

**Vision**

Our Vision for ISGR/IHGR is to be a leading international educator with a community of passionate life-long learners, inspiring, global citizens to embrace diversity and explore the world.

**Mission**

ISGR/IHGR is an international school with students aged from 5 to 19, which fosters a culture of learning with respect and open mindedness.

Based on IB world and Swedish national standards, we tailor our curriculum to provide students with the tools to be life-long learners in a stimulating and nurturing environment.

We value authentic learning experiences with a global perspective. We learn together for the future.

## **The Language Policy**

### **Linguistic Mission Statement**

Due to our multicultural makeup and international connections, The International High School is a school with a pluralistic language environment. Language learning is a central part of our identity as we as a school, come together in a Swedish environment with English as a common academic language.

The International High School aims to meet the needs of the individual student on their language journey, and to guide students to see themselves as lifelong learners, while providing the tools necessary for learning in English. This means helping students to further develop their mother tongue, guiding them in the use of English as an academic language, supporting the development of Swedish regardless of level and providing opportunities to acquire new languages as a part of the respective program goals. The interconnectivity of the acquisition/development of a student's mother tongue (L1) together with target language and/or modern language (L2) is acknowledged, valued and prioritized through offering opportunities to foster individual student growth. In this way the multilingual identity of the student is confirmed and developed. The International High School values the importance of a common language awareness from the early school years all the way through high school.

Content and Language Integrated Learning also known as, CLIL, plays a critical role in how both students and teachers approach classroom interaction. As most students study in a language other than L1, a collaborative teaching approach is needed. At the International High School, all teachers have responsibility over the language development of students in both subject courses and language courses alike. Through scaffolding, or offering linguistic support, course knowledge and language proficiency are interwoven. Cooperation between teachers and programs of study is of critical importance in the development of students' academic and linguistic achievements.

## **Language Courses Offered**

### ***English:***

The teaching of English as L1 aims to encourage students to question the meaning generated by language and texts. Students should develop their skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. English is mandatory in all three years of high school, in the National Programmes, and standardized tests are conducted in all three years.

A contextual approach to the study of the formal elements of texts allows for a wide range of factors, including the circumstances of production and reception. The wider aim of teaching English as a first language is the development of an understanding of "critical literacy" in students. The study of literature in translation from other cultures is especially important to students because it contributes to a global perspective.

In contrast, the focus of teaching English as an additional language aims at helping students to develop knowledge of living conditions, social issues and cultural features in different contexts and parts of the world where English is used. Teachers make use of the surrounding world as a resource for contacts, information and learning. Students develop an understanding of how to search for, evaluate, select and assimilate content from multiple sources of information, knowledge and experiences. Students learn to use language to develop their confidence and all-round communicative skills.

All students wishing to attend the Pre IB class and the IB Diploma programme, are required to sit an Entrance exam which includes a 90 minute English exam, where their English skills in reading and writing are evaluated. Before commencement of the IB11 class, all MYP10 and PreIB students will be required to sit a placement exam including English, Mathematics and Swedish to help ensure that students are placed in the correct subjects and levels according to their abilities.

### ***Swedish:***

Swedish plays an important role at The International High School as we are a Swedish Municipal school and a majority of students speak Swedish, therefore our challenge is to maintain and develop their language skills. Swedish is mandatory in all three years of high school, in the National Programmes, and standardized tests are conducted in the first and the final year.

Like its English counterpart, the classes which focus on Swedish as a L1 are language development and appreciation of literature. The aim of the subject is to encourage and help students develop their communicative abilities as well as reading and working with different kinds of texts. We aim to develop students' language skills to prepare them for higher education and academic life in a Swedish speaking context.

Alternately, Swedish as L2 is to give students with a mother tongue other than Swedish, the opportunity to further develop their language skills empowering the student to use language to take part in societal and academic life.

For students with no prior knowledge of the Swedish language the school supports their needs in the IB Diploma Programme by offering Swedish Ab Initio as a subject they can choose from the Group 2 Subjects. At the moment, we do not offer Swedish for Beginners in the PreIB Programme.

### *Modern Languages/Language B:*

The International High School aims to tailor the students' educational opportunities and offer them support in order to prepare them for the linguistic challenges they may face in the future.

### **Additional Languages Studies**

The International High School in conjunction with the guidelines set forth by the Swedish Skolverket<sup>1</sup>, and the IB Diploma Programme policies seek to:

- Offer a variety of languages that further develop the students linguistic repertoire and increase the students' knowledge of the world
- Encourage their ability to communicate and interact in new environments
- Stimulate curiosity with regard to different social and cultural contexts
- Provide the tools necessary for students to become proficient users of the target language
- Support the student in their development of productive and receptive skills

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<sup>1</sup> Swedish National Agency for Education

Currently we offer the following modern languages for study on campus: French and Spanish; however other languages are available based on availability and demand.

*Mother Tongue and School Supported Self Taught (IB Diploma Programme):*

All communicative ability stems from the use of one's L1. In some cases, in practice, this may mean more than one language where individuals distinguish between different languages dependant on the speaking context. At The International High School we seek to give the students the opportunities to develop their knowledge of cultures and societies where their mother tongue is spoken.

The aim of the subject is to support and help students develop their ability to communicate in speech and writing, and to read and work with different text types. The focus is also to develop students' language skills and understanding in critical literacy.

### **Professional Development and Qualifications**

At The International High School all language teachers have qualified teacher status and attend workshops to develop the pedagogical approach to learning. Opportunities to develop language skills are made available for all members of staff. There is a language and special educational needs teacher assigned to aide staff in the development and practice of CLIL. In-house CLIL training is held regularly throughout the school year and staff are responsible for documenting evidence of its implementation.

Each member of staff is required to have an updated copy of **The Language Policy**. Students and guardians can access the document via Vklass and the The International High School website.

### **Implementation, Evaluation and Review**

All new staff will be made aware of the **The Language Policy** and receive a copy when they begin their employment at the school.

The International High School acknowledges that the **The Language Policy** is a working document and should therefore be updated on a yearly basis.