



IB MYP LANGUAGE POLICY

“This document is designed to communicate to all of our stakeholders – parents, students, teachers and administrators – the expectations for creating and maintaining an educational environment for all IB MYP students as required by IBO and supported by INSTITUT AURORA. It provides clear guidelines by defining appropriate vision, goals, and practices within the IB program at Institut Aurora. This document also establishes clear responsibilities of all stakeholders.”

This language policy is derived from the school’s language philosophy and is a statement of purpose that outlines goals for language teaching and learning. It is constructed around pedagogical and learning beliefs and is therefore also a statement of action describing practices for achieving and evaluating goals. A language policy takes into consideration the particular socio-cultural circumstances of our school community and since these circumstances are not static, a language policy is dynamic and flexible and will evolve with the changing needs of the school population.

Institut Aurora – Philosophy of language teaching and learning

Institut Aurora, as IB MYP candidate school implements a language program designed to assist students in acquiring and refining the linguistic skills necessary to succeed in the 21st century. We create a challenging and motivating multilingual environment where the language of instructions is English. We view language as a tool for making meaning in the world. We believe that every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. Multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

At Institut Aurora, all teachers are language teachers as language transcends curriculum areas. Through the IB language programs, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Students are encouraged to use written language in a myriad of contexts as a means for expressing themselves powerfully, purposefully and creatively while reflecting on their learning and their lives, as well as connecting with the world. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. Language is always taught meaningfully and in context. The learning of any language is developmental by nature, building constructively on what each individual student knows to help them move forward. All International Baccalaureate students are encouraged to embody the Learner Profile to become lifelong learners who realize that they

have a role in creating a better and more peaceful world. In all classes, students read, speak, write, listen, and view in a variety of ways and for a number of purposes. Utilizing the inquiry based approach of the MYP curriculum framework, students explore language and become communicators in a multilingual world.

As an international school situated in Kinshasa, we are strongly committed to provide students with access to French language learning and utilizing the host country and community for language and cultural experiences throughout the curriculum. Equally important to the school is the belief that each student should have the opportunity to maintain and develop their mother tongue(s). The acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives.

At Institut Aurora, we are committed to providing an inclusive and equitable learning environment. We aim to ensure access to the MYP IB offered by the school for all students.

As an IB MYP Candidate School, we are committed to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the program. (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilizes the resources and expertise of the community to enhance learning within the program (IB Standard B2, Practice 11).

Institut Aurora – Language instruction and support

In the Secondary School, through school-wide direct instruction, students develop the fluency and literacy skills necessary to ensure their ability to communicate effectively. Language instruction is divided into studies in language and Literature and language Acquisition courses. A student is required to take at least two languages and one of these has to be a language and literature course. Since the language of instruction is English, the language and literature courses are offered in English. Language acquisition is offered in French, our host country's official language. This will not only familiarize our students with the French language and literature but also facilitates the integration and understanding of our host country's culture and traditions. At the start of each academic year, students are evaluated according to preset criteria and placed in the appropriate language acquisition level phase group. Every week 4 hours of language and literature and 3 hours of language

acquisition are offered in the MYP. Language instruction is however not limited to Language and Literature and Language Acquisition courses. Every teacher uses teaching techniques to develop and further support language instruction. As International school with more than 20 nationalities it is not possible to introduce Mother Tongue courses. However, since mother tongue development also develops a child's personal, social and cultural identity we encourage our school community to continue instruction of their mother tongue at home or after school hours in school.

Language and literature

In the MYP language and literature subject group six skill area are developed: listening, speaking, reading, writing, viewing and presenting. By participating in language instruction, students explore the fundamental concepts of analyzing text, organizing text, producing text, and using language with the purpose of communicating, learning holistically and promoting intercultural awareness. Each MYP language and literature course includes study of a balance of language and literature, of genres and a range of literature. Each year of the MYP program includes at least one world literature component. Within the Middle Years Program, students will read a variety of texts including narrative, informational, and argumentative texts. Through reading instruction, students will locate, evaluate, and synthesize information in order to create new knowledge. Another critical aspect of Institut Aurora School's language instruction is the acquisition and application of listening and speaking skills in order to enhance comprehension and communication. Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students progress through their MYP language and literature studies, they are expected to engage with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. Throughout the program, students should engage with the curriculum and demonstrate their understanding at increasing levels of sophistication.

In order to provide students with an authentic and diverse language and literature learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Instruct with Reading/Writing Workshop methodologies where appropriate
- Facilitate reading in all subject areas
- Provide cross-curricular connections between texts when available
- Utilize a variety of texts and media including global works and perspectives
- Group students based on interest, ability, and data
- Use formative assessments to drive instruction
- Design reading/writing instruction with authentic summative assessments
- Provide opportunities for students to take action within the larger community
- Focus on multiple learning experiences
- Provide opportunities to increase intercultural awareness through language instruction

Language acquisition

Becoming culturally and linguistically proficient in two or more languages is the essence of Language Acquisition instruction at Institut Aurora. As the matter of fact, the acquisition of language is seen as a continuum along which each individual student progresses in a variety of courses. At the beginning of each academic year, students are evaluated according to preset criteria and placed in one of the 6 language acquisition level phase groups. Students are placed in a group with specific objectives according to their level and not according their age. At the end of each term, students' level is evaluated against phase objectives. The students whose level corresponds with the next phase will be placed in the next phase group.

In order to provide students with an authentic and diverse language acquisition learning experience, teachers will:

- Use the MYP aims and objectives as best practice
- Set goals based on an outcome of proficient communication, regardless of a student's starting point or background in the language
- Include aspects of culture as part of the curriculum
- Employ an interactive approach to language learning
- Integrate the skill areas of listening, speaking, reading, writing, and viewing
- Embed grammatical structures and vocabulary development within instruction
- Use formative assessments to drive instruction
- Design instruction for authentic summative assessment
- Provide opportunities for students to take action within the larger community

Support for Mother Tongue

Institut Aurora is a school with many different nationalities. Obviously, it is not possible to offer classes in all these languages. However, because educational research makes clear that those students who maintain their mother tongue will have better access to learning when working in a second or third language, we encourage our students and parents to continue developing their native language at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture.

Institut Aurora strongly recommends that parents opt to have this language be taught through external, private tuition. Classes can be organized outside normal class hours if the demand for a mother tongue class is important. When the School's Principal receives a request for a mother tongue course, the Head of School will manage the following process:

- The School will commit to identify a tutor, and will provide that tutor with the materials and class room to deliver a suitable course. Lessons will be scheduled after the regular school day.

- The parent(s) will commit to paying the tutor for his/her services. The Head of School or designate will place families with common language goals in contact with each other, so that costs can be shared. This is private arrangement between the tutor and the families for which the School has no responsibility

Even if school promotes mother tongue development, we do not allow students to express themselves in another language other than the language of instruction during school hours. By doing this we aim to develop the language of instruction thoroughly and to avoid confusion.

English for Speakers of Other Languages (ESOL) program

Amongst their staff, Institut Aurora has a qualified “ESOL” teacher. New students should have a level of English that will allow them to follow classes comfortably. If during the interview it is noticeable that the level of English is not sufficient, a meeting with the ESOL teacher will be held and a strategy will be put in place to integrate, if possible, the student.

Strategies to support teachers and students

Institut Aurora invests in qualified, professional language teachers for the language of instruction, host language and other languages.

All educators in our IB MYP are responsible for the development of student language. Therefore, teachers, administrators, and support staff will engage in ongoing professional development to continue to improve literacy instruction.

General education students are supported in language development by holistic instruction through inquiry-based instruction.

Some language developing strategies used are:

- Inquiry based teaching
 - Engaging students
 - Encouraging students to participate in conversations to further develop their oral language skills.
 - Introducing and analyzing different types of texts to help students further develop their language of instruction but also enrich their academic language.
 - Introducing projects and written assignments to strengthen students’ written expression.
- and more.....

Differentiated practices are noted in instructional units to meet diverse learning preferences. Our school’s inclusion policy describes the tiers of potential support for students to allow participation to the fullest extent in all courses.