

Lillestrøm videregående skole IB Diploma Programme 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.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

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 in order to support our learning and personal development.

Policy description

As an IB World School, Lillestrøm videregående skole is committed to the following practices:

- The school places importance on language learning
- Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.
- Teaching and learning demonstrate that all teachers are responsible for language development of students and this is recognized in the collaborative planning and reflection
- Assessment at the school aligns with the requirements of the programme.

Lillestrøm videregående skole IB Diploma Programme use English as the language of instruction for all subjects except languages. The school is aware of the importance of good language skills in the teaching language in order to obtain an efficient academic development. All teachers and the school management share the responsibility for the students' language development. Students with low proficiency in the teaching language will be given extra English lessons to enable a better development in their subjects.

Languages offered in Lillestrøm vgs:

- Norwegian A Literature HL/SL
- English A language and literature HL/SL
- Norwegian B HL
- English B HL
- French B SL
- German B SL
- Spanish B SL

Students can choose both English A and Norwegian A and many students use that possibility. We also have many students who do not have Norwegian as their mother tongue, so offering Norwegian B HL is important. This will meet the language requirement for applications for Norwegian universities. It is also possible to choose French B SL, German B SL or Spanish B SL. These subjects are taught together with students from the Norwegian national system, and the offer depends on enough number of students choosing the language.

Our IB classes are usually classes with a great diversity when it comes to languages, both first language and languages the students are able to speak and understand. As a part of the activities at the beginning of DP1, it is important to find out what kind of language resources we have in the class and use this as an asset. The diversity of languages should be acknowledged as a resource. This is also an important part of building a good class environment and getting to know our students.

Different CAS activities focus on language. One activity is students tutoring other students in their own home/personal languages. This could be both students learning Norwegian and students wanting to learn other languages than Norwegian or English.

In Lillestrøm videregående skole we have two classes with students who have just moved to Norway. As part of our CAS activities, we have a project of cooperation with these classes. This includes both the social aspect and the development of language skills. The IB/ short -stay students with similar home/personal language will be paired. This will not only help the maintenance of their home/personal language but also the promotion of the wider community language, as the students will learn and get information of how the Norwegian school system and the local community works.

In language B SL (French, Spanish, German) IB students have lessons with students from the Norwegian national system. IB students participation in different school committees and the student Council Comitee together with students from the Norwegian national system. In these activities, the language of the wider community is the main language of communication.

Teachers provide a language-rich learning environment, and are able to speak both Norwegian and English, which means connections can be made between the majority of students' mother tongue (Norwegian) and English, the language of instruction. For subject specific vocabulary, the teachers and students should make a dictionary of important terms/concepts for Norwegian and English. The students are also encouraged to make their own list in their first language. We use Microsoft 365 and included in that there are tools translating to a number of different languages.

Students with general learning disabilities and/or reading and writing difficulties will be given extra support, for more information please see Inclusion policy. Subject teachers also support these students by providing conventions of written work in the different subjects and improving vocabulary.

Policy statements:

- All students will have the options of English A: Language and Literature, and Norwegian A: Literature for Group 1.
- All teachers will provide students with language feedback appropriate to their subject, including vocabulary, conventions of written and oral work for the subject, and help with structure and grammar where applicable.

- All teachers will endeavour to provide students with an outline of the main topics to be covered in each class and attempt to deliver content vocabulary in a variety of ways: connecting to visual aids, connecting to experiential learning, through explicit definition.

Furthermore, language teachers will provide support for students who have chosen either Norwegian or English as their Extended Essay subject. Both the teachers and students will comply with the guidelines stipulated in the Extended Essay Guide.

This policy was reviewed and updated by the IB teachers, DP Coordinator and Head of school in March 2023.