



ADOPTED

*on September 1st, 2021, on the basis of directive no 1-7/3
of the Director of Audentes International School*

AUDENTES INTERNATIONAL SCHOOL LANGUAGE POLICY

SCHOOL LANGUAGE PHILOSOPHY

We believe that ALL teachers are language teachers, and therefore, language development is a key aspect of our pedagogical approach. To support this belief, we dedicate professional development time towards enhancing our best practices in language instruction. This professional development approach is informed by the most relevant, up-to-date, and academically sound research on language development.

AIS International Baccalaureate (IB) language philosophy, in accordance with the International Baccalaureate Organisation's policies, recognises that language is central to learning. All teachers are responsible for their students' language development and are responsible for facilitating communication through the planning and delivery of their courses.

AIS aligns with the acquisition Guide, which states that the acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities:

- is valued as central to developing critical thinking and is considered essential for the cultivation of intercultural awareness and the development of internationally-minded and responsible members of local, national and global communities;
- is integral to exploring and sustaining personal development and cultural identity, and provides an intellectual framework to support conceptual development;
- greatly contributes to the holistic development of students and the strengthening of lifelong learning skills;
- equips students with the necessary multiliteracy skills and attitudes, enabling them to communicate successfully in various global contexts and build intercultural understanding.

SUPPORT FOR MOTHER TONGUE

AIS supports and values our students' mother tongue while guiding them through the process of language acquisition. As stated in Language and Learning in IB Programmes, "the ability to communicate in a variety of modes in more than one language is essential to the IB concept of an international education that promotes intercultural perspectives," which is one of the key elements of our language philosophy.

AIS recognises that students learn the language through using the language and provide students with as much opportunity as possible to experiment with and build upon their language skills to accomplish meaningful purposes in real-life contexts.

AIS strives to maintain an atmosphere in which students are comfortable making mistakes, as successfully acquiring second language proficiency involves risk-taking in a safe environment of learning. AIS believes that second language development is enhanced by competency in a student's first language. Although the structure of the programme supports the simultaneous development of English and other languages proficiency, parents of students with other first languages are encouraged to continue their support in the development of the Student's first languages.

We know that when a student is well-spoken and literate in their mother tongue, the Student is more likely to master another language. It also helps to be successful in the School across all subjects and have a deeper understanding and appreciation for their own culture.

SCHOOL LANGUAGE PROFILE

As a private international school in the Republic of Estonia, we use English as the medium of instruction.

HOLISTIC EDUCATION IN LANGUAGES

The holistic approach to language sees it as a whole rather than a combination of such elements as functional exponents, vocabulary items or grammatical structures. Language is primarily seen and used to explore the world and grow intellectually, as well as communicate effectively in the international and intercultural setting.

INTERNATIONAL AND INTERCULTURAL COMMUNICATION

A fruitful intercultural dialogue is key for our School as a vibrant and diverse community of learners and educators. Therefore, international mindedness and an ability to communicate efficiently in a multicultural setting are emphasised in all subjects.

A DIVERSE SELECTION OF LANGUAGES TO SUPPORT INTERNATIONAL-MINDEDNESS

One way to support international mindedness is offering a wide selection of languages to study at different levels (Language ab Initio, Language B, Language A Language and Literature, Language A Literature). The range of language options includes both large languages that are widely used as a means of intercultural communication (English, Spanish, German, Russian) and small local languages (Estonian) to cater to the needs and interests of all learners.

SUPPORTING LINGUISTIC DIVERSITY

Although English is used as a primary medium of instruction, we support linguistic diversity and multilingualism by offering learners an opportunity to study other languages, including their first languages. In case our School does not offer one's first language as a subject, the language studies can be supported through a self-taught literature course with mentor support.

SUPPORTING ALL LEARNERS

As our School aims to support all learners on their way to becoming successful internationally minded communicators and lifelong language learners, we offer a tutoring programme in languages to those who need extra support.

IB DP LANGUAGE COURSE OFFERINGS

In order to support mother tongue development and multilingualism, we currently offer the following courses in the IB Diploma Programme at Audentes International School:

- Language A: Literature SL - School-supported Self-taught
- Estonian Language A: Literature SL/HL
- English Language A: Language and Literature SL/HL
- Russian Language A: Language and Literature SL/HL
- English B SL/HL
- Russian Ab Initio SL
- German Ab Initio SL
- Spanish Ab Initio SL

We support all mother tongues through self-taught studies in the literature. Our School gives an opportunity for students to study in their mother tongue while embracing the diversity of other languages. We support the needs and interests in language study and do our best to meet these needs.

POLICY COMMUNICATION

The Administration is responsible for communicating this policy to students, parents and teachers at school events and via media sources, including but not limited to staff meetings, parent evenings, student tutorials and school websites.

POLICY REVISION

The Language Policy is revised annually by the Administration, language teachers, Language Group Coordinator and the AIS Board.

ROLES AND RESPONSIBILITIES FOR IMPLEMENTING, EVALUATING AND REVIEWING THE LANGUAGE POLICY

IMPLEMENTING

All teachers are involved in the implementation of the policy. The policy will be referred to during staff meetings, assessment periods and as necessary throughout the academic year. The policy will be shared with staff and parents. The policy will be made available to parents through the programmes guidebook and in a future update of the website.

EVALUATING AND REVIEWING

This policy is created through teachers and leadership team collaboration, and further amendments will also be made through collaboration with teachers. The policy will be reviewed annually by both the leadership team and the teaching staff.