



**GATEWAY**  
INTERNATIONAL MONTESSORI SCHOOL

# Language Policy

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## **IB & Gateway Mission Statement**

### **IB 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

### **Gateway International Montessori School Mission Statement**

To provide students with a solid academic, social, emotional, and spiritual foundation preparing them to be inquisitive, self-reliant, problem solvers and peacemakers who collaborate to celebrate their national and global heritage and who are rooted in a strong set of core values and ethics.

### **The International Baccalaureate Learner Profile**

The Learner Profile is an integral part of forming and developing this policy; thus, we encourage our school community to acquire and practice the IB Learner Profile attributes which are embedded in the IB philosophy and thus are reflected in its mission statement:

**Inquirers** – we acquire the skills necessary to conduct inquiry and research and sustain our love of learning throughout life.

**Knowledgeable** – we explore concepts, ideas, issues, and perspectives that have local and global importance.

**Thinkers** – we contribute to discussions in a meaningful way, we do not shy away from challenging questions and we think creatively and critically to reach answers and take responsible actions on complex problems.

**Communicators** – we regularly deliver stimulating presentations and drive excellence in group assignments by collaborating effectively and by expressing ourselves creatively and with self-awareness.

**Principled** – we act with integrity and honesty; and take responsibility for our own actions, as well as respecting the dignity and rights of people everywhere. **Open-minded** – we are accustomed to seeking and evaluating a range of points of view besides critically appreciating our own history and culture.

**Caring** – we work hard to make a difference in others' lives through our commitment to our school, local, and global communities throughout our lives.

**Open-minded** – we are accustomed to seeking and evaluating a range of points of view besides critically appreciating our own history and culture.

**Risk takers** – we are articulate in defending our beliefs, are open to exploring new ideas with determination, and face challenges and changes with resilience and perseverance.

**Balanced** – our endeavors are directed towards creating active participants in a wide range of activities that balance the different capabilities we possess- intellectual, physical, emotional, and social, recognizing the importance of creating an independent citizen who can interact efficiently with the world in which we live.

**Reflective** – we support our learning and personal development by critically reflecting on and evaluating our learning experiences, thus understanding our strengths and weaknesses.

## Introduction

Before framing the language policy, it was important for us to review the linguistic profile of the students pursuing the American and/or IB diploma programs at Gateway International Montessori School. The language of instruction is English across the school in K-12 as this is the language of communication for all purposes. The statistical analysis of the demographic profile of these students would reveal that almost 97 % of the student body comes from families where the mother tongue/language spoken at home is Arabic. However, the English language is widely used in many international schools in Egypt as the language of instruction to prepare students to be effective communicators upon graduation. Besides, English is the school's internal working language, in which all operational and development activities take place.

This document also addresses the specific language options, requirements, and assessments for students seeking entrance into Gateway International Montessori School International Baccalaureate Diploma Program.

## Rationale

This policy is designed to inform teachers, parents, and students about our philosophical beliefs about language use, language teaching, and language learning throughout the school. This policy emphasizes the importance of international-mindedness in our community and highly weighs the critical role of language in the global community.

The language task force consisted of representatives from the parent body, Heads of School, IB Coordinators, Seniors of Language departments, School Coordinators, and the IB teachers. The policy is the foundation for the decision-making about programs, approaches to teaching and learning, and policy matters. The Language Policy was written during the 2023-24 academic year and will be reviewed in 2027-28.

## Gateway International Montessori School Language Philosophy

**The language philosophy** prepares our students for an increasingly intercultural world and equips them to adapt to an ever-changing global environment. It incorporates the linguistic interests of the entire community. Gateway recognizes the critical role of language in teaching and learning. Language is involved

In all learning and is central to educational progress. **In addition to learning how to use language, students must also learn about language and through language.**

**The philosophy highlights the following:**

- Language is central to all learning as it is the basis of all communication and learning; it is used to construct meaning, deepen understanding, and communicate ideas and thinking. As such teachers, support staff, and members of the community are all teachers of language. Language learning is best achieved when students are actively involved in speaking and listening, viewing and presenting, reading and writing.
- Language learning is a lifelong process and plays an integral role in intellectual development. Proficiency in language helps students to acquire competencies in other academic areas. Also, the skills acquired in one language are transferred to other languages.
- As an International School that uses English as the language of instruction. Support is given in English as an Additional Language, which is required to develop initial English language skills and access the curriculum. This support is most effective when our English Language staff work with those students in support classes that take place after normal school hours.

- The acquisition of language is enhanced by a student’s deep understanding of their mother tongue. Mother tongue language development is essential in establishing a firm foundation for thinking processes, maintaining cultural identity, and developing communicative and literacy competence.
- As language constitutes an essential part of a student's identity and is an expression of one's culture, promoting Arabic as the language of the host country is important. Teaching Arabic provides all students with the opportunity to progress from colloquial to Modern Standard Arabic exposes them to their own culture and enriches it through the acquisition of other languages.
- The opportunity to learn modern foreign languages is valued as it provides intercultural understanding, promoting the ideals of peace and open-mindedness.
- The principal rationale for learning additional languages is to further intercultural awareness and international-mindedness through the acquisition of the language of a culture, and the possibilities to reflect upon and explore cultural perspectives. Given that IB is inherently grounded in multilingualism, the school’s aim is also to develop multilingualism, a term used to describe complex, rich, dynamic language portraits that include a range of abilities and proficiencies in more than one language.

## Core Values of Language Teaching & Learning

Core Value:	Therefore we strive to:
Language is fundamental to learning and permeates the entire curriculum	Provide an appropriate language and learning program to allow all students to access their curriculum in a supportive environment
All teachers are language teachers	Ensure all staff members are supported to understand the needs of students learning in a language other than their mother tongue, particularly in English (the language of instruction).
Language learning best takes place in a meaningful context	Students are provided with opportunities to learn language, learn about and appreciate language, and learn through language
A proficient level of literacy in the mother tongue Language facilitates the transfer of skills to other languages	Support the maintenance and development of the mother tongue directly and indirectly



Language learning is shaped by each learner’s background and experiences	Value the students’ language and literacy backgrounds as the foundation for additional language acquisition and development
Language is a key component of enhanced cognitive development, cultural identity, and Self-esteem	Foster in students the ability to think and express Themselves with precision, clarity, confidence, and imagination in more than one language
The acquisition of language links people locally and globally and promotes international-mindedness.	<p>Ensure that the relationship between language and culture is prioritized and explored through the language curricula and beyond in other subjects.</p> <p>Provide opportunities for all students to be exposed to the host country's language and culture.</p>

## Principles of Language Learning (Philosophy into Practice)

- Our primary language of instruction is English. Students are also required to undertake the study of additional languages.
- Language of instruction is to be included in all aspects of the curriculum and all teachers must role-model effective communication methods. Where the conventions of communication are unique in each subject, the appropriate scaffolding must be in place to encourage students to succeed. Teachers will explicitly teach their subject’s vocabulary.
- Learning Arabic is strongly encouraged, and mother-tongue Arabic speakers should develop proficiency verbally and in reading and writing Modern Standard Arabic. This is carried out as all students enrolled in Gateway International Montessori School take Arabic lessons, starting Pre-K and until they graduate from the school.
- We encourage our community to maintain their mother-tongue language whilst engaging with the language of instruction and that of our host country. The school is committed to providing students and parents with information about the importance of their mother tongue. As far as practically possible students are provided with support in maintaining their mother tongue language.
- Language should be used as a means of inclusion. Therefore, all students in the social situation should (whenever possible) be able to speak and understand the language being used.



- Language learning is conducted in an authentic context using meaningful and engaging learning tasks. The use of language must be assessed using a balance of authentic assessments, both written and oral, providing students with regular feedback and opportunities to self-assess.
- Teachers aim to differentiate tasks and expectations to suit students' language levels.

## **Gateway International Montessori School Current Students' and Teachers' Profiles**

At Gateway International Montessori School, the body of students (about 96%) are native speakers of Arabic; the other students (about 4 %) are either non-native speakers of Arabic and their mother tongues are either English, French, or Russian, or have dual nationalities and are bilingual.

Most teachers at Gateway International Montessori School (about 97%) are native speakers of Arabic, while the rest (around 3 %) are native speakers of English or other European, Asian, South American, or African languages.

Among the 97 % of the teachers whose native tongue is Arabic, 80 % of this group are fluent, or nearly fluent in English, as they use it as the language of instruction in their classes and generally in the school. The rest (about 20 %) speak only Arabic or have limited acquisition of any other language as they are teachers whose language of instruction in their classes, which are Arabic Language, National Social Studies, and Religious Studies classes, is Arabic.

### **Mother Tongue**

The school believes that the conservation of a student's mother tongue is essential for their subsequent linguistic and academic development. Therefore, the school will endeavor to support mother tongue provision where feasible and educate families about the importance of mastering their mother tongue. Also, it is a mandatory requirement according to the Ministry of Education in Egypt that all students who hold Egyptian nationality or who are nationals of an Arab country to sit for an Arabic language exam.

Thus, Arabic is taught throughout students' educational years starting Early Childhood through elementary and MYP. Also, Group 1 Arabic, as well as SSSTL, will be given to support mother tongues.

- The school develops language and literature and language acquisition overviews as the MYP program subject guides.
- The school develops approaches to learning planning charts in relation to the MYP documentation. (0401-01-0521)
- The MYP teachers collaborate to plan and reflect on their interdisciplinary understanding. (0401-02-0121)



- Teachers use conceptual understanding, local and global contexts to support students in developing their ideas and establishing the relevance of the language curriculum.
- Teachers use the MYP planning process to collaboratively design, plan, deliver, and document student inquiry. (0401-02-0122)
- The teachers review the language assessment results three times a year through internal assessment. (0401-03-0521)
- The generated reports on the individual, class, and grade level are analyzed by the teachers; action plans and adjustments are applied after discussing the findings with the senior pedagogical team.
- Teachers differentiate their instruction to meet the needs of different students.
- In-class support and after-school learning support in languages are applied to students who need to enhance their skills in languages.

## Languages Taught at Gateway in K-12

Gateway International Montessori School		
Grade Levels	Language	Mode
K-12	<b>Language of instruction</b>	English (Language and Literature)
K-12	<b>Students with Arabic as their mother tongue</b>	Arabic is taught as a first language (Language and Literature)
K-12	<b>Students whose Arabic is not their mother tongue</b>	Teaching Arabic as a Foreign Language Program
G1-12	<b>Students study one second language</b>	Spanish/ Mandarin (language Acquisition)

- **English Language:** English is the language of instruction in Gateway International Montessori School in IB, American, and Montessori Sections.
- **Arabic Language:** Arabic is the mother tongue for 97 % of our students.
- **Modern Foreign Languages:** Spanish, Mandarin, and Arabic (as a foreign language for non-Arabic speakers) are the World Languages (language acquisition) taught in Gateway.
  - Students study English starting Pre-K (the language of instruction).
  - Students study English starting Pre-K (the mother tongue for most students). The foreign students are enrolled in Arabic as a foreign language course to enhance their fluency in the national language of the host country, Egypt.

- Students who are exempted by Egypt's Ministry of Education from sitting for the national ministry subjects assessment: Arabic, Religious Studies, and National Social Studies due to being non-Arabs or not having been taught Arabic in their previous schools in other countries attending Arabic as foreign language classes.
- Students select a World language (language acquisition), which is either Spanish or Mandarin, starting in grade 1 and continue to learn this language throughout their school life till grade 12. They can switch to another world language in grades 1-5 after submitting a formal request by the end of the academic year. These students should attend an introductory course (20 hours) starting in grade 4 during the summer to cover the language foundation.
- MYP students should continue studying the same world language course from MYP 1-5.
- The students mainly use Arabic or their language of instruction (English) outside instruction time during informal communication.

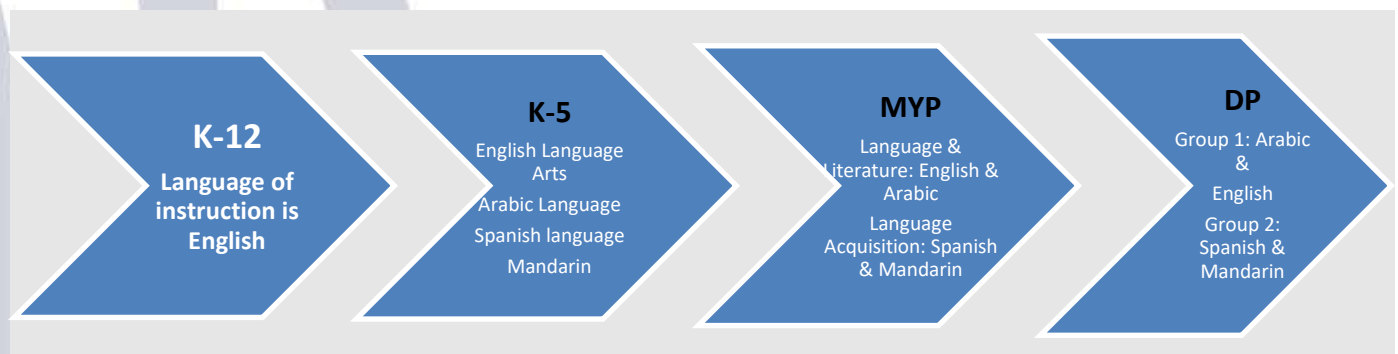
## Languages and Curriculum Planning

The curriculum planning and instruction in English, Arabic, Spanish, and Mandarin align with the Common Core Standards, the Ministry of Education, and the Common European Framework of Reference for Languages (CEFR). Furthermore, the school plans and implements a coherent language curriculum vertically and horizontally to maintain

Additionally, a constructivist method of teaching results in open, democratic classrooms through the interaction of asking, doing, and thinking. Both IB students and teachers are independent, lifelong learners. MYP and DP students participate in cycles of inquiry, action, and reflection that promote lifetime learning and greater comprehension. The main idea and goal of creating a purpose, culture, and atmosphere in IB schools is learning.

## Language Learning Progression

English is the language of instruction in K-12. The following chart outlines the languages taught at Gateway.



## **K-5 Program Languages**

**Language & Literature:** English language and Arabic language

**Language Acquisition:** Spanish language, Mandarin, Arabic language (for non-Arabic speakers)

## **IB Middle Years Program Languages**

*Language & Literature: English language and Arabic language*

Gateway offers language and literature courses in English and Arabic to support students' proficiency in the language of instruction and mother tongue respectively.

Inquiry-based instruction is central to MYP language learning. The program provides the students with a multitude of opportunities to apply interdisciplinary and collaborative investigation. Additionally, language and literature course encourages them to be active learners who reflect on their learning and plan for further development.

MYP students interact with a range of texts and reflect on moral, social, economic, political, cultural, and environmental spheres. They continue to advance in their capacity to reason morally, create views, and make decisions—all essential attributes for IB learners.

The goals of MYP language and literature courses are:

- Engage students in the study of a wide range of literary and non-literary text types, writing styles, and techniques. These studies allow students to comment on the significance of any potential contexts, audiences, purposes, and the use of linguistic and literary devices.
- Enhance the following learner's skill areas:
  - Listening.
  - Speaking.
  - Reading.
  - Writing.
  - Viewing.
  - Presenting.

*Language Acquisition: Spanish language, Mandarin*

The notion of international education requires the ability to communicate in a variety of modes and multiple languages. For the best possible educational experience, the language acquisition course offers students a linguistic and academic challenge.

Students have the chance to fully develop their language abilities and have the option of moving through several phases during the MYP.

Language Acquisition teaching and learning is organized into six phases. The following chart demonstrates the expected placement phase and proficiency level to the MYP year level.

Foundational Level	Phases	Language Proficiency Level	MYP levels
The school offers a 20-hour introductory course to Spanish/Mandarin for students who have no previous learning experience in the language during primary school education to provide foundational knowledge in these languages.	Phase 1	Emergent	MYP 1 & MYP2
	Phase 2	Emergent	MYP 3
	Phase 3	Capable	MYP 4
	Phase 4	Capable	MYP 5
	Phase 5	Proficient	MYP 5 (advanced learners)
	Phase 6	Proficient	DP Language B (SL/HL)

### *Standardized Tests*

#### A. Language and Literature

##### - English Language:

All students in MYP sit for the NWEA MAP Test (Measures of Academic Progress) twice a year in the fall and spring of each academic year. This digital external assessment tool is an adaptive achievement and growth test. It creates a personalized assessment experience by adapting to each student's learning level—precisely measuring progress and growth for each student.

##### - Arabic Language:

All MYP 4 students whose Arabic is their mother tongue take a standardized Ministry of Education (MOE) Arabic Exam that is taken at a designated test center assigned by MoE. This exam assesses the students on their Arabic Language and Literature content knowledge as per the standards set by the Ministry of Education. The MOE standards are aligned with the MYP objectives in Language and Literature.

#### B. Language Acquisition:

All newly admitted students who have no prior knowledge of Spanish or Mandarin are offered a 20-hour introductory course in the language they chose to bridge their academic level to the remaining students.

##### - Spanish Language:

MYP 3 Spanish language learners are encouraged to take DELE Escolar level A2, and its score is used as data for reflection on their academic progress.

DELE certifications are official credentials in Spanish that are given by the Instituto Cervantes on behalf of the Spanish Ministry of Education, Culture, and Sport, just like all DELE certifications. The A1 exam and the A2/B1 exam are two different DELE tests that the Instituto Cervantes gives exclusively for young students. These tests are intended for Spanish pupils between the ages of 11 and 17. Each DELE exam consists of four tests—reading comprehension, oral comprehension, written expression and interaction, and oral expression and interaction.

- Mandarin

MYP3 Mandarin Chinese learners are required to take the HSK (level II) (Hanyu Shuiping Kaoshi) & HSKK. HSK is the standard proficiency exam of Mainland China for non-native speakers of Chinese. The test is administered by Hanban, an agency of the Ministry of Education in the People’s Republic of China. There are six levels: HSK (level I), HSK (level II), HSK (level III), HSK (level IV), HSK (level V), and HSK (level VI). HSKK is a speaking test that is divided into three levels beginner, intermediate, and advanced.

#### *Co-curricular and Extra-Curricular Activities*

- The school aspires to enhance the language proficiency of all learners through collaborating with a multitude of cultural centers such as Cervantes (the Spanish cultural center), China Cultural Center), international schools, and universities.
- Furthermore, the school plans different cultural events to enhance the students’ thinking, presentation, and communication skills such as national and international field trips, the Hispanic and Chinese weeks, the international day, drama, and book clubs.

### **IB Diploma Program Languages**

- As part of the planning process, interdisciplinary projects including Language A and Language B are designed and carried out across the school.
- Multiple activities are celebrated each year to build bridges of understanding and generate appreciation for other cultures.
- School Supported Self-Taught Language (SSSTL) is an option: If a student wishes to study their mother tongue, other than /additional to English, Arabic, as a Language A subject, they may do so. Even though there is not a specific language teacher for this language at Gateway International Montessori School, the IB diploma caters to this course of study through what is called the **School Supported Self-Taught Language**. Students are allowed to study their languages independently to Standard Level, the syllabus. The **SSSTL** course is a timetabled class with a teacher responsible for the course. In this case, students are **compulsorily required** to secure a Tutor for their language to be admitted to this course. This is a private arrangement between the Parents of the student and the Tutor and responsibilities for remuneration are the students’ families.

- Students may be encouraged to use their mother tongue when they need clarification or translation or to explore concepts or ideas at a deeper level to support their understanding. Also, students are given the choice to write their Extended Essay, Theory of Knowledge (TOK), and other selected assessments in their mother tongue or best Language in the Diploma Programme.

*Languages offered in Group 1 are:*

**Language A (SL/HL)** is for a fluent language user who may intend to study in the language at the university and/or beyond, and who:

- Is a native or near-native speaker
- Is a bilingual student (in reading or writing or both)

All students in the Gateway must study English for the diploma in Group 1 (first language). Also, Arabic for native speakers of Arabic is another choice for students who wish to have a Bilingual Diploma.

Another course choice for students whose native tongue is not one of the languages taught at Gateway International Montessori School and who wish to have a Bilingual Diploma is SSSTL.

Courses offered at Standard level (SL) and Higher Level (HL) are:

- English A: Language & Literature (SL & HL)
- Arabic A: Language & Literature (SL & HL)
- School Supported Self-Taught Language (SSSTL) (SL)

*Languages offered in Group 2 are:*

Spanish B, Mandarin B, Arabic Ab initio, Spanish Ab initio, Mandarin Ab initio, English and French Ab initio (on Pamoja online)

**Ab initio (SL)** is for beginners who:

- Have little or no previous experience with the language
- Have one or less than one year of experience in grade 10 or language acquisition in MYP years
- May, in the case of a language with a written script different from the English one, hold a satisfactory score indicated in their report card for one year or less in the target language for transfer students.

**Language B (HL/SL)** is specifically for those who are learning the language as a modern foreign



language and are not native or near-native speakers of the language. Those students:

- Have two to five years (or more) experience in the target language
- Have studied the language for three consecutive years in the MYP language acquisition course
- Have been, and are now, taught outside the country where the language is spoken
- The school advises the students who are planning to join Spanish B to take B1. DELE Escolar.
- Students who are planning to join Mandarin B are advised to take HSK4 & HSKK intermediate level.

## **Language Assessment**

- The learning and assessment of our language program is based on oral (listening and speaking), written (reading and writing), and visual communication (viewing and presenting) strands.
- All teachers consider language development in their planning and assessing and support language acquisition in their teaching.
- Starting Grade 1, the language teachers administer a diagnostic assessment to establish a language skill level to create an appropriate language learning plan for the students.
- A range of appropriate assessment methods, such as portfolios, conferencing, writing sample analysis, writing journals, self-assessment, and peer assessment are used.
- A range of assessment strategies and tools are used based on our assessment policy.
- Process (notetaking, drafting, editing, etc.), as well as product, are assessed.
- There is continuity from class to class in the use of editing marks and tools, the use of the six traits Program (voice, ideas, presentation, conventions, organization, word choice, and sentence fluency), and the teaching and learning skills and approaches.

## **Support Services**

### **A. Learning Support**

All teachers help to meet the needs of students identified with special educational learning needs as indicated in the SEN policy. Depending on the supporting data generated from the diagnostic,

formative, and summative assessment, some students could be identified with additional learning needs including language difficulties or gifted and talented abilities.

This support is formalized through an In-class Support Plan or an Individual Education Plan and may involve short and long-term interventions. Additionally, the teachers provide learning support sessions through the K-12 Learning Support program which is available twice a week after school hours.

If the identified student speaks English as an additional language, the English Department Senior teacher and the Stage Coordinator work closely with the English Language teachers and other teachers to provide the best service for this individual child.

## **B. Information Literacy, Library & Media Center**

Information literacy forms the basis for lifelong learning. It is common to all disciplines, all learning environments, and all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning.

The role of the Gateway Library and Media Center is to promote and facilitate information literacy across all curricula and to all members of the Gateway community. The Library has databases that contain professional material, scholarly articles, newspapers, and magazines in many languages. Training sessions can be requested with the school librarian to teach research writing and guide the students on how to use the resources available in the school library.

An information-literate individual can:

- Determine the extent of information needed;
- Access the needed information effectively and efficiently;
- Evaluate information and sources critically;
- Synthesize information in any area of study throughout one's life.

There are scheduled language periods designated in the library weekly to enhance reading, writing, and research skills.

## **Admissions**

Students should sit for an admission test in languages before enrollment. According to the results of this assessment, the student can be accepted with or without reservation. In case of acceptance with

reservation, the school will enroll the student in the English learning support or an introductory course in case the student hasn't studied the language previously.

All students admitted to the MYP1 after elementary school should have achieved at least 60% in English, Arabic, Spanish, or Mandarin on their report cards. The students need to score at least 3 on the achievement level starting MYP2 to be able to be promoted to the subsequent years.

All students who are joining **Gateway International Baccalaureate** from other schools must take a First Language Entry test and score 70 % in their group 1 target language or higher to be admitted to the IBDP in Gateway International Baccalaureate.

1. **Secondary Level English Proficiency Test:** is a reading comprehension and language art assessment used internationally at the secondary school level.
2. **Essay:** This task intends to assess the candidate's first language (grammar, diction, syntax) and essay writing skills (structure, complexity & flair for the language) as well as their capacity for critical or analytical thinking.
3. **Interview (Oral Criteria):** This task intends to assess the capability of DP candidates to 'think' in their first Language. The candidate's fashion in listening (decoding) and then speaking (encoding) using the target Language, English. Students who are yet unable to sufficiently listen (decode) in their first Language (i.e. they must think in their native language to translate what is being said to them) will not be considered for entrance into DP. Students must be able to sufficiently speak (encode) in their first languages. That is, they must be able to avoid translating their simple ideas and thoughts from their first language into the target language before they speak.
4. Moreover, as part of the registration process, the languages of all students are recorded. This includes mother tongue and second languages as well.
5. All Gateway Students in grade 10 and equivalent must score 70 % in their language of instruction Subject, English, to join DP.

### **Professional Development**

As far as professional development is concerned our MYP language and literature, language acquisition, and IBDP Language A and B teachers will undergo continuous training to update their skills and keep abreast of the latest trends in language teaching.

They follow the language teachers' forums of My IB Resource Centre. Apart from training and workshops, interface with experts will be conducted as and when necessary.

### **Communication of Language Policy to Gateway International School Community**

The language policy will be introduced to Gateway International School community through multiple pathways including staff meetings, Parents Teachers Association (PTA) meetings, grade-level & section

meetings, school information sessions, and academic orientations. The policy will also be featured on the school's website. New staff will be familiarized with the document during orientation.

### **Policy Review**

This policy will be reviewed every 5 years, commencing in 2023 by a committee consisting of the Senior Language Teachers, Stage Coordinators, IB Coordinators, and Heads of Schools.

The Leadership team will review the implementation of the policy in classrooms and throughout the school regularly as part of the appraisal process.

## Reference

Language Policy (2014), International Baccalaureate Organization

MYP: From Principles to Practice (2015), International Baccalaureate Organization

## **Appendix A: Definitions/Parameters**

English as an Additional Language (EAL)

School Supported Self-Taught Language (SSSTL)

Standard Level (SL)

High Level (H L)

Theory of Knowledge (TOK)

Parents Teachers Association (PTA)