



深圳市福港艺林学校
Shenzhen Elite International Academy

IB CONTINUUM LANGUAGE POLICY AND PROCEDURES

A Note for Parents

Dear Parents,

At Shenzhen Elite International Academy, our school policies are rooted in the philosophies of the International Baccalaureate, standards and practices. We strive to reflect the varied aspects of the IB learner profile and the IB mission in every one of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the International Baccalaureate Organization:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Our school is a diverse international community which provides us with an immense sense of pride in our school. We intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds. By enrolling your child at our school, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage student diversity.

In each of our policy documents, you will find the philosophical reasoning driving each policy, your child's rights and community responsibilities, and a description of how each policy upholds the IB learner profile. Additionally, we have included in the appendices the procedures and processes associated with each policy.

All faculty in our school look forward to working with you, as a collective supporting unit for your children in order to ensure that our students receive quality education whilst maintaining the high standards of the International Baccalaureate. This partnership between educator and parent will enable our students to not only know their right, but also their privileged position to be afforded this high quality of education. In addition, we strongly believe that our students should have awareness of what responsibilities are expected of them when gifted with this right to education.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

Xu Xiaolu

School Principal

Miao Hongmei

Academic Principal

Yan Yao

PYP Coordinator

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Our Guiding Principles

The IB states, “Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Vision

At Shenzhen Elite International School we aim to engage students' interest in learning through a music-centric environment. Through the integration of music education and humanistic education we can inspire students, show them new interests, reveal their potential, and enrich their knowledge. We will broaden the horizons of our students and lay a solid foundation for them to explore in-depth in the richness of human knowledge.

Our school uses a comprehensive and balanced curriculum to cultivate lifelong learners who are knowledgeable, risk-takers, caring, and principled. Our students will be taught how to think critically and can help create a peaceful and beautiful world through cross-cultural understanding and respect. They will not only have a global awareness and an international perspective, but also become socially responsible in their own region and world affairs citizen. Our school is inclusive and respects all students. We will encourage positive attitudes and the international citizenship of learners, aim to support the emotional and social development of students, and to cultivate students with necessary skills.

Our Mission Statement

We strive to provide a holistic and balanced education that nurtures the academic, social, emotional, and physical growth of our students. Through our inclusive learning community, we aim to cultivate lifelong learners who are curious, compassionate, and capable of making a positive impact on the world. Our world class curriculum, and multicultural environment foster intercultural understanding, respect, and empathy. We are committed to developing students who are knowledgeable, critical thinkers, effective communicators, and responsible global citizens.

Purpose of the Language Policy Guidelines

These policy guidelines are intended to provide an overview of principles for language learning at Shenzhen Elite International Academy (SEIA), all of which permeate the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which all members of SEIA community are asked to commit so our school can achieve its mission. This language policy is a working document developed by faculty and administration from each school division. The policy is consistent with the SEIA mission statement, and the principles and practices of the International Baccalaureate. This document outlines our school's linguistic and academic goals and defines the program designed to help our students attain these goals.

Statement of Policy

SEIA will empower students by providing opportunities to develop as communicators and to build confidence in the use of language. SEIA will recognize the linguistic diversity of its student community and strive to meet their educational needs including those associated with language acquisition and development. The primary language of communication and instruction at SEIA is English. SEIA will encourage students' understanding and appreciation of the host country's language and culture. Mandarin language and Chinese Culture will be offered specifically within our curriculum from grades K-12. SEIA will recognize the importance of Mother Tongue instruction as a means of helping students maintain their first or best language as well as English language proficiency development.

Communication in English

All SEIA students should have expectations for thinking, inquiring and communicating in English. SEIA embraces learner diversity; however, it will only enroll students whose educational needs can be met by the school. Therefore, upon admission, students must meet the English language requirements to ensure academic success. SEIA will provide a variety of instructional strategies, including but not limited to, intensive instruction, in class assistance, and program modifications.

All SEIA students should have an expectation to meet the school's graduation requirements.

All members of the SEIA community should provide reasonable support for development of appropriate abilities to communicate in English. All members of the SEIA community should have reasonable expectations for inquiring and communicating in English.

Communication in Languages other than English

All students will be required to study an additional language. However, ESOL students do not join the additional language program until they exhibit sufficient proficiency of academic English and thus no longer require pull-out ESOL support. SEIA will offer instruction in selected World Languages within the school day beginning in Grade 6. Mandarin will be provided in continuum. Provisions for additional languages will be offered as resources and capacity allow. All new non-native Mandarin speaking students in grades PS-8 will receive instruction in Chinese Studies (Culture and Language) for a minimum of approximately 20 hours.

First language maintenance is the responsibility of the SEIA parent community. However, SEIA understands the importance of Mother Tongue Instruction as a means to helping students maintain their first language skills. Where academic performance and improvement of English proficiency is a key program objective, the school will collaborate with parents through a Mother Tongue support program through provision of classroom space (where available), limited time during the regular school week, afterschool and on weekend days, and administrative assistance (organizing and providing PD). The respective Mother Tongue Community will recruit and hire the teachers who act in conjunction with the school administration for teacher supervision.

Additional costs for mother tongue instruction are borne by the parents of students participating in those programs.

Language Philosophy

The SEIA mission statement is the foundation for our language policy guidelines. As language forms the basis for learning, these guidelines are critical for helping the school to achieve its mission. We educate our students to think and communicate with a holistic world-view. We foster SEIA students' development as open-minded communicators, to encourage them to understand and appreciate their own cultures and personal histories, to be open to the perspectives, values and traditions of other individuals, to seek and evaluate other points of views, and to grow from these experiences. We develop their skills in effective collaboration, and in the confident and creative understanding and expression of ideas in more than one language and in varied modes of communication.

SEIA Language Learning Principles

1. Language is fundamental to learning and to the demonstration of learning.
2. English is the primary language of communication and instruction at SEIA, and the medium of English is used when in mixed language social groupings.
3. SEIA is enriched by our engagement in our local and national community; Chinese traditions and culture are celebrated and cultivated through our language program, and Mandarin is offered for all grades.
4. SEIA provides students with opportunities to develop as communicators and to build confidence in the use of language.
5. All SEIA teachers provide opportunities for communication and confidence-building; therefore, all SEIA teachers are language teachers. The development of language amongst students is a shared responsibility.
6. As a component to teaching the whole child in all subjects, teachers will promote understanding of students' cultural identities and backgrounds.
7. SEIA recognizes the importance of Mother Tongue background, instruction, and support as a means of helping students maintain their first language and develop English and additional language skills. It is our goal that students expand their linguistic repertoires without detracting from the language acumen they already possess.
8. Fugang Yilin will support a variety of 'language pathways' for students. These pathways include, for example, the opportunity to take Language and Literature in both English and Chinese or Language. These opportunities will be contingent on a variety of factors, to include- but not be limited to- first language proficiency, student aptitude, and student preferences. Each student's specific language needs will be considered individually.
9. All students will be required to study an additional language. Students with low English proficiency may be temporarily placed in intensive English support lessons, as well as English Language Acquisition class, under the expectation that they will join an additional language program once they have reached sufficient proficiency in academic English. SEIA will offer timetabled instruction in selected foreign languages from Grade 6.

Admissions Process for English Speakers of Other Languages (ESOL)

SEIA accepts students holding international passports at all levels of English language proficiency up to the 8th grade, in accordance with admissions guidelines on space availability. Students' grade level placement will be determined by the school through the admission process. English Speakers of Other Languages (ESOL) (GK-Grade 8) may be requested to take a proficiency test and interview with Language faculty/Administrators prior to enrollment for the purposes of ascertaining what additional language support may be needed. A student with low English ability may be given a conditional acceptance and a delayed admission, under the stipulation that additional English tuition be obtained in the interim. Each student's case is considered individually to ensure the best support is available. Where this proficiency has not been reached, the school cannot guarantee success for the student and therefore reserves the right to refuse admission. For further information, please see the SEIA Admissions Guidelines.

Language Programs Overview

Language Pedagogy

At SEIA, we recognize that all teachers are language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and content area classes. Pedagogical features of SEIA language provision are as follows:

- Promotes inquiry based authentic language learning
- Focuses on the transdisciplinary nature of language learning
- Incorporates the teaching and learning of language into the program of inquiry
- Develops the skills of listening, speaking, reading, writing and viewing
- Provides for the teaching of additional languages
- Provides appropriate feedback to support learning
- Makes provision for Language and Literature and Language Acquisition
- Integrates the learning of languages with learning in the subject groups and interdisciplinary planning
- Promotes purposeful, disciplined and integrative understanding through the study of authentic and relevant texts and topics
- Promotes collaborative learning through a range of experiences in new and familiar settings
- Provides targeted assessment that integrates MYP objectives and criteria
- Provides appropriate feedback to support learning
- Develops models of support for ESOL students within mainstream classes, including- but not limited to- coteaching and collaborative planning models, teacher differentiation, scaffolding, mother tongue access and resources, additional time, alternative responses, etc.
- Accommodates a range of language backgrounds and proficiencies
- Makes provision for Language A, Language B, and ab initio language study
- Delivers instruction exclusively in the target language
- Promotes collaborative learning and accommodates diverse learning styles
- Makes expectations explicit
- Embraces a multitude of perspectives
- Enables students to understand how judgments about learning are made, and how to provide evidence of their learning
- Develops meta-cognition, structured inquiry and critical thinking
- Promotes engaging, challenging, rigorous, relevant and significant learning

Assessment

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, SEIA teachers assess all language skills (reading, writing, listening and speaking), frequently, differentiating through scaffolding or extension as required. Formative and summative assessments in the classroom provide information on language growth in accordance with the assessment guidance and rubrics of the IB. In early stages of English language development, SEIA teachers may utilize assessment that enables a student to be evaluated for contextual understanding, skills and content knowledge communicated through his/her mother tongue. Additionally, we will use testing to support decisions regarding a child's placement in language classes, and progression from Language Acquisition classes into Language and Literature classes. For additional information, please refer to the SIAS Assessment Policy.

Professional Development

SEIA appoints well-qualified and experienced teachers, and seeks professionals with an understanding of the specific needs of ESOLs. Additionally, we ensure that our faculty receive explicit Professional Development in the teaching of ESOLs in

their lessons, through courses such as the Teaching English Students in Mainstream Classrooms (TESMC). Additionally, in-service professional development, particularly during New Faculty Orientation, ensures that all teachers are equipped with strategies that enable them to develop language skills in tandem with subject content from the beginning of their teaching practice at SEIA. Through such instruction, we emphasize the importance of extensive differentiation, scaffolding, and modeling techniques.

ESOL teachers will also provide ideas and explicit support for developing listening, speaking, reading and writing skills in all students through the subject delivery. Further guidance and support Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle. The PYP language guide can be found in Making the PYP Happen, subject guides and IB sample scope and sequence document. Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle.

Mother Tongue Provision

At SEIA, we acknowledge the importance of a secure grounding in a child's mother tongue, and value our students' multi-lingual backgrounds. Proficiency in one's mother tongue is recognized as an essential factor for language and cognitive development and the maintenance of cultural identity. Our goal is for our students to become academically and socially bilingual or multilingual, and to develop their additional languages in ways that will enhance the linguistic skills that they already possess. We believe that parents and community play a vital role in the development of a student's mother tongue and encourage cultural and linguistic exchanges between various stakeholders at SEIA. SEIA addresses the needs of mother tongue development through:

- Yearly language-use surveys and compilation of admissions data to ascertain language proficiency and needs amongst our families
- Mandarin-speaking Teaching Assistants to support English language development and mother tongue conceptual understanding
- A range of language pathways focusing on the support of Mandarin development alongside English
- Supporting the use of mother tongues to discuss, outline, and plan work, and when appropriate and translatable, demonstrate conceptual understanding and skills in mother tongues
- The continuing purchase of texts, literature, and online resources in a range of languages, with a view to providing parallel texts wherever possible, and the further development of the school library to expand mother tongue texts and source materials
- Support for the delivery of Mother Tongue instruction through access to classrooms and materials outside regular school hours

ESOL and English Language Acquisition

ESOL Pull-out or support classes

ESOL students who are unable to fully access the academic curriculum delivered in English receive specialized instruction in the English language from qualified faculty, as well as in-class support from Grade 1 to Grade 5. Where necessary, SEIA will recommend that a new student with very low English levels attend English language summer school or undertake English tuition for intensive language development before the commencement of the student's placement in regular classes when the school year starts.

This is to ensure that students new to SEIA and the English language engage with the curriculum and social interactions. In some cases, intensive ESOL classes may continue once the school year has begun; a coteaching model of support is encouraged where possible, in addition to push-in/pull-out teaching. A student will be exited from the pullout or scheduled ESOL classes when s/he can participate fully in the regular SEIA program. When evaluating a student's possible exit, a team consisting of the ESOL teacher, a classroom teacher and a Leadership team member will make a judgement using information from several sources, including a portfolio of the student's work in all four skills areas, feedback from teachers, and any relevant test and assessment results. Parents will be informed about the decision before the transfer takes place.

After the student exits from the ESOL program, the ESOL teacher at that level will closely monitor the student's academic progress and provide support as needed, such as Lower School Middle/Upper School Support for differentiated instruction

TESMC training is available for all teachers Co-teaching Training/Workshops

– In House PD on collaborative partnership teaching for content teachers and ESOL teachers – planned for school year 2022/2023 and ongoing ESOL Teacher

-In class support using a variety of teaching models with Content Teachers (Team teaching, Partnership teaching, as support) Collaborative planning time for ESOL specialists and content teachers to monitor individual students needs and plan on-going support Inquiry based

- PYP transdisciplinary curriculum across whole Lower School up to grade 5 In class technology provided as a resource for language acquisition Communication with Learning Support services about all students who require support services (whether ESOL or specialized services) TESMC training available for all teachers Students receive active services under the MYP framework, including push-in/pull-out support, ESOL teacher development of differentiated resources, additional Mother Tongue instruction, etc. English Language Acquisition (Grade 6-8, with plans to continue in Grades 9 and 10 in the new academic year) Language pathways (see separate section)

ESOL specialized instruction

Entering level 1 ESOL students in Grades 1-5

- Withdraw from class to teach survival English and to facilitate content comprehension related to classroom activities
- Pull-out from class only when necessary to pre-teach vocabulary and provide explicit instruction for ESOLs related to in-class units including PYP, math, science, literacy when necessary
- Allow scaffolding in students' native language, if possible Intermediate level language learners receive levelled scaffolding support in-class
- Technology available for translation, visual/audio/tactile comprehension
- Students receive accommodations during assessments/testing (i.e. extended time, simplified explanations, clarified directions, visuals)
- On-going professional development for ESOL teachers Intensive language instruction through cross disciplinary pull-out where required
- Intermediate ESOL students receive additional tasks and skills assessments during Language Acquisition classes.
- Students receive accommodations during assessments (i.e. extended time, clarified directions, scaffolded materials, etc.)
- ESOL teacher, classroom teachers, and tutors coordinate semester goals.

In-class support

Content teacher and ESOL teacher develop co-teaching strategies in classroom environment.

Facilitate learning through using classroom strategies such as language buddies, small group work, one to one and "accountable talk" techniques, sentence starters... etc.

Differentiated resources, texts, expectations and tasks based on language/ability level.

Push-in support (language/co-teaching). ESOL teacher develops language learning strategies alongside subject content for each unit. Context, vocabulary, and language skills alignment before and during lessons.

Exit criteria and evidence examined

Predetermined exit score by grade level using the Informal assessments ESOL teacher, classroom teachers and administration decide students' continuation in the program, using a portfolio of evidence (to include assessments in reading, writing, speaking, and listening, and summative subject assessments).

Monitoring procedures

After program exit, recorded on-going monitoring with classroom teachers, ESOL teachers and specialists weekly for the first month.

Discussions with student and/or parents about adjustment phase Ongoing evidence shown through testing and classroom assignments If students are demonstrating difficulty with class content, he/she may continue to receive in class ESOL support where needed. Diagnostic/Formative/Summative assessments, and regular check-ins with subject teachers to supplement provision as needed When an ESOL student joins the Middle School, s/he will also join the English Language Acquisition class at his/her grade level. This course teaches the language beyond basic interpersonal communication skills (BICS) in accordance with the MYP guidelines for Language Acquisition, while still giving a measure of ESOL support. If a student acquires sufficient academic English to fully access the curriculum and wishes to begin following a different Language Acquisition class, this may be possible. The school will consider each case individually, and consult with the child, parents, and administration to support an appropriate language pathway for each student.

Mandarin Language Program

When students move from Grade 5 to 6, Mandarin and ESOL teachers make recommendations on the most appropriate language pathways for students to follow into the Upper School. This is supported on entry by levelling diagnostics performed by the Upper School Mandarin teachers.

Organization of Classes

Mandarin is taught for 5 periods a week 5 teachers provide instruction Students are assessed at the beginning of the school year and placed in levelled groups:

- K-1
- Foreign language
 - Bilingual Department
- Native Language
 - International Department

Student Support Services

Learning Support

When a student has been identified with additional learning needs, including cognitive difficulties or gifted and talented abilities, intervention and support are provided through the Learning Support Program in line with the referral process. An EAL student who is not making expected language development progress should be evaluated first to assess those needs and interventions before determining whether there is an additional learning concern. The Learning Support department works with teachers to help them meet the needs of students identified with special learning needs. This support may be formalized through an In-class Support Plan or an Individual Education Plan and may involve short and long-term interventions. If the identified student speaks English as an additional language, the ESOL department works closely with the Learning Support department and other teachers to provide the best service for this individual child. (See the Learning Support Guidelines for more information on identification procedures and service model.)

Parents and Community

Parental Involvement SEIA parents contribute to the Language program at SEIA in a variety of ways, for example, through volunteering in Language after-school activities, delivering Mother Tongue lessons, and providing language lesson cover.

Language Provision for the Community

SEIA believes in supporting all language learning, with a special interest in that of the host country. In addition to our curricular programs, where possible, the school will provide resources for its faculty and parent community to develop Chinese language and cultural knowledge. We value the input of our community with regards to the development of our languages and cultural growth, particularly where it enhances our delivery of Mother Tongue support and international mindedness. lessons in all levels. Local resources are regularly used. They enhance student learning and provide students with authentic learning experiences

Published Materials

Students, parents and staff members at SEIA originate from different countries and educational systems. To maintain consistency in published materials, American English spelling will be used for our formal written documentation. However, teachers and students may use their native country's spelling and punctuation for all other work provided it is employed consistently throughout the document.

Communication of language policy to the SEIA Community

The language policy guidelines will be introduced to the SEIA community through multiple pathways including staff meetings, grade level meetings and Principals' newsletters. The guidelines will also be featured on the SEIA website, and new staff will be familiarized with the document during orientation.

The language policy guidelines will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan. The Leadership team will review the implementation of the guidelines in classrooms and throughout the school on a regular basis as part of the appraisal process.

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in February 2023 and applies from September 2023 - 2024. Policies will be reviewed and updated during the January curriculum day each year.

Appendix: Terms:

ESOL- English for Speakers of Other Languages

MSOL- Mandarin for Speakers of Other Languages

At SEIA we refer to students requiring additional English language support as 'ESOL/ESOL students', and their program of support as the 'ESOL program'. All SEIA students are English and Mandarin language learners, regardless of their native tongues.