



BISS GAUSEL

British International Schools of Stavanger

LANGUAGE POLICY

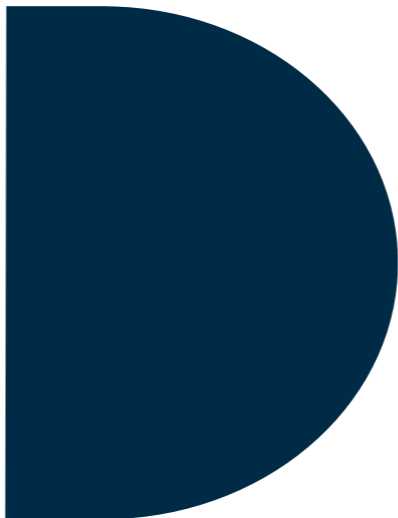
*Creating role models
for the future*



Vision and Mission Statements

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At BISS Gausel, we celebrate and nurture linguistic diversity and multiculturalism by fostering language development through a multilingual approach.

Our curriculum incorporates language learning across all subjects, empowering students to improve fluency while safeguarding their native languages. This process not only enhances academic performance but also fosters personal growth and supporting the development of a strong cultural identity.

By promoting cross-cultural collaboration and communication, we equip students with the skills needed to thrive in a global society, nurturing open-mindedness, empathy, and a deep appreciation for diverse perspectives.

The 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 inter-cultural understanding and respect. To this end the organisation works with schools, governments and international organisations 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.



BISS Vision Statement

To empower the learning community to become role models who are forward-thinking visionaries and lifelong learners.

The BISS Mission Statement

At BISS we provide a purposeful and engaging curriculum and a culture that fosters innovation, resilience and continuous growth. We cultivate an environment that promotes empathy, compassion, collaboration, inter-cultural understanding and respect for one another.

We strive to inspire students to be inquisitive, have a thirst for knowledge, and be creative and critical thinkers who actively seek opportunities to make a better tomorrow for future generations.



Philosophy of Language

BISS Gausel is a multicultural international school catering to a diverse, multi-national community. With a student body of 400 students, ranging in age from 6 to 16 years, BISS represents over 50 nationalities.

At BISS Gausel, we celebrate linguistic diversity and the benefits of multiculturalism. We value language learning and see all teachers as language teachers. Multilingualism builds cultural bridges, fosters understanding, and equips students to thrive globally.

By honouring mother tongues, we promote cultural pride, create inclusive learning environments, and enhance personal, academic, and cognitive growth through multilingual proficiency.

IB Learner Profile and International Mindedness

One of the aims for learners in both the PYP and MYP is to further develop their understanding of and apply the IB Learner Profile in relation to language learning. It is hoped that students will be:

Inquirer: Students are naturally curious and motivated to explore and discover. In language learning, this curiosity can drive learners to explore new ways of thinking, new vocabulary, grammar rules, cultural backgrounds, and different language skills.

Knowledgeable: Through language learning students can deeply connect to culture. Learning a language involves gaining knowledge about customs and traditions associated with the speakers of that language. A big part of being knowledgeable is about linguistic system and grammar. Being exposed to a range of authentic text types and genres will give the students the ability to produce their own texts.

Thinker: Critical and creative thinking skills enable learners to identify and solve language problems effectively and use language in innovative and imaginative ways to convey ideas, emotions, and concepts.

Communicators: Language learners acquire linguistic competence and develop into skilled communicators who not only express themselves well but also actively listen to others. When visiting other countries they are studying the language of, this will create authentic situations where language can be confidently used.

Principled: Language learners are mindful of the ethical aspects of language use, including avoiding offensive language, respecting cultural differences, and promoting positive and inclusive communication.

Open-minded: Language learning within a cultural context enables students to engage with diverse sources and different cultures, broadening their understanding of the world and incorporating various perspectives into their learning. Learning a foreign language is a sign of respect towards the community we live in (Norwegian).

Caring: Inclusivity in language involves being mindful of how language can shape perceptions and impact communication. Language learners who care about inclusivity may strive to use language in a way that is respectful and avoids stereotypes or biases.

Risk-takers: Language learners often need to step out of their comfort zones and take risks in various linguistic and cultural contexts. Embracing these challenges is important for growth and proficiency in a new language.

Balanced: Being balanced in language learning involves integrating various skills and learning methods and strategies to develop as a language learner. Students find harmony between those elements to become effective and functional communicators in the target language.

Reflective: Language learning is a dynamic process that continues throughout life. Language learners embrace the idea of lifelong learning by adapting their language skills to new situations, technologies, and communication trends we well as reflecting about language and language use.

Languages offered in the Curriculum

English is the primary language of instruction, permeating all areas of the curriculum. It is also taught as a discreet subject across all grades. Students whose mother tongue is not English are assessed upon entry to determine their ability to access and comprehend the curriculum.

Students entering BISS Gausel without proficiency in English are encouraged to develop Basic Interpersonal Communicative Skills (BICS) as quickly as possible to interact effectively with peers and teachers. Research shows that achieving full fluency and operating at the level of a native speaker typically takes 4 to 7 years. To support language acquisition, BISS provides, where necessary, a modified mainstream curriculum and discrete language lessons tailored to individual needs.

To support language learners in accessing the curriculum, the following scaffolding strategies may be employed:

- Peer coaching
- Integration of information technology and human resources
- Use of rubrics with modified criteria
- Structures and frameworks that support the development of ATL skills
- Subject-specific vocabulary provided and displayed in classrooms
- Pairing students with peers who share the same mother tongue (when possible) for certain tasks
- Access to bilingual dictionaries and tools like Google Translate for specific subjects

The school utilizes the European Framework Assessment Criteria for languages to evaluate student progress and proficiency levels in EAL.

Various languages are offered across the departments at BISS Gausel. The programs are structured as follows:

- Language & Literature (mother tongue or near-native proficiency) - Students fluent in both Norwegian and English will study both languages as part of the Language & Literature group in the PYP and MYP programs. Language & Literature reflects the student's mother tongue or a language in which they have near-native proficiency.
- Language Acquisition- Additional Language Learning - Students who are not fluent in Norwegian will study Language Acquisition Norwegian in both the PYP and MYP programs. In PYP6, students participate in a language carousel to explore both French and German before entering the MYP. In MYP, all students also study an additional Language Acquisition (German or French).

Primary School	Secondary School
<ul style="list-style-type: none"> • English Language PYP1-6 • Norwegian Language Acquisition & Language and Literature PYP1-6 • French and German Language Acquisition in PYP6 	<ul style="list-style-type: none"> • English Language and Literature • Norwegian Language and Literature • German Language Acquisition • French Language Acquisition • Norwegian Language Acquisition

Placement in Language Acquisition

- Students who are consistently not meeting the Language and Literature requirements/criteria may be temporarily placed in a Language Acquisition Norwegian class to receive additional support.
- Students will be placed in a language phase that is appropriately challenging and designed to promote their linguistic progression.

Mid-term phase advancement:

- Students who are borderline between two phases may move up or down at any time. In such cases, they will be assessed on the criteria for both phases during the academic year.

MYP Final Year Placement:

- In their final year, students will be placed and certified in a specific phase where teachers are confident, they can succeed. Once placed, students will remain in this phase for the duration of the academic year to ensure consistent preparation and certification (see Assessment Policy for certification requirements).

Advancement to Language & Literature (Norwegian Only):

- When a student in the Language Acquisition program reaches Phase 4 prior to their final year at BISS Gausel, they will undergo an initial trial period in the Language and Literature class.
- During the trial period, the student will be assessed according to the Language and Literature criteria. If the trial is successful and deemed appropriate, the student will transition fully into the Language and Literature class.
- Exceptions to this process may be made at the teacher's discretion based on individual circumstances.
- A B1 course is offered to MYP4 students as part of the Norwegian Language Acquisition programme, aiming to help students achieve a higher level of proficiency in Norwegian. This course focuses on enhancing language skills, including reading, writing, speaking, and listening, to ensure that students can communicate effectively and confidently in a variety of context.

Rights and Responsibilities

At BISS Gausel, across both IB programs, students, parents, and teachers are entitled to certain rights and likewise have responsibilities which are outlined below:

	Rights	Responsibilities
Students	<p>Students have the right to:</p> <ul style="list-style-type: none"> • Continue mother tongue learning beyond school hours • Feel a sense of cultural pride and connections • Use bilingual dictionaries/technologies in all classes to bridge their understanding of subject material in English • Create and use bilingual glossaries of subject specific terms to reinforce their understanding in both languages • Attend lunchtime and after school clubs to socialize with peers who share their language and cultural background • Use their mother tongue in situations where it aids their learning, such as counting or explaining concepts, as appropriate 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Respect similarities and differences among diverse languages and cultures within the school community • Actively participate in cultural events, celebrations, and activities that promote their heritage • Share aspects of their cultural background with peers and teachers, contributing to a diverse and inclusive learning environment • Collaborate with classmates to share language-learning tips or assist others who may need help with bilingual resources • Encourage a positive attitude toward bilingualism in the classroom • Bring rich linguistic skills to the learning process, which are essential for their success. It is their responsibility to engage with and apply these skills, drawing on their prior knowledge to contribute to a collaborative learning environment

	Rights	Responsibilities
Teachers	<p>Teachers have the right to:</p> <ul style="list-style-type: none"> • Choose and implement teaching strategies that best address the specific language and learning needs of their students • Access training, workshops, and professional development programs that enhance their understanding of multilingual education, cultural sensitivity, and differentiated instruction strategies • Work in an environment that fosters collaboration, inclusivity, and the availability of ICT facilities, internet access, and materials in multiple languages • Collaborate with native speakers, language experts, and librarians who can provide specialized insights, resources, and support for effective lesson planning and execution • Support from school administrators in organizing language clubs, cultural events, and assemblies, ensuring that sufficient time, funding, and facilities are allocated for these initiatives 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote the importance of maintaining & using a student's mother tongue • Incorporate differentiated tasks and resources into their lesson planning to address diverse linguistic needs • Offer a variety of language clubs, run by native speakers, that provide students with the opportunity to engage with their mother tongue in a structured and supportive environment • Support students in seeking resources and conducting research in their mother tongue to build comprehension before transitioning to English • Provide multiple opportunities for students to celebrate their home cultures, traditions and festivals through assemblies and other school-wide events • Ensure the library offers resources and support for students to read in additional languages • Ensure a teacher librarian is available to guide students in utilizing library resources effectively, fostering independent learning & language acquisition • Provide a multimedia centre that offers books in a variety of languages; ICT facilities with access to the internet and reference materials and current journals • Provide students who are most comfortable expressing themselves in their mother tongue where possible, support through peer-buddy systems and access to other staff who speak their language
Parents	<p>Parents have the right to:</p> <ul style="list-style-type: none"> • Be informed about the teaching strategies and approaches used to address their child's language and learning needs, ensuring transparency in the educational process 	<p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • Support development of mother tongue at home through different activities such as journalling, reading etc. • Demonstrate an open-minded approach to language learning, while also showing respect, and appreciation for the traditions, values, and way of life of the people who speak it • Encourage their child to learn the host country's language through integration into the local community through clubs and social events

Appendix 1: Host Country Language

Host Country Language

All students learn Norwegian, the language of our host country. Depending on fluency, students are divided into two groups: Language and Literature and Language Acquisition.

Language and Literature - Norwegian

Norwegian teaching in PYP is taught according to the Languages guide, which categorises natural language development into five phases. All students, both mother tongue and foreign language, follow this guide, but the students are placed and taught in a phase that corresponds to the student's individual language skills. This often means that in a PYP class you have students in different phases, and that schools then either choose to have a two-teacher system in the Norwegian lessons to cover all phases or divide the classes into different levels with different teachers to have more facilities help with the various phases. The pupils with the least language skills start in phase 1, and work their way up to higher phases. The upper stages correspond to mother tongue level.

Norwegian teaching in MYP is taught either according to the Language Acquisition guide, which corresponds to language training from beginners upwards towards mother tongue (Foreign language), or Language and Literature which corresponds to mother tongue level. Pupils must be placed in the correct language teaching as a result of their own level of competence. Pupils with very little or no language skills in Norwegian start in Lang-Acq. Phase 1. Lang-Acq is divided into six phases, and students are moved from phase to phase as their language skills develop. When a student has achieved skills that correspond to Lang-Acq phases 5 and 6, students can and must be transferred to Language and Literature. Taken from Det norskspråklige dokument NIBS.

This program is in alignment with LK20 (NIBS). This program is regarded as important for cultural understanding, communication, education and development of identity. Through active use of the Norwegian language when working with their own texts and in the encounter with the texts of others, children and young people are introduced to culture and social life.

The Norwegian subject curriculum opens an area where they can find their own voices, learn to express themselves, be heard and receive feedback. Thus, the subject represents a democratic public arena that equips students with the necessary background for participation in social and working life. More than ever before, society needs individuals who master language and texts.

Norwegian enables individual students to develop their own language and writing skills based on the students' own abilities and capabilities. Competence in reading and writing are objectives in themselves, but they also form the basis for learning and understanding in all school subjects in all year levels. Regarding assessment:

- In the PYP, formative assessments (both written and oral) continually take place throughout all PYP Norwegian lessons. This is to ensure that each student is placed in the correct language group in accordance with their language abilities.
- In the PYP, new students to BISS Gausel who are fluent in Norwegian will automatically be placed in the Norwegian Language and Literature group. Students with no or little prior knowledge of the Norwegian language will be placed into the Norwegian Language Acquisition group
- In the PYP, assessment pieces are not graded but students should receive oral and written feedback. They are assessed formatively throughout the year; nasjonale prøver in PYP5, Carlsten prøver in pyp1-6, Celebration of Learning, etc.
- In the MYP, each term students are graded on four assessment criteria (see Assessment Policy). At the conclusion of the course, criteria grades are combined to produce an overall MYP Language & Literature attainment level. The MYP2 and 3 students sits nasjonale prøver every year.

Norwegian Language Acquisition Program – Norwegian, German and French

It is a legal requirement that all students study Norwegian.

Students who do not follow the Norwegian Language & Literature program are required to study Norwegian Language Acquisition as part of their curriculum (MYP and PYP). In addition to ensure comprehensive language development, all students in PYP 6 and the MYP program also study either German or French, alongside Norwegian, as a Language Acquisition subject.

Learning an additional language is essential for promoting global citizenship and supporting personal fulfilment, helping students to gain a deeper understanding of different countries, cultures and communities and finally, contributes to an ability to understand and communicate in another language, which is valuable for education, employment and leisure.

By learning a new language, students become part of a more diverse community and develop skills to interact and communicate effectively in a culturally diverse world. This experience contributes to understanding the values, norms, and traditions of another culture

The Norwegian Language Acquisition program focuses on developing key language skills and cultural understanding through a well-rounded and engaging approach. The program components include the develop of language skills (speaking, listening, reading and writing), assessment (students in MYP language acquisition criteria) and cultural enrichment, which is enhanced through film, speaking & listening activities, role-play exercises, poems, songs, storytelling and educational visits.

The program is organized into six phases, representing a developmental continuum for additional language learning (Language Acquisition). Students may enter the program at any phase based on their proficiency and may exit at any phase.



BISS GAUSEL
BRITISH
INTERNATIONAL
SCHOOLS
OF STAVANGER



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BISS Gausel - Gauselbakken 7 - 4032 Stavanger - Norway

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