understanding of the potential for technology (eg. generative AI) to support language learning?

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Appendix

Start of MYP 1	MYP		DP	CP
Schools may offer introductory MYP language acquisition courses (languages carousel courses) and consider the student's previous learning in the language during primary school education in order to determine placement. Refer to the written and taught curriculum requirements section in this guide.	Emergent	Phase 1	Ab initio	If the CP student is taking a DP language acquisition course, refer to the placement recommendations shown in the DP column to the left. If the CP student is not taking a DP language acquisition course, refer to the CP language development guide for recommendations.
		Phase 2	Ab initio (in rare cases) Language B SL	
	Capable	Phase 3	Language B SL	
		Phase 4	Language B SL/HL	
	Proficient	Phase 5	Language B SL /HL Language A: literature SL Language A: language and literature SL Literature and performance SL	
		Phase 6	Language A: literature SL/HL Language A: language and literature SL/HL Literature and performance SL	

Possible IB continuum pathways (International Baccalaureate Organization, MYP Language Acquisition Guide)