Australian International School

Academic Year 2019-20

School's Mission Statement

AUSIS is committed to recognizing and developing the individual student, while providing opportunities to achieve a well-rounded education. To this end, AusIS aims:

- To ensure quality educational experiences.
- To foster creativity in individuals.
- To nurture the talents of each child.
- To provide an enriching co-curricular environment with a strong focus on sports in the middle and upper school.

- To encourage exposure to a variety of cultures.
- To create a continuous wealth of knowledge.
- To offer a caring learning environment.
- To support the development of sound social values.

IB's Mission Statement

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

"Excellence in Education"

Our Motto

"Together We Achieve"

Table of Content

AusIS Language Policy

Preface

This policy is developed by a steering committee that includes members from the senior leadership team and the PYP, MYP, DP and WACE faculty. It is shared with the students and parents and their feedback will be taken into account to modify it. This policy is subject to review and we plan to include students and parents representatives in the review committee. The policy will be reviewed in August, 2021.

Language Policy Steering Committee Members

Alaa Dine Skouri	MYP Teacher- Language Acquisition-French
Afsana Sharmeen	MYP Subject Head & Teacher- English Language & Literature
ASM Mustafa Kamal Khan	Principal
Emil Waldhauser	MYP Teacher- English Language & Literature
Ershad Serajee	WACE Coordinator
Farha Mahmud	PYP Bangla Language Teacher
Farhana Mofiz	Assistant DP Coordinator
Farhana Rahman	PYP Homeroom teacher, Year 3
Irtifa Ali	MYP ATL Coordinator & Teacher- Design
	DP Teacher- Language Acquisition-French
Jahanara Begum	Asst. PYP Coordinator
Jennifer Hawkins	EAL Teacher
Maria Anam Khan	MYP & DP Teacher- Language & Literature English
	MYP Service & Project Coordinator
Md. Saifuddin Molla	MYP & DP Librarian
Mousumi Barua	MYP & DP Teacher- Language & Literature-Bangla
Noel Lavin	Head of Primary
Ponny Chacko	DP Coordinator
Rijwana Ameen Chowdhury	MYP Coordinator
Rizwana Rakib	PYP Homeroom teacher, Pre-primary
Roksana Begum	MYP Teacher- Language Acquisition-Bangla
Samina Chowdhury	PYP Library Teacher
Seema Tuli	PYP Homeroom teacher, Year 5
Taslima Khatoon	PYP Coordinator
Taznin Tanaka Khan	PYP Bangla Language Teacher

Input from teachers was received at committee meetings about-

- how to structure the language programme at school to meet the different levels of proficiency of the students, deciding on scheduling of the language classes so as to cater to the language needs of the students at different levels.

- how to bring the programme into most effective practice to meet the objectives of Language and Literature and Language Acquisition groups.

- how to establish the skills, scope and sequence across the IB and WACE programme

- how to bring in differentiated teaching strategies and multiple levels of learning experiences into the class for the effective delivery of the programme

- the creation of language support systems as needed

Making of the Language Policy

Following a thorough process of identifying the language needs of its community of learners, bearing in mind their previous experiences and future plans, the Language Policy Steering Committee developed Whole School Language Policy for addressing the strategic needs of the school at the present time as delineated below:

Language Policy

"Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning". (Corson 1999: 88)

The ability to communicate in a variety of modes in more than one language is essential to the

concept of an international education that promotes intercultural perspectives. Consequently, this requirement is built into the programme standards and practices document (October 2010) and is an attribute of the learner profile.

Introduction

AusIS is authorized for PYP, DP and a candidate school for MYP. At Australian International School Dhaka, we believe that the development of language and literacy skills is of the highest priority. Both children and parents should realize that language is the main tool of learning and communication.

The purpose of this language policy

The Language Policy is a school wide document that bears a common rationale, philosophy and aims but differs between the school, sections as it adheres to the specific language objectives, uses the jargon that is peculiar to each and meets the distinct curricular requirements at the Primary, Middle and Diploma Programmes of the IB.

Aims

We aim to:
- Deliver IB curriculums effectively- PYP, MYP, DP in isolation, but with the continuum integrated.

- Develop language skills across the whole curriculum.

- Develop the academic and social skills of each child to the highest level.

- Encourage the students in the study of languages other than the native languages as an opportunity to grow beyond a single cultural community.

- Affirm each leaner's identity and autonomy.

- Aid the monitoring of the teaching and learning of languages.

- Promote critical thinking.

Philosophy

At AusIS, we believe language is a powerful tool in order to make meaning of the world around us. We see our students as a community of language learners. We aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Our teaching and learning process takes in account of individual student's cultural experience, skill and interests to create a challenging and motivating multilingual environment.

The importance of language learning to personal development, cultural identity and intercultural understanding is fully understood and acknowledged by the school and underpins the school's language policy.

Rationale

The rationale behind the creation of the School's Language Policy is not only to equip our students with this all-important tool of learning and communication, but also to recognize and consider the fact that all teachers are language teachers with responsibilities in teaching not only their subject area but also the language in which the teaching and learning happens in the classroom context and outside of it. The AusIS Language Policy provides the basis for the language instruction in the school as well as its unanimous attitude and approach to holistic language development, both as the medium of instruction as a means of informal and formal communication.

Students develop their abilities to think, develop social skills and values and acquire knowledge to extend the learning to other areas through language learning. AusIS believes therefore that language is central to all learning and literacy. AusIS recognizes its link to personal development, cultural

identity and intercultural understanding.

Practices

As an IB World School, we are committed to the following practices:

- The school develops and promotes international mindedness and all attributes of the IB learner profile across the school community(IB Standard A, Practice 4)

- 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).

- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

The school develops and promotes international mindedness and all attributes of the IB learner profile across the school community (IB Standard A, Practice 4)

We inculcate the 10 attributes of the IB learner profile across PYP, MYP and DP to support our students in learning multiple languages, inquiring about different cultures and growing realization that they have shared guardianship of the planet as responsible members of the local, national and global communities for a better and more peaceful world. School hosted events like International

Mother Language Day, language festival, Christmas, New Year and annual concert celebrate different languages and cultures. The MCs give their presentation in English, Bangla and French in hosting events which demonstrate our emphasis on learning and using multiple languages.

The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).

Languages offered at AusIS

In consultation with the school community of students, parents and teachers, the school has resolved to offer the following three languages to meet the language needs of our students.

English is the language of instruction at AusIS. English and Bangla are taught as standalones as well as it is integrated in all other subjects in the Primary Years Programme.

In the PYP, students are introduced to reading and the love of books from the age of 3 and formally begin to decode and read words from the age of 5. AusIS follows the Jolly Phonics Programme as a thorough foundation to reading. Letter sounds are taught in a fun and multi-sensory way and students learn how to use the letter sounds to read. We follow the A- Z level reader series books for students as a benchmark to assess students' reading ability. At the beginning of each year level, students are divided into small reading groups according to their reading levels and each level is facilitated by a teacher. In PYP, all teachers including single subject specialist teachers are considered as language teachers, hence provide support as a reading facilitator. This reading programme is addressed as Reading Rotation and it is conducted 4 days of the week, at the same time

for 30 to 40 minutes across the PYP section. This set up also provides for a differentiated reading programme.

PYP students gain and develop their writing skills through a variety of structures (genres), strategies and literary techniques. Teachers are committed to enabling students to express themselves with enjoyment and authenticity through meaningful and an effective written communication. While planning language lessons, teachers ensure that the lessons are planned in response to the students' prior knowledge, needs and interests rather than that of a predetermined and prescriptive model.

In PYP, we commence teaching Bangla in Pre Primary (age 5-6) all the way through to Grade 5. For those students coming from abroad, this offers the opportunity to make the most of their time in Bangladesh and get an opportunity to be familiarized and acquainted with the language of the host country. For the local students, this is an acknowledgement of the importance of their mother tongue.

The students, for whom Bangla is not their mother tongue, receive language learning support from the Bangla language teachers and the assistant teachers. The Bangla Language scope and sequence has been developed with the support of the Bangladesh National Curriculum document which develops students' reading, writing, listening and speaking, viewing and presenting skills.

From Pre Primary to Year 3, each section attends 3 classes per week. Year 4 and Year 5 attend 5 Bangla classes per week. A range of books, flash cards, content relevant charts, dictionaries, puzzles, online resources, and reference books are used to make learning effective.

In the MYP, English, Bangla and French are made compulsory for all the students. English and Bangla Language and Literature are offered to students. The foreign students are encouraged to learn Bangla so that they make the most out of the opportunity of living in a foreign country by learning

the language and experiencing the culture of Bangladesh. Therefore in 2018, we have started offering Bangla Language Acquisition to provide access to students with no or little Bangla or those who are not yet ready for grade level Bangla Language and Literature. French is also offered as Language Acquisition to students. French is introduced in the MYP and continues in the DP. Typically, students come to French, with little to no prior experience of the French language and culture.

The Language Acquisition course is divided into 5 phases for the 5 MYP year levels. However, most of our students are at phase 1 and 2 across the MYP year levels in Bangla and French Language Acquisition. According to our 5 year progression plan, the students will be doing the grade level phase around the academic year 2022-23/24(as attached in the appendix B & C). Students attend 4 English Language and Literature lessons across MYP year levels each week; 3 Bangla Language and Literature and Bangla Acquisition lessons across MYP year levels; 2 French Language Acquisition lessons in MYP 1-3 and 3 lessons in MYP 4 and 5. Each lesson is of 50 mins.

In the Diploma Programme, Bengali is offered as A-Literature under Group 1 HL & SL, in addition to English A - Language and Literature HL & SL; group 2 English B HL & SL. French is offered as Group 2 French ab initio SL subject for students to learn as an additional language other than their mother tongue and the language of instruction.

In WACE, students develop their mother tongue with Bangla class which is linked to our Primary and Middle year sections.

IB Continuum of Language and Learning Domains

Our curriculum and pedagogy is structured around Michael Halliday's(1985) description of the three strands of language learning continuum as follows(Language & Learning in IB, 22-24):

- learning language

- learning through language

- learning about language

Our students learn language by developing discrete skills i.e. receptive (e.g. listening & reading) and productive(e.g. speaking & writing) skills. They build up vocabulary, syntax, accompanying gesture & an understanding of semantics to construct meaningful social interactions referred to as Basic Interpersonal Communicative Skills—BICS (Cummins 1979). Students explore a wide range of texts for various purposes & audiences to develop literacy and a sense of aesthetic or art of language with stylistic devices e.g. expressive, dramatic, poetic & artistic aspects for a broad & strong command of the language and structure. In order for students to be successful in studying different subjects, students learn the use of academic language known as Cognitive Academic Language Proficiency—CALP (Cummins 1979). They analyze literature which involves extensive engagement with multiple readings to understand how to express ideas with poetic dimension, consideration of cultural context, choice of word, symbolism, metaphoric imagery etc. Students are required to think critically which involves metalinguistic critique of all texts in written and/oral form including literary analysis of textual purpose, power and interest in relation to purpose, gaps and silences and multiple meanings.

Curriculum followed at AusIS

PYP, MYP & WACE

We follow Western Australian Curriculum scope and sequence at AusIS. English curriculum at AusIS has a balance of the three interrelated strands of Language, Literature and Literacy. Our teaching and learning programs balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing,

speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers develop and strengthen these as needed.

In the Pre-primary year, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Pre-primary to Year 12 comprises literature, including the oral narrative traditions of people belonging to different communitites of the world, as well as the contemporary literature of cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Pre-primary students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

A variety of reading strategies is introduced to help students read and comprehend texts e.g.

previewing a text, analyzing the features of a text, finding organizational patterns and finding signal words. Students learn to engage in reading by using context to find meaning, inferring, sorting ideas using concept map, visalizing and making notes. Students respond to texts by drawing conclusion and making judgements. Various literature, games, role-play and multimedia will support students understanding of different genres, developing vocabulary and grammar conventions.

The writing process of drafting, revising and finalizing will be modelled and followed through in all languages. The final piece of students' work will be kept as a sample for teachers and students to analyze features of different genres, compose and present written pieces.

Students will be encouraged to self- correct their work during the revision process using their knowledge of grammar and spelling strategies such as syllabification and collocation. Teachers encourage students to make connections between words of different languages.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Students learn to communicate in French, interacting and exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in shared activities facilitated by movement and gestures, to perform rhymes, songs and stories or to respond to teacher talk and instruction in French. Students recognise pictures, key words and phrases and written French in rhymes, songs and titles and convey factual information about themselves, using gestures and familiar words. They engage by listening to and viewing short imaginative texts, through action and other forms of expression and participate in shared performance of short imaginative texts, playing with sound patterns and non-verbal forms of expression.

Students become familiar with the systems of the French language, recognising and experimenting with reproducing the common vowel sounds and rhythms of spoken French by singing, reciting and repeating words and phrases in context. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for purposeful interaction. They also notice similarities and differences between French and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn French through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

Diploma Programme
Group 1: Studies in Language & Literature
Literature (HL/SL) ENGLISH, BANGLA

Course Description

The Literature programme is a pre-university course in literature. It is aimed both at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. Most often strong literature students with good writing skills and a strong interest in literature follow the Higher Level (HL) programme and other students the Standard Level (SL). All Diploma candidates are required to take the Language A: Literature course in one language.

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear and organised expression of ideas, both orally and in writing.

The Language A: Literature programme encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analysed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasised for the study of these works in all parts of the programme. The flexibility of the programme allows teachers to choose challenging works from a variety of sources to suit the particular needs and interests of their students. It also allows teachers to participate significantly, through the internally assessed oral component, in the overall assessment of their students.

The Language A Literature syllabus consists of:

Part 1: Works in translation (HL 3 texts; SL 2 texts), assessed by written assignment (coursework).

Part 2: Detailed study (HL 3 texts, SL 2 texts, representing a range of genres), assessed by oral literary commentary (and discussion at HL).

Part 3: Literary genres (HL 4 texts, SL 3 texts), all drawn from one of the following genres: drama, poetry, prose or literary non-fiction, assessed in Paper 2 (Literary essay) of the written examination.

Part 4: Options (3 texts), assessed in oral presentation. In addition to the written and oral work prescribed by IB, there will be regular internally assessed written and oral assignments.

Students enrolled in tutored or school-supported Self-Taught Language A Literature (in a mother tongue other than English or French) are advised by the Diploma Coordinator to ensure that they meet all course requirements.

Course Requirements

Completion of works in translation written assignment; completion of two oral assessments and completion of two external examination papers.

Language & Literature (HL/SL)-ENGLISH

Course Description

The Language & Literature programme is a study of both language and literature, with a particular focus on developing an understanding of the constructed nature of meanings generated by language. It is offered at Standard and Higher levels. The course is divided into:

Part 1: Language in cultural context (texts from a variety of media)

Part 2: Language & mass communication (texts from a variety of media)

Part 3: Literature - texts & contexts (literary texts - 3 at HL, 2 at SL, including one work in translation)

Part 4: Literature - critical study (literary texts from prescribed book list - 3 at HL, 2 at SL)

The course develops skills of textual analysis. A study of the formal structures of a text is combined with an exploration of the way the use of formal elements and our understanding of their meaning is affected by reading practices that are culturally defined.

Please note: This course is available only to students who are enrolled in Language A: Literature in another language.

Assessment

Assessment is by coursework and written and oral examination.

Course Requirements

Completion of one written creative response; completion of one written critical response (HL only); completion of two oral assessments (one group oral and one literary commentary).

Completion of two external examination papers (analysis of one [SL] or two [HL] unseen texts + literary essay)

Group 2: Language Acquisition

Language B (HL/SL)- ENGLISH, FRENCH

Course Description

The aims of the Language B programme are to:

• develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts;

• develop the ability to understand and respond to the language demands of transactional and social

contacts;

• provide students with a sound linguistic base for further study, work and leisure;

• offer insights into the culture of the countries where the language is spoken, with a particular emphasis on Switzerland for French;

• provide the opportunity for enjoyment, creativity and intellectual stimulation.

The course is offered to students with a minimum of two years' successful study of the language. Standard and Higher levels options are offered, but in both, the student will progress from an elementary or intermediate standard to a more advanced level in all four skills: reading comprehension, written and oral communication, and listening. Because this is a foreign language course, it is not appropriate for native speakers, including those with relatively little background in writing their own language.

A wide variety of texts (written, spoken, literary and non-literary) are studied and exploited to develop the four skills. Examples of the topics students might study in their Language B course include environmental issues, prejudice, relationships, advertising, the media, current affairs, career choices and health issues. Students study news bulletins, novels, plays, poems, newspaper reports, statistics, recorded interviews, magazines, cartoons, songs, videos and the internet.

Students are expected to be able to reflect on and discuss world issues, and are required to express and justify their opinions both orally and in writing. Grammar is reviewed and developed continually, and students are encouraged to record and review vocabulary methodically, topic by topic.

Assessment

Assessment is by written and oral examination.

Course Requirements

Completion of oral assessment; completion of two external examination papers and completion of a written creative response to literature studied (HL) or other written task (SL).

Group 2: Language Acquisition
Ab Initio (SL)-FRENCH

Course Description

The ab initio programme is designed to be studied over two years at Standard Level by students who have little or no previous experience of the target language.

The programme is communicative in that it focuses principally on interaction between speakers and writers of the language. The main aim of the programme is to prepare students to use the language appropriately in a range of contexts and for a variety of purposes. The skills of listening, speaking, reading and writing are developed through the study of a wide range of oral and written texts, of different styles and registers.

The interests, needs and social contexts of the students are considered in the planning and delivery of the course. Topics studied include: the individual, education, transport and communication, shopping, food and drink, leisure and the environment. An appropriate range of grammatical structures is integrated into the teaching.

Teaching materials include course books, brochures, dictionaries, magazines, newspapers and library books. In class, videos, films, visual displays and reference texts are also used. Students practice and develop language skills by means of a variety of activities and exercises. All students are encouraged to evaluate their own progress and take their share of responsibility in the learning process; this includes recording and reviewing grammar and vocabulary continually.

Assessment

Assessment is by written and oral examination.

Course Requirements

Completion of oral assessment; completion of written task and completion of two external examination papers.

Foreign Student Population

At AusIS, foreign students make up about 20% of the student population. Mother tongue of our students include English, Hindi, Sinhalese, Korean, Urdu and Bangla.

Mother Tongue Development Support

'Mother Tongue' describes the language that students use at home, and/or outside the classroom environment. The complexities of some students' language profiles do not always allow for clarity in this area. Many of our students communicate proficiently in English and a few in French other than their mother tongue.

We strongly believe that each student should have the opportunity to maintan & develop their mother

tongue.

The Admission officer collects information for preparing the language profile of the newly enrolled students in the MYP. The librarian keeps record of the new information in a digital system. The librarian also shares the updates with the teachers time to time.

In keeping with the AusIS beliefs in language acquisition and development and in line with the IB philosophy in this regard, the school provides essential impetus to language development in addition to instruction through the following opportunities throughout the school year:

- exposure to language stimuli-visual, audio and digital-during enrichment activities outside classes during breaks, assemblies, field trips, debates, oral presentations, etc.

- school hosted events and out of classroom learning experience with language focus on many possible language and culture of origin-based activities in English, French and Bengali e.g. music presentations, Book Week to celebrate reading, regional language presentations, posters, podcasts and other displays, cultural programme and activities, field trips etc.

- particular focus to purchase resources of a multicultural nature and multiple perspectives through a variety of languages to enrich our language resource collection in the library and for teachers' use as supplements for instruction.

- allowing the use of mother tongue language within parameters outside of the classroom or during group work or discussion, etc., however, not at the cost of losing one's proficiency in English, which needs to develop constantly and consistently.

- Exposure to listening exercises in the language through guest speakers in the language, who also bring in cultural elements into their presentations, thus facilitating cultural awareness and

enrichment in addition to one of its important offshoots-language.

The Principal, MYP Coordinator and the homeroom teacher communicates with the parents to discuss about providing support to develop mother tongue of the student with mother tongue other than the languages offered at AusIS.

Students can read, speak and discuss in their mother tongue to understand concepts better; however, production should be in the language of instruction which is English. It is also closely monitored that this does not affect the students' proficiency in the language of instruction. Students also get to enjoy and celebrate their mother tongue during different school events such as, International Mother Language Day, school concert etc.

 Liaising with parents is done to establish an understanding of how best to collaborate in order to achieve shared goals. Parents are encouraged to support mother tongue development at home through reading, writing, listening and speaking. They may be asked to read with students on a regular basis, discuss concepts to check for understanding/comprehension, assist with inquiry-guided research and encourage oral communication.

Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).

AusIS is fully aware of the fundamental concepts of the programmes and is guided by these and the curricular framework within which it operates in its language offerings, unit planning, and teaching practices. At AusIS, all the teachers are considered as language teachers. Written curriculum involves planning units with: key, related concepts and global contexts; factual, conceptual and debatable questions to extend on students' knowlegde and understanding of the topics. The subject group

objectives outline the content and skill development of the students. Teaching also enables students to build subject specific vocabulary as suggested by the MYP subject guides and use the terminologies in their written and spoken communication.

On-going formative assessments are taken to inform teaching and evaluate students' comprehension. Summative assessments are taken at the end of the unit and furthermore two semester exams are taken in a year to assess students' knowledge, skill and understanding.

National Assessment Program – Literacy and Numeracy i.e. NAPLAN examinations are taken in grade 3, 5, 7 & 9 which are focused on basic skills that are administered annually to Australian students and schools following the Australian Curriculum worldwide. This provides a snapshot of a student's current reading, writing, language and numeracy skills.

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).

Differentiation in Teaching

Teachers with a clear understanding of what the students need to know at the end of the unit, what they already know and what learning differences prevail in the classroom, the teachers make adjustment in the content, various ways the students process the content and students are given options to choose the product in order to demonstrate their learning. Some strategies we follow are R.A.F.T.(role of the writer, audience, format and topic) where students are given options to choose from in completing tasks. Student traits are also considered to differentiate on the basis of readiness,

interest and learning profile. Tiered assignments focus on the same essential skills and understandings for all students but at different levels of complexity, abstractness, and open-endedness.

For those whose mother tongue is not English, our main language of instruction or Bangla or French, students may receive classroom support through one or more of the following examples where appropriate from this non-exclusive list, depending on the context:

- Use of visuals

- Buddy system for speaking mother tongue

- Access to readings in advance

- Access to graphic organizers

- Adapted tasks so as to make tasks less dependent on large amounts of writing when writing is not the objective

- Checks for understanding in ways that require students to respond with more than a yes, or smile and nod because we know that many cultures view this as being polite and respectful despite the respondent's actual lack of understanding.

- Additional time to complete a task

- Where the assessment is not specific to the language, students may respond in their mother tongue or use language aids like dictionaries or translators

- Descriptive body language alongside verbal explanations

- Tasks designed to empower peers in offering one another feedback

- Tasks designed to discourage the reliance on a digital translation software or program

- Activation of –students' prior understanding, using the mother tongue and other languages when appropriate

- Consideration of –time and strategies necessary for activating and building up background knowledge when planning a unit of work or lesson

- Demonstrations of the learning objective or task

- Learning structures designed to enable students to work in small and collaborative groups

In some circumstances, Individual Learning Plan(ILPs) are developed for individual students depending on their individual learning needs. In the MYP, assessments standards may be modified to fit the context of the student. Any such cases are discussed with the students, parents and MYP Coordinator and the team for transperancy of information. And building a well-rounded support as needed.

Most of the differentiation strategies listed above will also benefit many other learners – even those whose mother tongue is English. This dynamic is especially true when learners of all backgrounds approach discipline specific terminology. Likewise, communication is a criterion in each subject group of the programme.

Resources

A range of books, flash cards, content relevant charts, dictionaries, puzzles, online resources, and reference books are used to make learning effective. Parents are also asked to contribute in building the school mother tongue resource center by donating books, literatures, DVDs, CDs etc.

Teachers consult with the MYP Coordinator and the librarian in order to put requisition of books to build library collection annually.The librarian conducts a survey among the MYP students to gather information about students' reading preferences.

We aim to continue developing our library resources in order for our students to access a variety of genres to support language learning in the languages offered at AusIS and their mother tongues.

Students are allowed to bring their personal devices i.e. laptop, ipads from MYP onwards for students to access online resources to support learning at AusIS. Students develop an understanding of academic honesty and put it into daily practice. They follow MLA 8 for referencing and citation in their work.

Professionally qualified teachers are recruited and are provided with IBO trainings to understand the IBO philosophy behind the language teaching and are fully equipped to teach the subject and achieve the objectives in knowledge, skills and attitudes specified in the Language and Literature and Language Acquistion guides and resources.

EAL Support

The English teachers identify the EAL students on the basis of their performance and assessment results. The EAL teacher gives support to enable acquisition of English language and increase access to the curriculum. As per the requirement, the students have lessons with the EAL teacher thrice a week during library, mother tongue development block and club time if needed. The students are

withdrawn from the EAL programme in consultation with the EAL and English teachers as appropriate.

At AusIS, we follow EAL/D teacher's resource developed on the basis of Australian Curriculum, Assessment and Reporting Authority (ACARA). It contains annotations that describe linguistic and cultural considerations implied by some English content descriptions. It also suggests teaching strategies to better enable EAL/D students to access the learning described in the English content descriptions.

The annotated content descriptions for each of English, Mathematics, Science and History have been developed to advise teachers about areas of the curriculum that EAL/D students may find challenging and why, help teachers understand students' cultural and linguistic diversity and the ways this understanding can be used in the classroom and provide examples of teaching strategies supportive of EAL/D students.

Additional Support to Language Learning

Students will be given a reading challenge which involves reading one book in 2 weeks. Teachers aim to instill the love for reading in our students and runs a reading challenge across MYP for the whole year. The teachers meet with the students to adjust and fine tune their reading challenge so that there is a balance of different genres in their reading list. The students display the books they read in a term in the corridor with a star review. Students do a quick weekly 'turn and talk' to share with another student about the book.

Library Support of Language Learning

The librarian and the admisssion officer collects and records information about the language profile of the students. This is then shared with all the teachers to identify ways to support students in the language development.

The school library recognizes the importance of language to the intellectual, creative, and ethical development of students. The teacher-librarians work with language teachers to ensure a wide variety of texts is available to meet the needs of language learners, including English, Bangla, French and the other mother tongues.

Parents are involved and valued with regard to ensuring AusIS library provides a wide variety of texts representative of the linguistic profile of our learning community. We seek suggestions for books and are open to parents donating books in their mother tongue.

Each year level in PYP and the MYP except for MYP 4 & 5 have assigned time for library class in their daily class schedule and the librarian also works as a language teacher. During library class, students can choose books of their choice. For the Early Years learners, we provide big picture books with repeated text and videos to improve listening and speaking skills. For elementary school, we provide books of different genres which help to improve reading, writing, speaking and listening skills. For middle school and high school, the library also provides subject specific books which are used as additional resources to support academics. Besides during this assigned period of time, students are allowed to access the school library as a research centre. We are in progress to create a mother tongue resource center in our library involving the parent community.

Regular communication takes place between the teachers and the librarian to locate resources in the

library which will extend learning of the subject matter in the classroom.

The librarian in the MYP and the DP also teaches the students to use MLA 8 to maintain academic honesty. A yearly survey is conducted in order to understand the reading preferences of the student, see the gap and design library resource development plan.

English Language in WACE (Year 11 & 12)

English ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims of Secondary English Courses

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing

- capacity to create texts for a range of purposes, audiences and contexts

- understanding and appreciation of different uses of language.

In addition, the English ATAR course aims to develop students' ability to:

- understand the use of language for communication

- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes

- engage in critical analysis and evaluation.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Organisation of content

Content descriptions in each unit in the English ATAR course are grouped under an organising framework consisting of:

- texts in contexts

- language and textual analysis

- engaging and responding

- creating texts

- reflecting

English GENERAL

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the

interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Aims

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write

- create texts for a range of purposes, audiences and contexts

- understand and appreciate different uses of language.

In addition, the English General course aims to develop students' ability to:

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills

- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses

- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms

- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

Organisation

This course is organised into Year 11 and 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Organisation of content

Content descriptions in each unit in the English General course are grouped under an organising framework consisting of:

- comprehension strategies

- language and textual analysis

- using information

- creating texts

- communicating and interacting with others.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

English as an Additional Language or Dialect (EAL/D) ATAR

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of the English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect ATAR course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

The English as an Additional Language or Dialect ATAR course provides opportunities for

students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Unit 1 to Unit 4 develop students' academic English skills in order to prepare them for tertiary study.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

Eligibility

All The ATAR English as an Additional Language or Dialect course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/college, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website on the English as an Additional Language or Dialect course page.

The English as an Additional Language or Dialect course will be available to a student in Year

12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into year 12, AND for whom English has not been the main medium of communication and/or course delivery* for more than seven years immediately prior to 1 January of the year of enrolment into Year 12

- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context

- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language.

*Delivery is defined as the language in which the course is taught and assessed and includes the language used for Unit Outlines/Programs and text books and the construction and completion of

homework, assessments, tests and exams. Delivery is not limited to the language that a teacher uses to communicate in a classroom.

NOTE: If a student other than a Year 12 student applies to enrol to sit for the Western Australian Certificate of Education (WACE) examination, they must meet the eligibility requirements.

Aims

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing

- capacity to create texts for a range of purposes, audiences and contexts

- understanding and appreciation of different uses of language.

In addition, the English as an Additional Language or Dialect ATAR course aims to develop students':

- understanding of the relationships between language, texts and ways of thinking and knowing in SAE

- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas

- inferential comprehension, critical analysis and reflection skills.

Organisation

This course is organised into Year 11 and 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Organisation of content

Content descriptions in each unit in the English as an Additional Language or Dialect ATAR course are grouped under an organising framework that presents key aspects of learning that underpin language or dialect acquisition. The English as an Additional Language or Dialect ATAR course organising framework, which follows, includes aural, oral, written and multimodal texts.

- Communication skills and strategies

- Comprehension skills and strategies

- Language and textual analysis

- Creating texts

Language policy alignment

AusIS's language philosophy and policy align with our values and policies as outlined below. In all of these policies and positions, the student is central.

... to our mission statement

Part of our mission statement is to encourage exposure to a variety of cultures and support the development of sound social values. Part of being exposed to variety of cultures is to learn how to communicate in a variety of ways; part of developing sound social values is understanding the world from different points of view and realizing that people with differences can also be right: our language policy works to both of these aims because it ensures that students spend a significant amount of time learning an additional language while modeling respect and support for those whose mother tongue is something other than English.

...to IB's principles

AusIS's language policy reflects the MYP and DP concept of communication because we require students to learn a language in addition to their mother tongue thereby inviting them to broaden their opportunities for communication. Our language policy supports the IB's holistic approach to education as it honors and supports the linguistic background and knowledge of our students and community. Finally, our language policy supports the philosophy of international education as it supports the idea of working across boundaries – cultural and national – to gain understanding of alternative perspectives.

...to our academic honesty policy

Our language policy aligns with our academic honesty policy in that students are supported, where possible, in learning through their mother tongue; this flexibility decreases the pressure students

might otherwise feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources without feeling badly about doing so.

...to our admissions policy

Our language policy aligns with our admissions policy to welcome all types of students because we aim to support students' language learning regardless of their linguistic background.

...to our assessment policy

Our language policy aligns with our assessment policy because our assessment policy is directly applicable to all of our learners – regardless of their linguistic background. Flexibility is built into our assessment policy to recognize and allow for when students' lack of vocabulary hinders their communication of their understanding.

Policy review protocol

Australian International School's language policy is a working document. Since language is not static, a language policy needs to be dynamic and flexible so that it can evolve with the changing needs of the school population. This policy will be reviewed and revised as needed each year through the curriculum coordinators in consultation with departments, students, and the parent community.

The policy's effectiveness will be evaluated as part of the review process. The coordinators will gather EAL data from our EAL support teacher throughout the year and this data will help in reviewing the policy on a regular basis with the help of core committee members to inform our review.

Communication of the language policy

The language policy is listed with the other school policies on our school website.

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Appendix A MYP Student Language Profile

Student's Name:

MYP Year:

Grade:

Countries of Residence:

Country Name	Purpose of Living	Duration (months/years)

Mother Language (first language):   **Language spoken at home:** _____

Other Language(s):

	Language	Number of Years of Exposure
1st		
2nd		
3rd		
4th		
5th		

Academic Records/Proof of Language Proficiency:

	Record Type(Exam Score/Mark Sheet/ Certificates/ Acknowledgement)	Level	Grade/ Band/ Score
At AusIS	Language & Literature(English ☐ and Bangla ☐) Language Acquisition (English-EAL ☐ and/ Bangla ☐ and French ☐)		
Other **(Please write the** **name of the organization** **in the next column**			

Date:

Teacher's Approval Signature with date:

Additional Comments:

Appendix B AusIS MYP Bangla Language Acquisition Progression Plan for 2019-2024

As we started Bangla Acquisition from August 2019 in our MYP years (1-5), some of the students fall into the beginner category having no or very little prior experience in Bangla. The plan below is prepared for the academic year of 2019-20.

MYP Year	Term 1	Term 2	Term 3	Term 4
1	Phase 1	Phase 1	Phase 1	Phase 1
2	Phase 1	Phase 1	Phase 1	Phase 1
3	Phase 1	Phase 1	Phase 1	Phase 2
4	Phase 1	Phase 1	Phase 1	Phase 2
5	Phase 1	Phase 1	Phase 1	Phase 2

AusIS MYP Bangla Language Acquisition Progression Plan for MYP 1

Year	Term 1	Term 2	Term 3	Term 4
2019-2020	Phase 1	Phase 1	Phase 1	Phase 1
2020-2021	Phase 1	Phase 1	Phase 1	Phase 2
2021-2022	Phase 1	Phase 1	Phase 1	Phase 2
2022-2023	Phase 1	Phase 1	Phase 1	Phase 2
2023-2024	Phase 1	Phase 1	Phase 1	Phase 2

AusIS MYP Bangla Language Acquisition Progression Plan for MYP 2

Year	Term 1	Term 2	Term 3	Term 4
2019-2020	Phase 1	Phase 1	Phase 1	Phase 1
2020-2021	Phase 2	Phase 2	Phase 2	Phase 3
2021-2022	Phase 2	Phase 2	Phase 2	Phase 3
2022-2023	Phase 2	Phase 2	Phase 2	Phase 3
2023-2024	Phase 2	Phase 2	Phase 2	Phase 3

AusIS MYP Bangla Language Acquisition Progression Plan for MYP 3

Year	Term 1	Term 2	Term 3	Term 4
2019-2020	Phase 1	Phase 1	Phase 1	Phase 2
2020-2021	Phase 2	Phase 2	Phase 2	Phase 3
2021-2022	Phase 3	Phase 3	Phase 3	Phase 4
2022-2023	Phase 3	Phase 3	Phase 3	Phase 4
2023-2024	Phase 3	Phase 3	Phase 3	Phase 4

AusIS MYP Bangla Language Acquisition Progression Plan for MYP 4

Year	Term 1	Term 2	Term 3	Term 4
2019-2020	Phase 1	Phase 1	Phase 1	Phase 2
2020-2021	Phase 2	Phase 2	Phase 2	Phase 3
2021-2022	Phase 3	Phase 3	Phase 3	Phase 4
2022-2023	Phase 4	Phase 4	Phase 4	Phase 5
2023-2024	Phase 4	Phase 4	Phase 4	Phase 5

AusIS MYP Bangla Language Acquisition Progression Plan for MYP 5

Year	Term 1	Term 2	Term 3	Term 4
2019-2020	Phase 1	Phase 1	Phase 1	Phase 2
2020-2021	Phase 2	Phase 2	Phase 2	Phase 3
2021-2022	Phase 3	Phase 3	Phase 3	Phase 4
2022-2023	Phase 4	Phase 4	Phase 4	Phase 5
2023-2024	Phase 5	Phase 5	Phase 5	Phase 5

Appendix C AusIS MYP French Language Acquisition Progression Plan for 2018-2023

As we started French from August 2017 in our MYP years (1-5), most of the students fall into the beginner category having no prior experience in French. The plan below is prepared for the next 5 years starting from the academic year of 2018-19.

MYP Year	Term 1	Term 2	Term 3	Term 4
1	Phase 1	Phase 1	Phase 1	Phase 1
2	Phase 2	Phase 2	Phase 2	Phase 3
3	Phase 3	Phase 3	Phase 3	Phase 4
4	Phase 4	Phase 4	Phase 4	Phase 5
5	Phase 4	Phase 5	Phase 5	Phase 5

AusIS MYP French Language Acquisition Progression Plan for MYP 1

Year	Term 1	Term 2	Term 3	Term 4
2018-2019	Phase 1	Phase 1	Phase 1	Phase 1
2019-2020	Phase 1	Phase 1	Phase 1	Phase 2
2020-2021	Phase 1	Phase 1	Phase 1	Phase 2
2021-2022	Phase 1	Phase 1	Phase 1	Phase 2
2022-2023	Phase 1	Phase 1	Phase 1	Phase 2

AusIS MYP French Language Acquisition Progression Plan for MYP 2

Year	Term 1	Term 2	Term 3	Term 4
2018-2019	Phase 1	Phase 1	Phase 1	Phase 1
2019-2020	Phase 2	Phase 2	Phase 2	Phase 3
2020-2021	Phase 2	Phase 2	Phase 2	Phase 3
2021-2022	Phase 2	Phase 2	Phase 2	Phase 3
2022-2023	Phase 2	Phase 2	Phase 2	Phase 3

AusIS MYP French Language Acquisition Progression Plan for MYP 3

Year	Term 1	Term 2	Term 3	Term 4
2018-2019	Phase 1	Phase 1	Phase 1	Phase 1
2019-2020	Phase 2	Phase 2	Phase 2	Phase 3
2020-2021	Phase 3	Phase 3	Phase 3	Phase 4
2021-2022	Phase 3	Phase 3	Phase 3	Phase 4
2022-2023	Phase 3	Phase 3	Phase 3	Phase 4

AusIS MYP French Language Acquisition Progression Plan for MYP 4

Year	Term 1	Term 2	Term 3	Term 4
2018-2019	Phase 1	Phase 1	Phase 1	Phase 1
2019-2020	Phase 2	Phase 2	Phase 2	Phase 3
2020-2021	Phase 3	Phase 3	Phase 3	Phase 4
2021-2022	Phase 4	Phase 4	Phase 4	Phase 5
2022-2023	Phase 4	Phase 4	Phase 4	Phase 5

AusIS MYP French Language Acquisition Progression Plan for MYP 5

Year	Term 1	Term 2	Term 3	Term 4
2018-2019	Phase 1	Phase 1	Phase 1	Phase 1
2019-2020	Phase 2	Phase 2	Phase 2	Phase 3
2020-2021	Phase 3	Phase 3	Phase 3	Phase 4
2021-2022	Phase 4	Phase 4	Phase 4	Phase 5
2022-2023	Phase 5	Phase 5	Phase 5	Phase 5