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International Classes

Language Policy

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Culture is represented not only in events, texts, buildings, artworks, cuisines, and many other artifacts but also in language itself. Expressions such as "the pursuit of happiness," "liberté, égalité, fraternité," and "la Raza" connote cultural dimensions that extend well beyond their immediate translation. As recent world events have demonstrated, deep cultural knowledge and linguistic competence are equally necessary if one wishes to understand people and their communities.

- Modern Language Association (2007)

Philosophy

At Manglerud skole, International Classes (Manglerud IC), we believe language is socially constructed and dependent on relationships. Its development is fundamental in human communication, identity, and learning. Multiple languages are essential in the quest for understanding cultures, perspectives, and internationalism. At Manglerud IC all teachers are language teachers, using English as the instructional language and fostering the competency of Norwegian to ensure students have the benefits of bilingualism. Mother tongues of students are valued and are fostered because their development further strengthens students' intellectual and social growth, enabling even greater participation in the wider community. In its totality language instruction is seen as consisting of three domains 1) learning language, 2) learning through language, and 3) learning about language.

Beliefs:

- Teachers, in all subject areas and grades, are teachers of language
- Language competence has a direct relation to a student's ability to communicate
- Language competence has a direct relation to a student's identity, sense of security and belonging, confidence and their social and emotional well-being
- Languages are inherently equal
- Language has functional and aesthetic aspects, both must be addressed in the curriculum
- Students must be assisted to develop competence across the four language modes of speaking, listening, reading and writing
- Students should be given support so that they can participate fully in the learning experiences and the discourse of the school
- School has a crucial role in helping students appreciate diverse perspectives and to develop international-mindedness and intercultural awareness through the use of language
- Language acquisition is a continuous process which develops and progresses along a continuum.

Language Profile and Admissions Practices

Manglerud IC's linguist profile is scattered across the world's five largest language families; Afro-Asiatic, Austronesian, Indo-European, Niger-Congo, and Sino-Tibetan. The diversity of the languages is rooted in 35 nationalities of our students, staff, and faculty.

Australia	Germany	Kurdistan	Philippines	South Korea
Canada	Hong Kong	Latvia	Poland	Spain
Chile	India	Libya	Portugal	Sri Lanka
Chechen Republic	Iran	Lithuania	Russia	Sweden
Denmark	Israel	Netherlands	Serbia	Turkey
Estonia	Italy	Norway	Somalia	United Kingdom
France	Japan	Pakistan	South Africa	United States

English is the instructional language of the school, except for Norwegian classes. All communication is delivered in English, when necessary a Norwegian translation is provided for parents. Thirty-three percent of our students list English as their mother-tongue language or claim fluency. Norwegian is the mother tongue of 39% of our students. On admission (2016-2017), 37% of our students claimed fluency in Norwegian. Many of our students are multilingual and live in multilingual homes. 42% of faculty are native English speakers. The remaining faculty are fluent English speakers whose mother tongues are Dutch, Norwegian, or Spanish. The curriculum coordinator is a native English speaker. Remaining staff and administration are fluent in English with mother tongues of Norwegian, Lithuanian, and Polish.

In regards to English, Manglerud IC's admission policy is two-fold. Students applying for admission to PYP1 and PYP2 are not required to have knowledge and skills in English. Parents are expected to be willing to support their children in the acquisition of English. For students entering PYP3, 4, and 5 preferences are given to students who have a proficient or basic level of English.

By law, Norwegian language must be taught. Two strands of Norwegian, one for mother tongue students and one for EAL students, must be provided. EAL students, making appropriate progress, are to have avenues to enter the mother tongue class.

English: Maintaining and Developing the Language of Instruction

As the language of instruction, English is central and foremost in the learning process at Manglerud IC. For planning, teaching, assessing, and reporting on English, we rely on two important IB language documents, *Making the PYP Happen* and *PYP Language Scope and Sequence*. PYP frames language learning as a 1) a cognitive process to be learned, 2) a process to learn through, and 3) a process to learn about. The PYP language strands define language, including English, as both receptive and expressive by nature. These interwoven traits of English are seen in oral language, visual language, and written language. These three strands can be described and represented by four continuums: 1) listening and speaking; 2) viewing and presenting; 3) reading; and 4) writing. These continuums are reflected in the students' biannual progress reports.

At Manglerud IC, learning and using English takes place in authentic contexts. As a school committed to an inquiry-based, constructivist approach to teaching and learning, English is central to our units of inquiry. To ensure students master the knowledge, skills, and understandings of the language not integrated into our units, each class conducts stand-alone lessons in English. In the units and stand-alone lessons, teachers ensure that essential conditions are present for language learning. First, they activate students' previous knowledge, using it as a means to link and build new knowledge and skills. In the learning process, students' learning is scaffold through such means as visual aids, graphic organizers, demonstrations, individual instruction, and small and whole group instruction. As students become fluent in English, teachers extend students' abilities to understand and use the language in increasingly complex ways. At this point, instruction in grammar, vocabulary, writing, and reading for learning become the focus of language development. Arching over our use of English as the language of instruction is the belief that language is a critical part of

shaping students' identities. In that vein, we celebrate and value all students' mother tongues and cultures believing it as a means to ensure bi/multilingualism and international mindedness.

Formal language assessment practices and policies are currently being developed. They include internal assessment methods, such as rubrics and portfolios, and the external, standardized English assessment administered by the Norwegian Directorate for Education and Training.

English as an Additional Language (EAL): Inclusion and Equity

Manglerud IC is committed to full inclusion and equity for our students who have English as an Additional Language (EAL). As a new school, we are in the process of developing a program of in-class and pull-out support for our EAL students, including an assessment program for evaluating students' English proficiency upon program entry and for verifying when students have reached a level of competency that allows them to participate actively in English base classes.

Upon enrollment students English proficiency is first evaluate by a process of parent interviews and/or previous educational experience. All families of incoming PYP1 students are interviewed. Older children are interviewed if a review of the application materials deems it necessary or important. In the classroom, all teachers are considered responsible for EAL by differentiating instruction in a manner that supports students' development of both social and academic English. Teaching assistants are also available to provide support and instruction for EAL students. Currently, our formal, standardized method for assessing students' proficiency in English is the standardized diagnostic test (*Kartleggingsprøve*) administered by the Norwegian Directorate for Education and Training. The test is administered in PYP3.

For the future, it is our desire to formulate an EAL program that includes a specialist to lead the school's EAL program, including providing a variety of assessment methods to monitor students' learning. As our reading and language curriculum is mapped, we will also identify appropriate methods for assessing EAL students' progress with written English.

Norwegian: Maintaining and Developing the Host Nation Language

As the language of our host country, Norwegian is essential in our commitment to creating a bilingual student body. Currently, the majority of our students enter school with a fluent or significant grasp of Norwegian. To advance this learning of native and fluent Norwegian speakers and to introduce the language to non-Norwegian speakers, each week students are provided three hours of instruction in Norwegian. Norwegian culture is celebrated and advanced through recognition of Norwegian national holidays, study of Norway in units of inquiry, visits by Norwegian experts in various fields of work, and field trips to significant sites of historical, artistic, economic, and/or political value.

Beginning in 2017-2018, Norwegian language will be taught in two strands, one for mother tongue students and one for EAL students. Each year PYP1, 2, and 3 are administered a diagnostic reading test (*Kartleggingsprøve*) mandated by the Norwegian Directorate for Education and Training.

In our first year of operation, Norwegian for native and fluent speakers was provided through differentiation. Non-Norwegian speakers were supported through the work of teaching assistants. In coming years, two strands of Norwegian will be offered based on students' levels of Norwegian proficiency.

Mother Tongue Languages: Maintaining and Developing Native Language

In its policy statement, *Learning in a Language Other than Mother Tongue*, IB defines mother tongue as “the language learned first, the language identified with as a ‘native’ speaker, the language known best, the language used most” (p. 1). IB further claims that as our foremost means of social communication, language is tightly tied to cognitive development, personal development, intercultural understanding, and cultural identity. Manglerud IC is in full agreement with the position and seeks to support and enhance the complex language profiles of our students. The library provides books and other media in the various mother tongues of our students. For smaller language groups that are not readily available in publishing outlets, parents are encouraged to contribute materials in their mother tongues. Teachers also celebrate and encourage mother tongue through in-class activities, and parents are encouraged to support the full development of their child's mother tongue. At this time, Manglerud IC is not able to provide for former mother tongue learning besides English and Norwegian, but can provide parents with contact information of language classes being offered in the city.

Professional Development: Maintaining and Developing Faculty as Language Teachers

Manglerud IC believes that teaching requires ongoing professional development in all areas of the curriculum if we are to provide a strong and effective instructional program. Good teachers are good students. As a result, teachers are annually offered a range of choices of professional learning opportunities. Foremost in the offerings are courses sanctioned by IB, such as the workshop, “The Role of Language.” Workshops offered by the Nordic IB Schools, the Nordic Network of International Schools, and other professional organizations are also offered when appropriate for PYP. The frequency and quantity of annual professional development opportunities will eventually be articulated in Manglerud IC's professional development policy.

Language Policy Review Cycle

The above principles and practices of our language policy reflect current practice in our inaugural year of operation, 2016-2017. The policy was drafted by senior administration, the curriculum coordinator, and two faculty members, including our Norwegian teacher. The policy was accepted by the faculty on March 21, 2017, by the parent council on May 9, 2017, and will be presented to the governing body on January 1, 2018.

The beliefs and philosophy which ground our language policy are framed by the IB Primary Years Program and will remain relatively stable throughout the development of our school. However, we do recognize that there will be need for changes as our language profile evolves, as new ideas are developed, and as research indicates the direction of best teaching practices.

Thus, the language policy is a working document that will not only guide Manglerud IC's language practices, but one that will be regularly reviewed for accuracy and relevancy. A formal review process will occur every three years with the assembly of a review committee, tasked with examining the language policy, and as necessary, propose revisions that will strengthen our language program and provide greater alignment to PYP Standards and Practices. Proposed changes will require approval from the administration, faculty, and parent council.

Steering Committee
2017

Ms. Alyssa Quartulli, PYP2 Teacher
Dr. Timothy Reynolds, PYP Curriculum Coordinator
Ms. Ida Skaran, PYP Norwegian Teacher
Mr. Peter Streijffert, Rector
Ms. Nina Wroldsen, Deputy Assistant Principal