

## CBC International Schools-Hefei IB DP Language Policy

CBC Hefei - is a candidate school\* for the Diploma Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

\* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

### Mission statement:

We are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment that promotes:

- inquiry and collaboration within the classroom
- recognizes and respects individual differences within the school community
- celebrates community involvement
- and allows students to position themselves as individuals in a global world

### CBC-Hefei Language Policy

‘Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning’ *Corson 1999*

### Purpose of CBC-Hefei Language policy:

- To outline the philosophy of CBC-Hefei’s language policy
- To ensure all teachers in CBC-Hefei are, in practice, language teachers with responsibilities in facilitating communication
- To provide support for students development and maintenance of their mother tongue
- To outline the pedagogy and support that facilitates student language learning and development

### **CBC-Hefei Profile:**

CBC-Hefei is an international private school located in Mainland China that is committed to creating an inclusive, collaborative, and supportive learning environment with English as the instruction of language. All current students in CBC-Hefei come from Mainland China and English is their second language, and students have a good command of English. CBC-Hefei advocates multilingualism and respects students' development and maintenance of their mother tongue.

### **As a candidate IB school, CBC-Hefei is 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).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- 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 programme(s). (IB Standard C4, Practice 1).

### **CBC-Hefei Language Philosophy:**

- At CBC-Hefei, we believe that language development and acquisition is a continuous process and that each student has a unique language profile that reflects their cultural, social and educational experiences.
- Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning.
- Students' ongoing language learning process is recognized as the shared responsibility of all parties: students' language acquisition is not solely rely on the language teachers, all stakeholders including teachers, students, administration, parents, and staff share the responsibility of facilitating language acquisition.
- English will be the instruction language in CBC-Hefei. The assessment and admission process are carried out in English to better prepare the students for the curriculum that will be taught in English and prepare them to be active participants in the multilingual community. Language level proficiency is assessed regularly though both formative/summative assessment. The results are used to support students across the programme and highlight

any challenges that may require inclusive access arrangements (More information about English proficiency requirements or access arrangements see the admission policy and inclusion policy)

### **Support for mother tongues:**

- Mandarin has been offered as an IBDP course as required by students.
- Traditional cultural activities will be conducted throughout the school year, such as the celebration of Chinese dragon boat festival and new year.
- Chinese learning club organized by the student government
- Debating competitions in both Chinese and English that regularly organized by the language department
- Language teachers provide training sessions to all the staff and support students with a mother tongue other than English.

### **Pedagogy for language and learning:**

All teachers in CBC-Hefei are, in practice, language teachers using a host of pedagogies to ensure all students have equal access to the curriculum. The following four dimensions of teaching adopted from the Cummins, 2007 as outlined in *Learning in a language other than mother tongue in IB programmes 2008* serve as the guiding pedagogy in CBC-Hefei language pedagogy:

#### **Activating prior understanding and building background knowledge**

- When designing classroom activities, teachers are supposed to take students' previous learning experience and knowledge into account.

#### **Scaffolding learning**

- Scaffolding involves breaking learning into chunks to make the material or skill easier for kids to master. There are many different scaffolding interventions that can support learning. Some of these interventions include hands-on activities while others rely on the teacher to explain related concepts. The task that teachers use should be appropriate to what is being learned and appeal to the strengths of the students working through the materials. Throughout the scaffolding process, a heavy emphasis should be placed on connecting old concepts to new ones to set a foundation for learning.

### Extending language

- Teachers are supposed to help students extend their prior knowledge through student-centred activities and experiences.

### Affirming identity

- Creating a school environment that supports and enhances learning by respecting the diversity of students' mother tongue, cultures, and perspectives.

### Policy Communication

The Language Policy will be published in CBC-Hefei IB handbook and Wechat (mini-program). It will be shared and discussed with faculty and student each term

### Policy Revision

The policy will be reviewed periodically until the school is authorized. After authorization, the policy will be reviewed biannually and keeping up to date with the needs of the student population.

### Resources

The following resources were consulted in the creation of this document:

IB publications: Guidelines for developing a school language policy (April 2008) Learning in a language other than mother tongue in IB programmes (April 2008) Towards a continuum of international education (September 2008)

IB Programme Standards and Practices document

Primary Years Programme, Middle Years Programme and Diploma Programme Language and learning in IB programmes (updated 2014)

Corson, D. (2001). *Language Policy in Schools, A resource for teachers and administrators.*

Inugai-Dixon, C. 2006. "An ESL model that works". International School. Number 2. P 37.