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 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.

This document should be read in conjunction with the following IB publications:

- The Diploma Programme: From Principles to Practice
- A Basis for Practice
- IB Position Paper: Learners without borders: A curriculum for Global Citizenship
- IB Position Paper: Thought, Word and Deed; The roles of cognition, language and culture in teaching and Learning in IB World Schools
- IB Position Paper: East is East and West is West
- Guidelines for developing a School Language Policy
- Language A and Language B Guides
- Learning in a language other than the mother tongue in IB programmes

This document should be read in conjunction with the following MCSHS publications:

- MCSHS IB Assessment Policy
- MCSHS IB Admissions Procedure

Language at MCSHS

In line with Education Queensland policy and philosophy, and current language trends, we believe that language needs to be considered in terms of:

- Learning language
- Learning through language, and
- Learning about language

Further we believe:

- That language is central to learning
All teachers are language teachers and are therefore responsible for specifically and explicitly identifying and teaching the vocabulary and genres appropriate to the subject area in which they teach.

Language as a way of knowing helps to create the links between subjects, create knowledge and understanding at a personal and global level

**Language Profile of Learners at MCSHS**

- English is the predominant language and the language of instruction at MCSHS.
- The majority of students at MCSHS are Australian born or are from English speaking countries e.g. New Zealand, UK, South Africa, Canada, USA, Zimbabwe.
- Data is collected on the language and ethnic backgrounds of all students and their families at enrolment
- MCSHS has a vibrant and well-established International Student Programme which supports short, medium and long term stays of students from all over the world. These students are integrated into class and school life at MCSHS. The programme hosts approximately 60 students from the following countries: Germany, Italy, Sweden, Norway, Brazil, Mexico, Japan, China, Taiwan.

**Language Profile of the Sunshine Coast Community**

The following figures give an indication of the language profile of the Sunshine Coast Region (http://profile.id.com.au/sunshine-coast/language) of which MCSHS is a part:

- 4% of households in the region (Sunshine Coast Region) speak a language other than English at home (Sunshine Coast Regional Council – Language Profile)
  - The most common languages spoken at home in this Region, other than English are German, Italian and Dutch
  - 0.3% of residents (self-assessed proficiency) lack proficiency in English and therefore require consideration and assistance

**English as the Language of Instruction**

- Fluency in English is an expectation of MCSHS however appropriate language support is available to ensure that all students are sufficiently competent to use English for academic (tertiary) purposes and to successfully complete their IB Diploma.
- If and when an international student (under EQI policies and guidelines) chooses the IB Pathway appropriate second language support in English is available. An ESL trained teacher is available for consultation, tutorials and advice through MCSHS’s International Student Programme. This teacher is available to consult with classroom teachers to ensure that students have access to support that is required.

**The Teaching of English at a Language A level**

- English is the A language at MCSHS, being both the national language of Australia and the language in which all students are currently proficient (to a greater or lesser degree). All students currently study English as their Language A: Literature
- Provision is made for an individual to study a Group 1 subject in a language other than English in self-study mode.
Learning Languages other than English – Group 2

‘Language stands at the center of the many interdependent cognitive, affective and social factors that shape learning.’ (p.1) IBO - Learning in a language other than mother tongue in IB programmes

We believe that young people need an education that equips them to participate in and engage with an increasingly globalised world. Learning languages provides many benefits to students, including:

- proficiency in another language other than English
- an understanding of different cultures and societies
- analytical and communication skills that enhance their learning in other areas of the curriculum
- improved literacy skills through a better understanding of grammar and sentence construction.

MCSHS offers a commitment for all students to study one of two mainstream languages. This commitment includes scheduled classes, materials, assessment, registration with IB and training for teachers to implement the program. These mainstream languages offered at MCSHS are Japanese and Spanish and are offered at an ab initio level. Students also engage in cultural experiences to enhance the learning of these languages.

Provision for students with substantial prior experience in either of these languages (Spanish or Japanese) is the offering of that language at a B level. This provision includes tutorials, materials, assessment, registration with IB and training for teachers to facilitate the program.

Non-Mainstream Language Study Policy

Non-mainstream languages are any language not offered by MCSHS but are available in the IB curriculum offerings. The study of a non-mainstream language as ab initio is NOT a non-mainstream option.

Considerations in the studying a Non-mainstream language

The Language:

1. is studied independently with a tutor/teacher who is engaged by the student.
2. Time in the student's timetable is scheduled for this language study
3. Students sit International Baccalaureate exams in November session or if the language is unavailable, then in the May session
4. The Language Level is negotiated with the student but approved by MCSHS.
5. Can only be taken by a student who demonstrates the capacity to study and can guarantee provision of the necessary support.
6. MCSHS does not report on non-mainstream languages but predicted results can be considered for MCSHS Academic Awards and University applications.
7. All students must commence a mainstream language (Spanish or Japanese) at MCSHS in the preparatory programme. The request to study a non-mainstream language will be considered in the Second Semester of Year 10.

Summary of Responsibilities

Student
- Study independently for three lessons per week, focusing on work set by tutor
- Complete all homework given by tutor to a comprehensive level
- Liaise between tutor and IB Co-ordinator
- Regular practice must be maintained 52 weeks per year

Parent
- Find tutor/teacher
- Engage tutor/teacher – minimum one lesson per week for duration of study
- Support student with access to tutor/teacher

Tutor/Teacher
- Assess capability re Language B papers and conversation
- Teach and prepare student for all IB assessment at level of course
- Assess oral, record and mark for submission to IB
- Convene Written Assignment
- Provide IB Coordinator with internal assessment marks and overall Predicted Grade end of Term 3 before final November IB examination session or end of March for May IB examination session

MCSHS and IB Coordinator
- Register and fund IB registration fees
- Facilitate IB assessment conditions
- Communicate with IB
- Provide tutor/teacher with access to OCC and copies of the Guide and Teacher Support Materials
- Liaise with and instruct tutor/teacher re Internal assessment and predicted grade data entry
- Facilitate IB assessment conditions and deadlines
- Liaise with student and tutor/teacher to ensure course expectations are fulfilled.