



Ann Arbor International Baccalaureate Language Policy

Reviewed December 2021

Purpose:

The purpose of the Ann Arbor International Baccalaureate Language Policy is to provide a statement of beliefs and practices about language and language learning that complement those of the Ann Arbor Public Schools. This policy defines language learning within the curriculum and seeks to identify, establish, and maintain practices that support language learning and language development.

Beliefs:

The Ann Arbor IB schools recognize that:

- All teachers are language teachers.
- All students are language learners.
- A student is an individual who has a unique background and culture including his or her home language.
- Language background is essential to cognitive development and cultural identity.
- Language development is an essential component in the education of students and development of global citizens.
- Acquisition of knowledge and skills in a second language is increasingly important in an interdependent world.
- Shared experience of learning language creates cohesion among students from diverse backgrounds and promotes international-mindedness.
- Language development, support, and acquisition is the responsibility of our community of students, families and teachers.

Practices:

- English is the language of instruction (except language acquisition classes using targeted language almost exclusively)
- Students learn a second language in all of the Ann Arbor International Baccalaureate Continuum Schools
- Parents/Guardians are included in the development of the students language profile through the use of course selection and the Education Development Plan (EDP)
- Emerging Multilingual Learners are supported through WIDA testing and accommodations (please see [English as a Second Language Handbook](#))
- Inclusion and equity of access are offered in the Ann Arbor International Baccalaureate Continuum of Schools

- Language needs are identified through a variety of assessments (listed in [English as a Second Language Handbook](#)) and considered during instruction as referenced in the [Ann Arbor Public Schools Framework 2.0](#)
 - Instruction is designed to meet students' linguistic and academic language needs
 - Teaching is guided by these questions:
 - Does my lesson incorporate and communicate language and content objectives that can be readily assessed before/during/after the lesson?
 - Does my lesson/design represent key academic language and content vocabulary in multiple ways (visually, auditorily and alongside helpful images)?
 - Have I activated and/or developed background knowledge to recognize or build upon student resources, engage students and support learning around the objectives?
 - Have I provided opportunities to read, write, speak, and listen that support learning and expression of learning?
- Professional development related to language learning is provided to staff (Please see [English as a Second Language Handbook](#))
- Ann Arbor/IB Continuum media centers provide access to resources in multiple languages
- English language learning supports are provided throughout the school
- Linguistic diversity is recognized and celebrated
- Translation services are offered in multiple languages for continuum communications
- More information: [Ann Arbor Public Schools English as a Second Language Handbook](#)

Dates of policy review:

- September 2015 as part of PYP, MYP, DP application process
- September 2016 as part of PYP, MYP, DP authorization process
- September 2017 as part of CP authorization process
- December 2021 as part of programme evaluation