



## LANGUAGE POLICY

This policy has been created in alignment with our identity as a community of learners, grounded in our vision, mission, and values. It is equally shaped by the principles of our accreditation bodies—Alberta Education, the International Baccalaureate, and the Council of International Schools—with the common aim of developing well-rounded and knowledgeable global citizens. Together, these foundations create an environment where every individual is empowered to learn deeply, act with integrity, and pursue personal excellence.

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## **1. OVERVIEW**

The Language Policy of The International School of Macao (TIS) fosters respect for differences and promotes learning from others within an international community. It is inclusive, balanced, and culturally diverse.

As part of TIS's commitment to holistic education, this policy provides diverse and meaningful opportunities for language development, both within and beyond the traditional classroom setting.

This policy supports the school's mission, vision, and purpose by promoting multilingualism, intercultural understanding, and inclusive learning environments where all students can develop as confident communicators and internationally minded learners.

## **2. PHILOSOPHY**

**At TIS, every teacher is a teacher of language, and every member of the learning community plays a significant role in language development.** Language is central to inquiry and is the connecting element across all areas of the curriculum. Students learn language, learn about language, and learn through language.

English is the common language and primary language of instruction at TIS. Proficiency in English enables students to access information and communicate effectively at TIS. TIS recognizes that English is not the first language (L1) of many students and that learners enter with varying levels of proficiency. All teachers are committed to supporting the development of students' English language skills.

The cultures of Macao, a Special Administrative Region of China, is an integral part of our school community. Chinese (Mandarin) language learning enables students to participate meaningfully in the local context and appreciate their cultural surroundings. Written Chinese may be used in either Traditional or Simplified characters.

The continued development of a student's first acquired language (L1) is essential for cognitive growth and maintaining cultural identity. A strong L1 foundation supports the acquisition of additional languages.

Developing multilingual and internationally minded students is a core goal of TIS. In alignment with the IB philosophy, multilingualism is viewed as a resource that enriches learning, strengthens intercultural understanding, and supports the development of internationally minded students.

## **3. EXPECTATIONS**



TIS is committed to providing a high-quality English-medium education, supported by a coherent language pathway from Early Years through Grade 12. The school values and promotes all cultures and languages, fostering intercultural understanding and international-mindedness within its community. TIS offers multiple entry points and clear progression pathways in language learning, with a strong emphasis on modern language development across all grade levels. Parents are actively involved as partners in their children's language development, and the Language Policy is regularly reviewed and revised to ensure it remains relevant and effective.

## **4. LANGUAGE OF INSTRUCTION, SUPPORT, AND COMMUNICATION**

### **4.1 Language of Instruction**

All core academic subjects are delivered in English, with the exception of Chinese, Spanish and French language courses, which are taught in their respective target languages.

The use of English as the primary medium of instruction ensures consistency across divisions and provides students with access to international curricula, post-secondary pathways, and global communication opportunities. All teachers, regardless of subject area, share responsibility for supporting the development of academic English within their classrooms.

### **4.2 English Language Development and Support**

TIS recognizes that students enter the school with varying levels of English proficiency. Students who are not yet proficient in English are provided with appropriate support to ensure equitable access to the curriculum.

Support may include differentiated instruction within the classroom, targeted small-group or specialized English language instruction, collaboration between classroom teachers and EAL specialists, and ongoing monitoring of language development.

English language proficiency is assessed using Proficiency Benchmarks and other appropriate diagnostic tools. Assessment data informs instructional planning, intervention strategies, and class placement decisions. The goal of English language support is to develop students' academic language proficiency so that they may participate fully and independently in all aspects of school life.

### **4.3 First Language (L1) Development**



TIS affirms the importance of maintaining and developing students' first languages. Strong first-language development supports cognitive growth, academic achievement, and the acquisition of additional languages.

Students are encouraged to continue developing their L1 at home and within their communities. Classroom practices acknowledge and value students' linguistic backgrounds as assets that contribute to learning and intercultural understanding.

#### **4.4 Translanguaging, Mother Tongue Development, and Inclusive Language Practices**

The school recognizes the mother tongue as foundational to identity, intellectual development, and emotional well-being. In alignment with IB philosophy, the maintenance and development of a student's first language is affirmed as a right and as an essential component of academic success. Linguistic diversity is regarded as a strength that enriches the learning community and advances international-mindedness.

The acquisition of English occurs alongside, not in place of, the continued growth of the mother tongue. Students' full linguistic repertoires are acknowledged as cognitive resources that support conceptual understanding, critical thinking, and knowledge transfer across languages.

Translanguaging is recognized as a legitimate and research-informed pedagogical approach that reflects the dynamic nature of multilingualism. The strategic use of a student's first language to access, process, and demonstrate understanding is consistent with the school's commitment to equitable and inclusive education. Such practices affirm identity, reduce linguistic barriers to learning, and promote deeper comprehension.

While English remains the primary language of instruction and assessment in accordance with Alberta Education requirements, the presence and purposeful use of additional languages within the learning environment is valued and supported. The use of multiple languages in the school community does not detract from academic rigor; rather, it enhances cognitive flexibility, metalinguistic awareness, and intercultural competence.

The school is committed to fostering an environment in which:

- Multilingual identities are visible, affirmed, and respected.
- Linguistic diversity is reflected in the culture, environment, and communications of the school.
- Families are recognized as partners in sustaining and developing home language literacy.
- Mother tongue development is viewed as integral to the holistic development of the learner.



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Through these commitments, the school ensures that language practices are inclusive, asset-based, and aligned with the IB mission to develop knowledgeable, reflective, and internationally minded learners.

## **4.5 Common Language Expectations**

English serves as the common language of inclusion within the classroom and the broader school community. Students are expected to use English to the best of their ability during academic instruction in order to ensure communication remains inclusive and accessible to all.

TIS does not enforce an English-only policy. The use of other languages is permitted when it supports learning, strengthens understanding, or maintains cultural identity, provided that it does not intentionally exclude others. Teachers guide students in making responsible and inclusive language choices.

## **4.6 Communication with Families and the Community**

Official school policy documents are produced in English. Recognizing the linguistic diversity of the school community, important communications will also be translated into Chinese, when appropriate.

Translators may be provided during meetings, conferences, or school events to ensure equitable access to information. TIS is committed to maintaining clear, transparent, and accessible communication with all families.

## **4.7 Language Program Offerings**

Chinese is taught at all grade levels from Early Years through Grade 6, and is offered as a course of choice for Grades 7 through 12, reflecting the school's commitment to the local cultural context and intercultural understanding.

Spanish is offered in Grades 7-10 and French is offered in Grades 10 through 12 as Secondary language pathway options. Additional IB language pathways may be developed, based on student need, staffing availability, and program requirements.

Language offerings are reviewed periodically to ensure alignment with accreditation standards and the evolving needs of the student population.

## **4.8 Language Assessment and Placement**



Language learning and proficiency are assessed in accordance with Alberta Education and International Baccalaureate guidelines. Assessment practices include both formative and summative measures to evaluate progress in listening, speaking, reading, and writing.

The school administration determines the appropriate benchmarking tools and assessment measures used to evaluate English language proficiency. These tools may include standardized benchmarks, internally developed assessments, and other recognized diagnostic instruments. Benchmarking decisions are made to ensure alignment with accreditation requirements, program standards, and the needs of the student population.

Class placement decisions are informed by assessment data, teacher observations, academic history, and consultation with students and parents. Final placement determinations are made by the appropriate school administration team.

These processes are designed to ensure appropriate placement, academic rigor, and equitable access to language learning opportunities while supporting continued language development.

## 4.9 Assessment Alignment For Language Learners

Assessment at our school reflects a principled commitment to equity, rigor, and coherence. All assessment practices are aligned with **IB assessment principles**, **Alberta Education curriculum outcomes**, and **Alberta Education inclusive education guidelines**. Assessment is understood as an integral component of teaching and learning and as a means of supporting student growth, agency, and achievement.

### 4.9.1 Guiding Commitments

The school affirms that assessment must be:

- **Fair, valid, and reliable**, measuring intended learning outcomes without bias or unnecessary linguistic barriers.
- **Transparent and criteria-based**, grounded in clearly articulated learning goals and success criteria.
- **Accessible and inclusive**, ensuring that all students have equitable opportunities to demonstrate their understanding.
- **Aligned**, connecting curriculum, instruction, and reporting practices in a coherent and consistent manner.

Assessment practices are designed to uphold the integrity of IB's criterion-related philosophy while meeting Alberta's standards for curricular accountability and reporting.



#### 4.9.2 Language and Assessment

In recognition that language underpins all learning, the school commits to:

- Clearly identifying the language demands embedded within assessment tasks.
- Distinguishing between the assessment of content knowledge and the assessment of language proficiency.
- Ensuring that linguistic complexity does not obscure a student's conceptual understanding.

Students, including those learning English as an additional language, are assessed on their understanding of curricular outcomes while receiving appropriate and permitted support. Language development is recognized as a continuum, and assessment practices reflect this developmental perspective.

#### 4.9.3 Inclusive Assessment Practices

Assessment reflects the principles of inclusive education and Universal Design for Learning. The school ensures that:

- Students are provided with varied and meaningful opportunities to demonstrate learning.
- Assessment tasks allow for multiple modes of expression.
- Accommodations and supports are implemented in accordance with Alberta and IB policies.
- Modifications, where required, are documented and aligned with individual learning plans.

The integrity of curricular expectations is maintained while ensuring equitable access for diverse learners.

#### 4.9.4 Formative and Summative Balance

The school maintains a balanced assessment framework that values both formative and summative evidence of learning. Formative assessment informs instructional decision-making and supports student reflection and growth. Summative assessment evaluates achievement of established criteria and curricular standards.

Both forms of assessment are essential in promoting deep understanding, academic language development, and continuous improvement.



#### **4.9.5 Accountability and Reporting**

Student achievement is reported in alignment with Alberta Education requirements and, where applicable, IB programme expectations. Reporting practices:

- Reflect achievement of curricular outcomes.
- Communicate progress in literacy and language development.
- Maintain clarity, consistency, and transparency for students and families.

Assessment data is used responsibly to guide instructional planning, resource allocation, and school improvement efforts.

### **5. LANGUAGE COURSE PLACEMENT**

Language placement at TIS is guided by the principles outlined in this policy, including inclusivity, multilingualism, and equitable access to learning. Placement decisions aim to ensure that students are enrolled in language courses that appropriately match their proficiency, prior learning experiences, and academic readiness while supporting continued language development and student well-being.

#### **5.1 Language Placement for Primary Years Programme (PYP)**

In the Primary Years Programme (PYP) at TIS, language instruction emphasizes the development of essential literacy skills and effective communication. English is the primary language of instruction for all PYP classes, with the exception of the Enhanced Chinese Programme classes in Kindergarten. In all classes, students build strong foundations in reading, writing, speaking and listening.

In Kindergarten, all students receive Chinese Language and Culture lessons in their home-room classes. Kindergarten classes are not streamed by Chinese proficiency level. At Pre-Kindergarten and Junior Kindergarten, families may choose to enroll their children in the Enhanced Chinese Program or English Program. Details of these programs are in Appendix B.

##### **5.1.1 Chinese Language Placement (Grades 1-6)**

Multiple levels of Chinese are offered from Grades 1 through 6 to accommodate the diverse language proficiencies and backgrounds of our students, ranging from beginners to native-level speakers. Placement is designed to ensure that each student receives instruction that is both accessible and appropriately challenging.

#### **Placement Factors:**



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- **Language Background:** Information regarding the language(s) spoken at home and prior formal Chinese instruction is collected upon enrollment and reviewed annually.
- **Teacher Assessment:** Elementary Chinese teachers and the Modern Foreign Language Coordinator conduct informal and formal assessments of listening, speaking, reading, and writing skills to determine current proficiency.
- **Student History:** For continuing TIS students, progression through previous levels of Chinese study is considered.
- **Family Preferences:** As some families have a preference for studying traditional Chinese characters, they may choose to study in Pathway 2, which focuses on developing fluency with traditional Chinese characters.

## Placement Decision:

- Placement is determined collaboratively by the Elementary Chinese teachers, the Modern Foreign Language Coordinator and the Primary Admin Team, in consultation with parents.
- The goal is to place students in a learning pathway where they can experience success, build confidence, and make continuous progress.

Placement may be reviewed if new information or assessment data indicates that a different level would better support the student's learning.

### 5.1.2 Exemptions for Students with Individual Education Plans (IEPs)

Students with an active Individual Education Plan (IEP) that identifies significant language-learning challenges or specific learning disabilities may be considered for a modified language pathway or, in rare circumstances, where participation in the standard Chinese programme would not support a student's learning needs, a modified pathway or exemption may be considered. All exemption decisions are made on a case-by-case basis.

- The decision involves the Primary Administration Team, EAL Coordinator, Modern Foreign Language Coordinator, the Student Support Services Team, and parents, and is based on the specific needs and recommendations outlined in the student's IEP.
- If a student is exempted from the standard language course, alternative support or enrichment activities related to communication and literacy may be provided as outlined in their support plan.

### 5.2 Placement in Alberta Courses in Secondary School

For students requiring English as an Additional Language (EAL) support, placement is determined using baseline assessment data that measures English language proficiency in reading, writing, speaking, and listening. This data, along with teacher input and prior academic records, is used to



determine the most appropriate level of EAL support and, where applicable, homeroom placement.

High School students working toward the Alberta High School Diploma are placed in courses based on Alberta Education prerequisites, assessment data (when applicable), and final course grades.

Course placement follows Alberta Education's required prerequisites to ensure students are prepared for the academic demands of the next level. In addition to prerequisites, the following factors are considered:

- Final grades from the previous year
- MAP assessment results (where applicable)
- Teacher recommendations
- EAL Head of Department (Secondary) recommendations
- Academic history and demonstrated work habits

In High School, Academic Counsellors carefully review all relevant information before confirming course placement. Students and parents are consulted as part of the course selection process.

Students are placed in courses that provide an appropriate level of challenge while supporting their academic success and overall well-being.

Final placement and homeroom decisions are made by the Division's Administration and Academic Team, which includes the Principal, Vice Principal, and, in High School, the Academic Counsellor. For students with an IEP, the Inclusive Education Coordinator will also be involved in this process.

Placement may be reviewed if new information or assessment data indicates that a different level would better support the student's learning.

### **5.3 Placement in Grade 11 IB Diploma Language Courses**

Students are strongly encouraged to continue studying the same world language they pursued in Grades 9 and 10. Continuity supports steady progress and allows students to consolidate and deepen their language proficiency.

In High School, English courses are structured as follows:

- Grades 9 and 10: Alberta curriculum
- Grades 11 and 12:



- IB English Language and Literature (Language A) or IB English B (for IB Diploma candidates)
- ELA 20 and 30 (for Alberta Diploma candidates)

Chinese is offered as IB Language A, Language B, or Ab Initio courses, depending on the student's proficiency level and language background.

French, and Spanish are offered as Ab Initio courses, depending on the student's proficiency level and language background. First language French/Spanish students may consider taking IB Language A via an IB approved online course.

All language placement decisions are made on a case-by-case basis and involve input from language teachers, the Academic Counsellor, and the High School Administrative Team.

TIS is committed to ensuring that students are placed in courses that appropriately match their language proficiency. Appropriate placement promotes confidence, engagement, persistence, and academic success, while aligning with the TIS core values.

This guide outlines the framework used to place students into language courses that best support their academic growth and long-term success.

### 5.3.1 IB Language A

*(For students for whom the language is their mother tongue or one of their mother tongues, or who demonstrate native or near-native proficiency.)*

IB Language A: Language and Literature is designed for students from diverse linguistic and cultural backgrounds, including those for whom the language is a mother tongue or a language in which they have developed near-native competence through sustained educational experience.

Prior to placement in an IB Language A course, students receive counselling from the Academic Counsellor and the Modern Language Coordinator (English, Chinese, French, or Spanish), or a senior faculty member from the relevant department.

#### English Language and Literature

- Grade 10 English teachers provide recommendations to the Academic Counsellor prior to course selection in April.
- Academic Counsellors consider:
  - English 10 final grade
  - MAP assessment data



- Language background
- Teacher recommendation
- Consultation with students and parents is included in the placement process.
- Students are placed in the course that provides appropriate academic challenge and opportunity for success.
- Final placement decisions are made by the High School Academic Team, composed of the Principal, Vice Principal, IB DP Coordinator, and Academic Counsellors.

## Chinese Language and Literature

- The Chinese Department provides pathway recommendations.
- Academic Counsellors consider:
  - Chinese 10 final grade
  - Language background and cultural exposure
  - Department recommendation
- Students may complete additional language assessments administered by Chinese faculty and/or the Chinese Coordinator.
- Consultation with students and parents forms part of the placement process.
- Final placement decisions are made by the High School Academic Team.

### 5.3.2 IB Language B

*(For students with prior language study, typically more than two years.)*

IB Language B is a language acquisition course offered at both Standard Level (SL) and Higher Level (HL). It is intended for students who have prior experience in the language but have not reached native or near-native proficiency.

Through the study of themes and texts, students develop their communicative competence and intercultural understanding. Higher Level students build on foundational skills to achieve greater linguistic sophistication and cultural awareness than those at Standard Level.

### Language B Placement (Chinese, English)

- Previous English teachers and/or the relevant Modern Language Department provide recommendations prior to April course selection.
- Academic Counsellors consider:
  - Previous final language grade
  - Language background and prior education
  - Teacher recommendation
- Consultation with students and parents is included in the placement process.



- Students are placed in courses that offer appropriate academic challenge and support in accordance with the IB guidelines.
- Final placement decisions are made by the High School Academic Team.

Note: Students whose mother tongue is the target language may still be placed in Language B if their formal education has been delivered primarily in English and they have not received sustained academic instruction in the target language. See section 5.5 for more information.

### 5.3.3 IB Language Ab Initio

*(For beginners)*

Language Ab Initio is designed for students with no prior experience in the target language, or with very limited exposure. The course builds foundational communication skills in listening, speaking, reading, and writing.

Students who are already able to understand and respond to spoken and written language across a range of familiar topics are not eligible for Ab Initio.

#### Ab Initio Placement (Chinese, French, Spanish)

- Students typically have between zero and two years of prior study.
- New TIS students may be required to complete a language assessment.
- For continuing TIS students, Modern Language teachers provide recommendations prior to April course selection.
- Additional assessments may be conducted by the relevant department and/or Language Coordinator.
- Academic Counsellors review:
  - Language background
  - Formal education in the target language
- Consultation with students and parents is included.
- Final placement decisions are made by the High School Academic Team.

### 5.4 CP Language Placement Criteria

Placement decisions follow the same assessment and consultation processes outlined for IB Diploma Programme (DP) students, while also aligning with IBCP expectations for language development. Particular consideration is given to the student's ability to apply language skills effectively within their chosen career-related pathway, ensuring they can access course content, communicate professionally, and meet the literacy demands of both the academic and career-related components of the programme. Students will also develop a portfolio that



demonstrates their growth, reflective practice, and the application of language and communication skills within their chosen pathway.

#### **5.4.1 Final Placement Decisions**

Final placement decisions are made by the High School Academic Team, composed of the Principal, Vice Principal, IB CP Coordinator, and Academic Counsellors.

Students will be placed in courses that provide appropriate challenges, promote meaningful language development, and support success within the IB Career-related Programme framework.

#### **5.5 Additional Considerations for All Language Placements**

The following factors may also inform placement decisions:

##### **Heritage Speakers**

Students who speak the language at home but lack formal academic training may qualify for Language B. Placement will be based on demonstrated proficiency rather than years of formal study.

##### **Multilingual Students**

Multilingual students may demonstrate accelerated language acquisition due to transferable linguistic skills. Cognitive readiness and prior language-learning experience may be considered.

##### **Students with Individual Education Plans (IEPs)**

Where a current IEP identifies language-learning challenges, accommodations and appropriate course placement will be considered in alignment with student support plans.

Placement may be reviewed if new information or assessment data indicates that a different level would better support the student's learning.

## **6. RIGHTS AND RESPONSIBILITIES**

Language placement within the IB Diploma Programme and IB Career-related Programme reflects IB expectations for appropriate course selection based on demonstrated language proficiency and prior educational experience.

### **6.1 Purpose**

The purpose of this section is to clearly define the rights and responsibilities of all members of the school community in relation to the Language Policy. This framework ensures transparency,



accountability, and consistency in implementation. It supports alignment with the school's mission and strategic plan, the IB Standards and Practices, and Alberta Education requirements.

By articulating shared expectations, the school promotes equitable access to language learning, principled decision-making, and a culture that values multilingualism and inclusion.

## **6.2 Board of Directors**

### **6.2.1 Rights**

The Board of Directors has the right to:

- Approve, amend, and formally adopt the Language Policy.
- Ensure the policy aligns with the school's mission, vision, and strategic plan.
- Receive regular updates and reports regarding policy implementation and effectiveness.
- Request data or information necessary to fulfill its governance responsibilities.

### **6.2.2 Responsibilities**

The Board of Directors is responsible for:

- Ensuring compliance with accreditation requirements, IB Standards and Practices, and Alberta Education regulations.
- Reviewing the Language Policy on a regular cycle to ensure continued relevance and effectiveness.
- Providing governance oversight to ensure equitable access to language learning opportunities.
- Supporting strategic planning and appropriate resourcing for language programmes.
- Acting in the best interests of the entire school community.

## **6.3 School Leadership Team**

### **6.3.1 Rights**

The School Leadership Team has the right to:

- Establish procedures and administrative guidelines to implement this policy.
- Allocate staffing, scheduling, and financial resources to support language programmes.
- Make final decisions in student placement matters, based on evidence and professional judgment.



- Expect collaboration and professionalism in policy implementation.

### **6.3.2 Responsibilities**

The School Leadership Team is responsible for:

- Ensuring consistent and equitable implementation of the Language Policy across all divisions.
- Providing appropriate professional development to support effective language instruction.
- Monitoring the effectiveness and impact of language programming.
- Maintaining equitable, transparent, and evidence-based placement processes.
- Communicating the policy clearly to students, families, and staff.
- Supporting continuous improvement aligned with Albert Education and IB expectations.

### **6.4 IB Coordinators (PYP, DP, CP)**

#### **6.4.1 Rights**

IB Coordinators have the right to:

- Ensure that language programming aligns with IB Standards and Practices.
- Participate meaningfully in student placement and programme decisions.
- Access information and collaboration necessary to maintain IB compliance.

#### **6.4.2 Responsibilities**

IB Coordinators are responsible for:

- Monitoring IB compliance in all language-related courses and programming.
- Supporting teachers in curriculum planning and vertical alignment.
- Maintaining required IB documentation and evidence of implementation.
- Guiding alignment between assessment practices and IB expectations.
- Contributing to policy review and programme development processes.

### **6.5 Heads of Department (Secondary) and EAL Coordinator**

#### **6.5.1 Rights**

Heads of Department and Coordinators have the right to:



- Make professional recommendations regarding curriculum, assessment, and student placement.
- Lead departmental and programme-based decision-making processes.
- Advocate for appropriate resources to support language learning.

## 6.5.2 Responsibilities

Heads of Department and Coordinators are responsible for:

- Ensuring curriculum alignment, rigour, and coherence within and across grade levels.
- Overseeing consistent and fair assessment practices with respect to EAL.
- Monitoring student progress and achievement in language learning.
- Supporting collaboration and professional dialogue within departments regarding EAL.
- Recommending placement decisions based on evidence and professional judgment.

## 6.6 Teachers

### 6.6.1 Rights

Teachers have the right to:

- Access meaningful professional development related to language instruction.
- Exercise professional judgment within approved curriculum frameworks.
- Receive leadership support for differentiated instruction and inclusive practices.
- Participate in placement discussions and recommendations.

### 6.6.2 Responsibilities

Teachers are responsible for:

- Embedding language development across subject areas.
- Differentiating instruction to meet the needs of diverse language learners.
- Modelling effective, respectful, and inclusive language use.
- Assessing language skills accurately, consistently, and fairly.
- Communicating clearly and constructively with students and families.
- Providing informed recommendations regarding student placement.

### 6.7.1 Rights

Students have the right to:



- Access appropriate, equitable, and high-quality language learning opportunities.
- Be placed in courses suited to their demonstrated proficiency and readiness.
- Have their linguistic and cultural identities respected and valued.
- Receive appropriate language support where needed.
- Learn in an inclusive environment that promotes multilingualism.

## 6.7.2 Responsibilities

Students are responsible for:

- Engaging actively and responsibly in language learning.
- Using English as the common language of inclusion while respecting multilingualism.
- Demonstrating respect for linguistic and cultural diversity.
- Upholding academic integrity in all language work.
- Seeking support when needed and communicating challenges appropriately.

## 6.8 Parents and Guardians

### 6.8.1 Rights

Parents and guardians have the right to:

- Receive clear and timely communication about language programmes and placement processes.
- Participate in placement consultations where appropriate.
- Receive information about their child's progress and language development.
- Have their child's linguistic background acknowledged and respected.

### 6.8.2 Responsibilities

Parents and guardians are responsible for:

- Providing accurate and complete information regarding their child's language background.
- Supporting language development at home.
- Encouraging respect for multilingualism and inclusive language practices.
- Engaging in constructive and respectful dialogue regarding placement and programme decisions.

## 6.9 Shared Commitment



All members of the school community share responsibility for fostering a culture of respectful dialogue and principled resolution of concerns. Through adherence to this policy and to IB and provincial expectations, the school ensures that concerns, complaints, and appeals are handled with integrity, fairness, and transparency.

## **7. TERMS AND KEY ROLES**

Academic Counselor – Supports graduation planning and post-secondary pathways.

Administration Team – Head of School, Principals, Vice Principals, Chief Operations Officer.

K–6 EAL Coordinator – Oversees EAL programming in Kindergarten to Grade 6.

Head of Department (Secondary) – Leads curriculum and assessment within secondary departments.

Modern Language Coordinator – Oversees the Chinese, Spanish and French Studies Department.

Inclusive Education Coordinator – Oversees Inclusive Education services.

Head of Counselling – Oversees social-emotional counselling services.

Student Welfare Team – Secondary faculty team tracking student referrals.

Teacher Advisor Programme (TAP) Advisor – Secondary teacher serving as the first contact for academic and pastoral concerns.

L1 Language – The first acquired language and typically the most developed language in a multilingual context.

## **8. POLICY REVIEW**

This document was created in collaboration with the Principal(or designate), IB Coordinators, and Leadership Team, who form the body responsible for policy formulation and review committees.

The policy will be reviewed every year to ensure alignment with TIS’s mission, best educational practice, and updates from the International Baccalaureate Organization (IBO) and technological advancements (e.g., AI).



## **9. ALIGNMENT WITH OTHER TIS POLICIES**

All policies pertaining to the IB evaluation process—including the Language Policy, Complaints and Appeals Policy, Assessment Policy, Admissions Policy, Inclusion Policy, and Academic Integrity Policy—are reviewed in conjunction with one another. This coordinated review ensures alignment, consistency, and coherence across all areas of school practice, supporting a unified, whole-school approach in line with IB standards and expectations.

**AMENDED:** April 2017, Nov. 2021, Aug. 2024, April 2026

**LAST REVIEWED:** April 2026

**APPROVED:** April 2026

## **APPENDIX A - TEACHING AND LEARNING WITHIN LANGUAGE PROGRAMS**

### Oral Language (Speaking and Listening)

Oral language development is embedded daily within classroom instruction. Teachers provide structured opportunities for students to engage in listening and speaking activities. Students participate in authentic communication tasks that promote meaningful interaction. These experiences are designed to support the development, consolidation, and extension of students' oral language skills.

### Written Language (Reading and Writing)

#### Reading

Reading instruction incorporates authentic texts that are connected, where appropriate, to other areas of the curriculum. Teachers provide a balanced approach that includes reading aloud to students, shared reading experiences, guided reading instruction, and opportunities for independent reading. These practices are intended to build fluency, comprehension, and critical thinking skills.

#### Writing

Writing instruction includes the explicit teaching of specific text types at each grade level. As students progress through the grades, their understanding of these text forms becomes



increasingly sophisticated. Teachers model writing through shared and guided practice before students engage in independent writing tasks. Instruction also includes explicit teaching of spelling in the target language to support accuracy and clarity in written communication.

## Visual Language (Viewing and Presenting)

Students are taught to interpret and construct visual and multimedia texts across a range of contexts. Instruction emphasizes understanding how images and language interact to communicate ideas, values, and perspectives. Teachers also provide explicit instruction in handwriting to ensure correct letter formation and the development of a clear, legible writing style.

## Academic Writing Conventions

Students are expected to demonstrate consistent spelling and punctuation within their work. Instruction recognizes the international character of the school and supports awareness of differing language conventions, while emphasizing clarity, consistency, and accuracy in academic writing.

## **APPENDIX B CHINESE COURSE DELIVERY PROGRAMS**

### **Enhanced Chinese Program (ECP)**

The school offers an Enhanced Chinese programme option in Kindergarten. Families can apply for this program in PK and JK. This programme provides early immersion in both English and Chinese, supporting the development of foundational listening and speaking skills in both languages. Through play-based and inquiry-led learning experiences, students build early literacy, communication skills, and cultural awareness in a supportive bilingual environment.

### **English Program Chinese Delivery**

#### **PK**

In Pre-K, students are introduced to basic Chinese phrases and vocabulary through songs, nursery rhymes, and body movements. Learning is delivered through play-based activities that encourage early communication in Chinese. Students also begin to explore Chinese traditional festivals and cultural practices through age-appropriate classroom experiences.

#### **JK**



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In Junior Kindergarten, students build on foundational vocabulary by learning simple sentences and expressing themselves through a variety of interactive activities. Listening to Chinese stories helps develop concentration and inquiry skills, while continued exposure to Chinese traditions and festivals deepens cultural awareness. Students are also introduced to the recognition of simple single-component characters.

## SK

In Senior Kindergarten, students develop the ability to use Chinese in simple daily conversations. They are introduced to Pinyin as a tool for pronunciation and spelling, and begin to recognize fundamental vocabulary. Reading basic Chinese storybooks supports early literacy development, while explicit instruction in pencil grip, writing posture, and stroke order prepares students for character writing. Students learn to write single-component characters and continue to explore Chinese traditional festivals and cultural themes.

Chinese Course Delivery Programs (Primary)

## Elementary

In Grades 1-6, students are placed into Chinese pathways based on their language proficiency. Placement decisions and pathway requirements are determined by the school administration in accordance with internal assessment processes.

### Pathway 1: Chinese Acquisition Foundation Level

Pathway 1 is designed for students who are non-native speakers of Chinese. The course focuses on developing practical communication skills and foundational language proficiency. Emphasis is placed on building confidence in listening, speaking, reading, and writing through age-appropriate and engaging learning experiences.

### Pathway 2: Chinese First Language Level

Pathway 2 is tailored for native or near-native speakers of Chinese. The course emphasizes the mastery of vocabulary, sentence structures, and text comprehension. Students are supported in using the language accurately and confidently across a range of familiar and school-based contexts.

### Pathway 3: Chinese First Language Advanced Level

Pathway 3 is designed for native speakers who are ready for greater linguistic and academic challenges. The course introduces literary analysis, including rhetorical devices, text organization, narrative perspective, and deeper textual interpretation. Students are encouraged to engage critically with a variety of texts and develop greater precision and sophistication in their language use.



## Secondary

### Chinese A

Chinese A is designed for highly fluent speakers. The course focuses on advanced development in listening, reading, writing, and oral language skills, and it prepares students to meet high linguistic and literary expectations.

### Chinese B Higher Level

Chinese B Higher Level supports advanced language development through the study of literary texts, alongside a range of complex written and audio materials. The course builds on strong foundational proficiency and extends students' ability to understand, analyze, and respond to sophisticated language use in authentic contexts.

### Chinese B Standard Level

Chinese B Standard Level is designed for students with developing proficiency in Chinese. The course supports continued growth in listening, reading, writing, and oral communication at a developmentally appropriate level.

### Chinese B Foundation Level

Chinese B Foundation Level is an introductory program for students with little or no prior exposure to Chinese. The course emphasizes conversational skills and cultural understanding while developing foundational reading and writing abilities.

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