

## **Haganässkolan Language Philosophy**

Our language philosophy is similar to our general philosophy about learning at our school. Our aim first and foremost is that all students should feel safe and happy at school; for this is where learning flourishes best. For students of diverse language backgrounds and needs, we can contribute to their overall happiness and feeling of emotional safety by the way we pre-plan for their needs, take action on our plans to differentiate for student needs in the learning environment, and evaluate those actions, making changes when needed.

Another part of our Philosophy at Haganäs is that students should feel adequately challenged. A student must be able to effectively communicate in their own mother tongue before stretching themselves to communicate effectively in other languages. An “adequate challenge” therefore can mean different things for different students. Assessing the students’ ability in their own mother tongue, and providing support there first, when needed, is essential for their abilities to learn in, and communicate with, other languages.

### **Language Policy**

Our mission states that we value diversity and cultivate International-Mindedness. How will our students, who come from a diverse language background, succeed at our school and in life-long learning?

### **Differentiation is key**

Differentiation at our school is where teachers are proactive instead of reactive in realizing individual student needs. We know we will have students of different language backgrounds, gender, degrees of security, past experiences at school, self-confidence, peer relationships, etc. This means that we take account of each and every student in the class, and plan ahead for how we can help them best reach the goals of the course. We collaborate with the Student Health Team and Special Education teachers, as needed, to make adaptations for students as needed. Regarding language specifically, the students are always encouraged to keep a vocabulary journal that connects their new English learning with their prior mother tongue vocabulary.

### **Modern Foreign Language in the PreDP**

Students who have taken their chosen Modern Foreign Language in compulsory school are required to take Stage 3 (phase 3) of that language in the first year of high school. This is even the case if the student received an F as the grade. If a student hasn’t taken their chosen modern foreign language previously, they can take Stage 1.

### **Mother Tongue in PreDP**

First, we must assess students’ abilities in their mother tongue, or strongest language. This can be done through any of the following:

- Report cards from most recent prior learning environment
- A discussion with the student and parent about their language preferences and the academic work they’ve completed in their mother tongue.

From that information or by student choice, a decision is made whether the student will receive Mother Tongue Classes or Mother Tongue Support or a combination of both.. This will be written in a students’ individual study plan.

**Mother Tongue Classes:** These are offered and organized by the Municipality. A student applies for classes and if there are more than 4 students and a teacher, a class will start up.

**Mother Tongue Support:** This is organized by Haganässkolan as follows:

We encourage and give opportunities for all students to read in their mother tongue. They may visit the school library at Haganäs or the International School of Älmhult which boasts reading titles in all of the languages represented at our school\* (\*or can be ordered).

The school can also apply for mother tongue study support, using BIU online, an online platform with trained study support teachers. BIU has access to many skilled study support teachers in a variety of languages. For more information: <https://app.biuonline.se/en>

**Please Note:**

In the PreDP, we allow students to swap the Modern Foreign Language requirement with Mother Tongue classes instead, provided the Kommun is offering the Mother Tongue courses.

If a student in PreDP and does not have access to mother tongue classes, and does not benefit from taking a year of Modern Foreign Language, we may decide it is best to waive the Modern Foreign Language requirement so the student has more time to self study and improve their English and/or Swedish. We must write a Support Management Plan to allow the student to be excused from taking Modern Foreign Language. In this case, the student, parent, and Head of School must sign the document. When in the case of applying to a Swedish University, the student may need to account for the reason why they didn't take a Modern Foreign Language in Year 1. In this case, the DP coordinator will write a letter of support to explain the situation.

### **Mother Tongue in the Diploma Programme**

The school offers in Group 1 the School Supported Self Taught Literature course at Standard Level in the Diploma Programme. First we assess whether this is the best option for the student (as described above for PreDP) and then we must also ensure we have a support tutor. SSST courses are timetabled for 150 hours over 2 years of the programme. The students meet the SSST coordinator approximately 1 hour per week to understand the syllabus and requirements. The students will meet their support tutor regularly according to a schedule the tutor and student agree upon. The support tutor may meet the student face to face or virtually. The SSST tutor has access to the subject guide, requirements, and assessment criteria so they are prepared to give the student feedback on the quality of their work.

**Placement in the DP Language Courses** The language of instruction is English.

The IB stipulates students should have one of the following combinations:

- **At least one** Language and Literature Course
  - **At least one** Language Acquisition Course
- or
- **Two** Language and Literature Courses (results in a bi-lingual diploma if conditions are met)

While it is possible to have two Language Acquisition courses, it is not considered a "full diploma" but instead known as taking courses or certificates.

We offer English and Swedish as Language and Literature courses. Additionally we offer School Supported Self Taught Literature in many other languages.

We offer English and Swedish as Language Acquisition courses.

There are alternatives to the above but it requires a meeting with the Head, Coordinator, and pertinent language teachers.

### **Further language course placement guidelines for the DP:**

#### English

- A student coming from an English Literature course will be placed in English Language & Literature. A student who has had English 5 (language acquisition) or the equivalent and has earned at least a C can be placed in English Language and Literature, otherwise the student is recommended to take

English Language Acquisition in Group 2. In Group 1, the student is recommended to take SSST (or Swedish if applicable).

#### Swedish

- A student coming from Swedish Literature course will be placed in Swedish Language & Literature.
- A student coming from a Swedish Language Acquisition course will be placed in the Swedish Language Acquisition course. If the student has passed SVA01 (Swedish as an additional language 1-what comes after compulsory school level Swedish) may wish to have additional Swedish classes in addition to the Swedish ab initio. This depends on their goals for University study. In the case that the student wishes to attempt to pass SVA02 and SVA03 (to be able to access University courses in Swedish) the following need to happen:
  - SVA01 National Test was passed in PreDP. If not, they take and continue with Swedish ab initio in the DP. The SVA01 course grade is recorded on the register.
  - They register for "utökade kurser" (increased courses) in SVA02 and SVA03. They attend the classes they can in said subject and they complete some self study as well due to the inevitability of scheduling obstacles . They take a "prövning" (test) over two sittings in SVA02 because there is not a National Test. The prövning is done by the Swedish teacher they have or at the agreement with another Swedish teacher at the school. The DP Coordinator can help coordinate this. The test is completed at a reasonable date so there is time to attempt the SVA03 test by the end of the final year. The SVA02 test grade is recorded as a course grade on the register.
  - SVA03 National Test is registered to be taken and is taken by the student. The test grade is registered. If passed, the student has the required level of Swedish for Swedish University.
  - Note: There are many English language programmes of study in Sweden as well, in which the SVA03 requirement is waived.