

مدارس  
مصر  
للغات



MISR  
LANGUAGE  
SCHOOLS

## MLS IB DP Language Policy

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## **MLS IB Language Policy**

### **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.

### **MLS Mission Statement**

At MLS (Misr Language Schools), our mission is to cultivate responsible, empathetic, and disciplined young minds, preparing them to thrive in an interconnected world and become proactive contributors to humanity and the globe. Valuing compassion, care, diversity, growth mindset, and intercultural understanding, we provide a safe and supportive learning environment that fosters curiosity, creativity, and collaboration.

We believe in the unique potential of each learner to achieve excellence and make a positive impact. Inspired to pursue their passions, explore their interests, and discover their talents, MLS learners are empowered with the skills and attributes to act, express their opinions, and respect others.

Through MLS's diverse educational programs (National, British, American, and French Divisions) offering our learners a variety learning experiences, we promote lifelong learning, self-realization, and prosperous futures for our learners. Exposing them to diverse perspectives, cultures, and languages, we foster global citizenship and social responsibility.

In summary, MLS is dedicated to nurturing responsible, empathetic, and disciplined individuals who are equipped to excel in an interconnected world. We provide a safe and supportive learning environment that encourages curiosity, creativity, and collaboration, empowering learners to make a positive impact on humanity and the globe.

### **IB Learner Profile**

#### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### **Open Minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### **Risk takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change

#### **Balanced**

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

## **MLS Language Profile**

- MLS promotes multilingualism and celebrates linguistic diversity within the school community as fundamental aspects of our educational philosophy.
- The school consists of a French Division, an American and British Division, as well as a National Division
- Our language profile is designed to support and enrich the diverse linguistic backgrounds of our students. We offer a robust program that includes English, French, German, and Spanish, reflecting our commitment to providing students with a range of language learning opportunities.
- The school honors and supports our students' Arabic mother tongue, recognizing its importance in maintaining cultural heritage and fostering a strong sense of identity. By embracing this rich linguistic diversity, we aim to create a learning environment where all languages are valued, and students are empowered to excel in a globalized world.
- The selection of language courses offered by the school is based on the learners' language proficiency and takes their cultural diversity into consideration.
- MLS IB DP will be administering regular surveys to prospective students/parents to determine the subjects of interest to be offered.

## **Rights and Responsibility:**

### **1. Leadership Roles & Responsibility**

- In collaboration with the relevant stakeholders such as language teachers, administrators, and parents, leads the development of language policy that outline the school's approach to language education, including which languages are taught, the curriculum structure, and proficiency goals. Ensure that language policies align with the school's broader educational goals and mission. Oversee the development of language curricula that are aligned with language policies and IB standards.
- To allocate resources to support language education initiatives.
- Language support classes are provided by the school to ensure language proficiency of learners.
- Continuously review and revise language policies to improve their effectiveness and relevance to the school's context.
- Ensuring the policy is transparent and easily accessible to all stakeholders, including prospective students, parents, and staff.
- Collaborating closely in putting in place, developing, and implementing all policies that govern the educational environment of MLS.
- Work alongside stakeholders to oversee the implementation of these policies, ensuring that they are effectively communicated to all stakeholders and integrated into the daily operations of the school.

### **2. DPC Roles & Responsibility**

- English is the language of instruction of the program.
- Arabic is the mother tongue of most of the students. The school provides instruction of Arabic in alignment with the National Ministry of Education requirements.
- Collaborate with teachers to ensure that language teaching and learning practices are consistent with the established policies and meet the needs of all students.

- Monitor the effectiveness of the language policies through ongoing assessment and evaluation.
- Collect data on student language proficiency, monitor language acquisition progress, and evaluate the impact of language instruction on student learning outcomes.
- Adapt policies to meet the changing needs of students and ensure alignment with best practices in language education.
- Track the progress of students over time through ongoing assessment and evaluation.
- Work with school leadership and language teachers to develop language policies that adhere to the IB's language requirements and guidelines.
- Ensure that the language policies of the school align with the IB standards and expectations outlined in the IB programme guides for DP.
- Organize professional development opportunities for language teachers to enhance their skills and knowledge in language instruction and assessment.
- Foster communication and collaboration among language teachers, other faculty members, students, and parents to ensure a shared understanding of the language policies and goals.
- Promote cultural sensitivity and awareness among students and teachers to foster a supportive and inclusive learning environment for learners.

### **3. Teachers Roles & Responsibility**

- Assess the language proficiency levels of students whose first language is not English.
- Involves identifying their strengths and areas for improvement in listening, speaking, reading, and writing skills.
- Collaborate with classroom teachers to differentiate instruction and adapt curriculum materials to meet the language needs of ESL students. (Provide support materials and recommendations to improve the language level, , assign extra reading, writing and listening tasks)
- Modify assignments, assessments, and instructional strategies to make content more accessible and comprehensible for English language learners.
- Teach students effective language learning strategies and techniques to improve their language proficiency independently.
- Collaborate with parents, guardians, and community members to support the language development of ESL students outside of the classroom. (Recommend external support such as intensive language courses offered out of school and provide extra language resources)

### **4. Students Roles & Responsibility**

- Takes every opportunity to learn and provides feedback on their learning.
- Shows interest in learning and participates.
- Shows respect for teachers and peers.
- Takes ownership of their learning and seeks help when needed.
- Attends additional language classes if required by the DPC.
- Shows academic honesty and integrity.

### **5. Parents/Guardians Roles & Responsibility**

- Actively participate in orientations to voice their opinions and concerns.
- Engage in open dialogue with teachers and administrators to stay informed about policies and provide feedback or suggestions for improvement.
- Demonstrating the importance of following rules and respecting school policies.
- Building a strong partnership that fosters a supportive environment for implementing and enforcing school policies.
- Provide valuable feedback on existing policies, highlighting areas that may need adjustment or improvement.

Since literacy and language acquisition are central to learning, all educators (teachers, educational assistants, guidance counsellors, teacher-librarians, administrators, and support staff) are language teachers with equitable responsibility to facilitate, and contribute to, language development. All teachers are language teachers.

### **Staff members accomplish this goal when:**

- Understand that all staff are language teachers, and that language skills are developed across the curriculum. English is the language of instruction.
- Work collaboratively to ensure that resources, including professional development, are made available to implement the language/literacy learning.
- Have access to cross-curricular support training for language oriented professional learning, where expertise in writing skills and approaches may not be inherent to some disciplines.
- View parents as essential contributors to language learning.
- Provide consistent and effective classroom strategies for the development of listening, speaking, reading, writing and media interpretation skills in all subject areas.
- Use appropriate assessment strategies that provide meaningful feedback to enable language development and promote mastery.
- Model language appropriate to context and expect the same of students.
- Teach and confer in the language of instruction (English in English, Spanish in Spanish, etc.).
- Require exacting compliance with spelling, grammar, syntax and paragraphing rules consistently across all subject areas.
- Reinforce the importance of format specific to assignment / assessment type. • emphasize the required use of APA Style Guides, according to subject area.
- Require compliance with the entire, iterative writing process (brainstorming, sketch and then detailed outlines, multiple drafts for editing and revision, consistent citation of sources, and acknowledgement of outline consultants, editors and proofreaders) to assure authenticity of work.
- Support student language development through school library's website and links to learning resources.
- Foster academically sound library research skills.
- Emphasize appropriate use of terminology, within and across disciplines.
- Model and encourage appropriate, applied use of technology as a tool, not a replacement or compensation for thinking and problem-solving.
- Encourage inter-cultural understanding, cultural responsiveness and relevance through various forums, curricular and co-curricular activities.
- Foreign students will be able to celebrate their mother tongue language throughout the school facilities. celebrate identity and diversity.
- Encourage community outreach through volunteer work utilizing first and second language skills.
- In-case the school offers a different language in group A or group B a placement assessment is needed to ensure students level in the language.

### **Bibliography:**

*Ibo.org*

*Diploma Program – Guidelines for Developing a School Language policy*