

September 7, 2022 (New Guiding Statements)

# Language Policy

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## IB Standards and Practices

### Culture (03)

- The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)
- The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)
- The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)
- The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)
- The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)
- PYP: The school ensures that students learn a language in addition to the language of instruction, at least from the age of seven; multilingual programmes where students are learning at least two languages can but are not required to offer additional languages. (0301-04-0411)

### Learning (04)

- Students take opportunities to develop their language profiles. (0402-07-0300)
- Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

## AISPP Guiding Statements

### Vision

Inspiring the joyful pursuit of learning and intercultural understanding.

### Mission

Igniting a passion for a life of learning together.

### AISPP values

- Sharing our passions to make things better together.
- Our differences make us stronger.
- Find Sok Sabay (wellness) inside and out.
- Our learning is limitless

## Language Philosophy

At Australian International School Phnom Penh (AISPP), we believe that language is central to learning. Language learning is an essential tool for building meaningful connections with others and with their ideas, allowing students to communicate effectively and thrive as global citizens who develop intercultural understanding. We value the cultural and linguistic diversity of our community and honour and support our home language and additional languages.

## Language Principles

At AISPP we believe that:

- We are committed to supporting students at all levels of their language acquisition as they progress along the learning continuum.
- Students' home language is an intrinsic element of student self and cultural identity. Of equal importance, home language supports critical thinking and the acquisition of additional languages.
- Language is essential for teaching and learning across disciplines and ALL teachers are language teachers. AISPP uses current best practices to guide language instruction and provides opportunities for students to use language in authentic and meaningful contexts.
- Learning an additional language fosters students' international-mindedness by allowing them to experience a diversity of cultures and encouraging global citizenship.
- Promoting the language and culture of our host country, Cambodia, is an important part of building connections between our students and the larger community.
- the school recognizes multilingualism as a fact, a right and a resource for learning

## AISPP Student Language Profiles

Students' attending AISPP have diverse language backgrounds and profiles that can be summarised in 3 main categories. They are recommended to study the host country's language, Khmer, or Mandarin as their additional language.

Home language	Language of instruction	Additional language
Khmer	English	Either Khmer or Mandarin
English		Either Khmer or Mandarin
Other		English (EAL) or Khmer or Mandarin

At AISPP, we place students in the language acquisition classes by referring to the students' profile and/or

placement test.

## Language Pathways and Practices

**Solid home language foundations** - We greatly value the continuation of children's learning of their home language. To make this happen, teachers strive to forge strong relationships with each student's family and share relevant information about the curriculum. At home, parents are encouraged to promote literacy skills by using their home language with their child/ren. At school, technology tools are available for students to translate what they learn into their language.

Students are encouraged/allowed to express needs and explain ideas using their home language or use a combination of their home language with their additional language- translanguaging- until they feel confident communicating in the new language. When possible, members of the community (admin staff, teachers from other departments, other children) make connections with children that speak the same language to make them feel comfortable at school. Our library has a selection of books in a variety of languages and parents are often invited to read or play games with children in their home language. Co-Curricular Activities (CCA) are offered in different home languages.

AISPP honours the language of our host country Cambodia through displays in the classroom and throughout the school buildings.

### **Inquiry and transdisciplinarity**

Differentiation - Teachers at AISPP understand the importance of context relevance when designing assessment tasks and we support the notion of different entrance and exit points.

*(IB Learning diversity and Inclusion, 2020).*

Teachers' professional development: The school is committed to allocating time and resources to developing teachers' knowledge of differentiation skills and strategies.

## Early Years (EY)

The curriculum at the Early Learning Center (ELC) combines Australia's Early Years Learning Framework (EYLF), the PYP and is inspired by the Reggio Emilia Approach. In accordance with our *Image of the Child*, we believe that children come to school with a strong desire to communicate with others and curiosity about the written and spoken language. Our teachers encourage and value children's *Hundred Languages*- multiple ways of expressing themselves- while promoting children's awareness of the use of symbolic exploration and representations.

The time students spend at our ELC is crucial for the development of the physical, social, emotional and cognitive skills that are necessary for learning a language. We believe that play is the authentic context in which young children use their home language and acquire vocabulary in an additional language. At the ELC, the learning environment plays a crucial role in supporting children's early literacy. Our teachers carefully plan and prepare the indoor and outdoor spaces to spark curiosity and invite inquiry about the use of symbols and oral language. Each day, students are immersed in learning experiences that connect them to children's literature, music, nursery rhymes and mark-making.

## Primary Years Programme (PYP)

Learning is supported and enriched to strengthen communication skills through transdisciplinary themes to embrace a variety of perspectives and understandings. Teachers identify language objectives alongside content objectives when designing learning experiences. The promotion of languages is learned and used within the

homeroom in English, daily lessons in Khmer, Mandarin or English as Additional Language lessons. When relevant, Language teachers make connections to year level Units of Inquiry to promote the development of PYP Approaches To Learning.

The EAL Program begins in Foundation Class and is designed for students to be supported in their language development by their teachers, peers, the EAL team and their families. Focus is given to the development of both social and academic language skills through co-teaching between the teachers with push-in and pull-out sessions from the EAL teachers to give multiple exposures to learning English. WIDA testing and Individual Learning Plans are used to track each students' progress throughout the school year. Professional Development and support from the EAL department allows teachers to remove barriers to learning and utilise the needs of students new to English.

Khmer teachers use the National Curriculum combined with the PYP Scope and Sequence to identify learning outcomes, design learning experiences and assess student learning. (*International Baccalaureate Organization, 2009*)

The PYP Mandarin language programme provides students with an understanding of Chinese culture and language. Pairing this with the Australian Curriculum standards by providing ongoing assessments, helps to create a positive and inclusive learning experience for the students.

## Middle Years Programme (MYP)

“The study of additional languages in the Middle Years Programme (MYP) provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, viewing and behaving in the world.”

(*Language Learning in MYP | International Baccalaureate®*, 2021)

In MYP, students are placed in the appropriate and most suitable classes and phases using assessment data and language profiles.

Using the MYP curriculum framework and the Australian standards, learning and teaching in Secondary language acquisition classes allow students to explore the richness of language and culture. Teaching and learning in the language acquisition subject group are organised into three levels of proficiency. Each level focuses on two phases. In total there are six phases. The phases represent a developmental continuum of **additional** language learning. Depending on their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum, and progress at their own pace. Students in ELA will exit the program upon teacher recommendation to the MYP Coordinator. This will usually happen in Phase 6 but may also happen in Phase 5 at the teacher's discretion.

Note: For students to take a Language and Literature course in the CP or DP they will need to have studied at least one semester of Language and Literature of that language in the MYP gaining a minimum final grade of 4 for SL and 5 for HL.

## Diploma Programme (DP)

“Every student in the International Baccalaureate® (IB) Diploma Programme (DP) studies in both their best language and in other languages taught as a requirement of the programme.

This enables students to:

- Increase their understanding of several cultures, including their own
- Explore globally significant ideas and issues through different languages

- Study at least two languages throughout their time in their programme”

(*Learning a Language in DP, 2021*)

DP students may study:

- one course in the subject group studies in Language and Literature (Group 1) and one course in Language Acquisition (Group 2).
- or
- two courses in the subject group studies in Language and Literature (Group 1) (*Learning a Language in DP, 2021*).
  - Students have the option to add a third language in Group 6 if so desired.

### Award of a bilingual diploma

“Those students who have extensive experience with, or proficiency in, a language in addition to their first or best language(s) are encouraged to pursue the bilingual diploma. A bilingual diploma will be awarded to a successful candidate who fulfils one or more of the following criteria:

- completion of two languages selected from studies in language and literature group with the award of a grade 3 or higher in both
- completion of one of the subjects from individuals and societies or sciences groups in a language that is not the same as the candidate’s nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies or sciences groups.

Further details of how the diploma is awarded are contained in the document General regulations: Diploma Programme” (*DP Language Courses: Overview and Placement Guidance, 2021*).

“The pathways to study language beyond MYP Language Acquisition are multiple. For example, phases 4, 5 and 6 allow for a smooth transition from MYP Language Acquisition courses to DP Language Acquisition courses (group 2) and studies in Language and Literature courses (group 1)” (*Language Learning in MYP | International Baccalaureate®, 2021*).

### Possible IB continuum pathways

MYP		DP	CP
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,
	Phase 2	Ab initio 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	refer to the CP language development guide for recommendations.
	Phase 6	Language A: Language and Literature SL/HL Language A: Literature SL/HL Literature and Performance SL	

*(Language Learning in MYP | International Baccalaureate®, 2021., p.12)*

### **2021-23 DP Language Options**

Language A: English Language and Literature, Khmer Literature

Language B: English B, Chinese B, Chinese B Ab initio

If a student wishes to take a Pamjoa course for another language the school will explore every avenue to allow this to happen.

*(DP Language Courses: Overview and Placement Guidance, 2021)*

### **Career-Related Programme (CP)**

Students in the Career-related Programme:

- must study 50 hours of a language other than their best language and produce a language portfolio.
- can take a language development course to satisfy the CP language requirement (50 hours development of a language "not their best.")
- can take a DP Language A course as long as they have another language that they are more proficient in.
- who are not doing a DP Course can take an online course or independent language study while producing their language portfolio.

*(International Baccalaureate Organization, 2021)*

## References

- DP language courses: overview and placement guidance.* (2021, August). Programme resource centre. Retrieved November 24, 2021, from <https://resources.ibo.org/>
- International Baccalaureate Organization.* (2009). *Primary Years Programme Language Scope and Sequence.* Retrieved November 23, 2021, from [https://resources.ibo.org/pyp/resource/11162-occ-file-p\\_0\\_langu\\_sco\\_0902\\_1\\_e/](https://resources.ibo.org/pyp/resource/11162-occ-file-p_0_langu_sco_0902_1_e/)
- IBO.* (2020, May). *Learning diversity and inclusion in IB programmes.* Programme resource centre. Retrieved November 24, 2021, from <https://resources.ibo.org/>
- International Baccalaureate Organization.* (2005–2021). *The CP Core.* International Baccalaureate®. Retrieved November 23, 2021, from <https://ibo.org/programmes/career-related-programme/curriculum/the-cp-core/>
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- Learning a language in DP.* (2021). International Baccalaureate. Retrieved November 24, 2021, from <https://www.ibo.org/programmes/diploma-programme/what-is-the-dp/learning-a-language/>