LANGUAGE POLICY

Engage, Learn, Reflect

Engage: EIS provides a safe educational environment where all students, staff and parents engage in a caring and diverse culture of learning.

Learn: EIS turns engagement into reflective academic excellence focusing on the needs of the individual learner to prepare for any level of further education.

Reflect: EIS learners acquire new knowledge and skills through ongoing reflection and engagement.

Mission Statement

EIS aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

Language Philosophy

To support our school's mission statement, our language policy provides students with the language tools necessary to succeed in a 21st century multilingual society. At EIS, we view language as a necessary tool for making meaning of the world. Offering our students the opportunity to learn a multiple of languages, while continuing to develop their Home Language, is of utmost importance. With every language, a new door is open, and a different vision of the world is created which promotes the development of international mindedness through cultural identity, intercultural awareness and global citizenship. Therefore, the IB Learner Profile attributes guide our community and support a respectful use of language by students, parents and staff.

At EIS, language is taught holistically through the different language strands and by all teachers. To support the transdisciplinary characteristics of the PYP and interdisciplinary subjects of the MYP, we believe all teachers are language teachers. Language transcends curricular areas and is taught through inquiry, allowing students to make connections with context, to explore and to investigate.

Language Profile

The majority of our students speak English as an Additional Language; therefore, the school has systems in place to support our students throughout their journey of becoming proficient English language users. Our students from outside of Denmark speak languages as diverse as Russian, Arabic, Swedish, Norwegian, Italian, Spanish, French, Portuguese, German, and others. EIS recognises the importance of encouraging students to use their Mother Tongue in order to enhance their sense of identity and cultural heritage; therefore, we strive to provide an environment conducive to maintaining the use of the Home Language (Maki Park and Team) by providing different activities during and after school hours.

A large proportion of our school population speaks Danish as a first language, and the school places a great importance on maintaining their proficiency in this language. Danish lessons taught, support the Danish National Curriculum for Danish Language and Literature. Programme official de l'Education Nationale francaise is offered to our native French students.

Languages offered at EIS

IB Standard A, Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

At EIS, English is the main language of instruction. In accordance with the transdisciplinary and interdisciplinary practice of Approaches To Learning (ATL), language is authentically incorporated into the units of inquiry in the PYP and MYP. To promote intercultural understanding, communication and respect, students are immersed in Danish classes from PYP1 onwards, while the Early Years students are informally introduced to the language through play. The importance of the acquisition of an additional language is acknowledged and students in PYP5 are introduced to Spanish and German Language Acquisition for one semester, before choosing one of the Language Acquisition courses to study in PYP6. Once enrolled in an MYP Language Acquisition class, students continue studying this chosen Language Acquisition class throughout Secondary school.

Students from outside of Denmark are introduced to Danish from the moment they join our school, at all year levels, even informally in Early Years. Until mid-year in PYP3, all students are team-taught with their year level the host country language together. In PYP4, students are split into Danish Language and Literature and Danish Language Acquisition groups. Students studying Danish Language and Literature are offered the National Danish Reading tests in PYP4, PYP6, MYP2 and MYP4. The National Danish Examinations known as FP9 and FP10 are offered at the end of MYP5.

Students receive MYP Language and Literature instruction in English and Danish. Where students require additional English instruction, they receive pull out support for English as an Additional Language, with differentiated instruction supporting their literacy development in the PYP and MYP.

The school offers opportunities for MYP4 and MYP5 students to take Mother Tongue classes during school hours, and when possible as an after-school programme. Throughout the units of inquiry, teachers welcome parents in to present or assist with topics that reflect their language and culture.

IB Standard B2, Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programmes.

All teachers at EIS welcome and invite community members into their classrooms as a resource, thus providing students with a variety of perspectives. Students then extend their own conceptual understandings of related terminology. The guest speakers, excursions, international festivals and literacy week enhance students' learning experience by contextualising their knowledge and reflect our school's multiculturalism.

Language Planning

IB Standard C1, Practice 8

Collaborative planning and reflection recognise that all teachers are responsible for language development of students.

Teachers are guided by the Language Standards and Benchmarks associated with the Programme of Inquiry for PYP and MYP. Coordinator meetings are used as a platform for discussion of the Language Curriculum. All teachers at EIS value the importance of collaboration and reflection. As a result, they have many opportunities for modification and the evaluation of the programme. PYP year level teachers collaboratively plan twice fortnightly with the PYP coordinator and on a monthly basis with single subject teachers, as appropriate.

MYP planning meetings are held once every two-weeks with the MYP Coordinator and used to discuss the Language Curriculum to ensure consistency of approach, standards and expectations within each subject area.

Teachers at EIS continuously seek to develop their expertise and skills through professional development and skill sharing sessions. During collaborative planning,

teachers work to develop a list of common terms, words and concepts to be used throughout learning and teaching.

IB Standard C3, Practice 1

Teaching and learning align with the requirements of the programme(s).

In the Primary School, the language of instruction (English) is integrated into all units of inquiry and organised into stand-alone language lessons where new vocabulary is explored. Teachers ensure that specific language in Mathematics, Social Studies and Sciences is modelled, and employed by students accurately.

In the Secondary School, the language of instruction (English) is integrated into all units of inquiry. Teachers plan their units to ensure there is a progression of English across all year groups, following the outcomes and benchmarks respectively.

Learning/Literacy Support/Inclusion

IB Standard C3, Practice 7

Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.

EIS is committed to personalising and supporting learning that enables all students to realise their own learning journey within a supportive environment. English as an Additional Language support is available to students throughout the Primary and Secondary School. These students receive pull-out support and one-on-one support, until mainstream teaching is deemed successfully advantageous. Students diagnosed with Dyslexia receive an online Dyslexia pack from the local educational authorities to support their progress.

Language Development

IB Standard C3, Practice 8

Teaching and learning demonstrate that all teachers are responsible for language development of students.

Teachers at EIS focus on the transdisciplinary(PYP) and interdisciplinary(MYP) nature of language, modelling the role of language in each subject area, as well as in the language of instruction, host country language and home languages.

The basic skills for all types of communication – oral, written and visual – are explicitly planned in the PYP and MYP. When students are acquiring a language, our teaching is informed by incorporating four concepts – culture, context, reflection and fluency. Students are encouraged to think for themselves, recognise patterns and construct meaning using language. Throughout EIS, there is an expectation that in order to foster an enjoyment and love of reading, students participate in Drop Everything And Read (DEAR) weekly, and are encouraged to read a range of materials at home. A variety of reading strategies are introduced to support students in comprehending what they are reading.

The writing process of drafting, revising and finalising will be modeled and explored in all languages. The use of literature, games, role-plays and multimedia will support students' understanding of different genres, as well as their vocabulary development, sentence construction and use of tense and punctuation.

The school librarian works with the teachers to support language and literacy skill development and to:

- Collaborate on vocabulary and concepts across the curriculum,
- Spread use of a common language about language,
- Teach the conventions of referencing, citing and principles of academic honesty.

Appendix 1: Criteria for Enrollment in Danish Language & Literature

- Danish Language & Literature is for students who are fluent in reading, writing, and speaking. Typically, students who have two Danish speaking parents and Danish is the spoken language at home will be successful in this course.
- It is possible for a student who does not meet the above criteria to enroll in the Danish Language & Literature. In such a case, assessments and conversations will be held in advance of enrollment.

Appendix 2: Danish Language & Literature and Danish Language Acquisition - Testing Timelines for Transition into or out of Danish Language & Literature

Throughout each school year, PYP3 – MYP5 students at EIS will be tested to determine their appropriate placement for the Danish languages programs. The follow provides on overview of this process.

- Week 38 & 39 – Students tested for fluency in Danish using benchmarked standards.
- October 4th & 5th, 2022 – Feedback from testing will be shared with parents during 3-way Conferences. Students who are struggling to meet the academic rigor of the Danish Language & Literature will set goals and will be supported with targeted materials to aid in maintaining enrollment in the Danish Language & Literature class.
- Week 8 - Students tested for fluency in Danish using benchmarked standards.
- March 7th & 8th, 2023 - Feedback from testing will be shared with parents during 3-way Conferences. Based on assessment results, a decision will be made on continuation in Danish Language & Literature or to transition to Danish Language Acquisition.

The steps stated above will also be the process used to determine if a student is ready to move from Danish Acquisition into Danish Language & Literature.

Terminology

Literacy: for the purposes of this policy, literacy incorporates reading, writing and viewing.

Home Language: Non-English Language courses.

MYP – International Baccalaureate Middle Years Programme

PYP - International Baccalaureate Primary Years Programme

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This language policy will be revised by the language committee annually based on school community feedback.

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