

# **LANGUAGE POLICY**

## The IB Diploma Programme

Document prepared by ISO staff

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## **The International Baccalaureate's 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 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.

## **The 1<sup>st</sup> International School of Ostrava Mission statement**

Our mission is to create an engaging inquiry-based learning environment where students can excel, develop vital life skills, fulfil their potential, and ultimately maximise their success in today's world to become dynamic, competent, compassionate, and caring members of a global society.

## **The Learner Profile**

**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 the rights of people everywhere. We take responsibility for our actions.

**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 such experiences.

**Caring** - We show empathy, compassion and respect. We commit 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 both independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge 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 recognise our interdependence with other people and with the world in which we live.

**Reflective** - We thoughtfully consider the world, our ideas and experiences. We work to understand our strengths and our weaknesses to support our learning and development.

*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”*

*- Nelson Mandela*

## Philosophical Overview

At 1<sup>st</sup> International School of Ostrava, we build a multilingual environment where the language of instruction is English. The English language is central to learning; and, therefore, every teacher is a language teacher. The development of fluency in the language of instruction is our priority. We have qualified, professional language teachers for the language of instruction, the host language, and other languages. Also, the teachers of other subjects have a C1 certificate in English (CEFR) or are in the process of achieving it.

As an international school situated in Ostrava, Czech Republic, we provide students with access to Czech language learning and utilise the host country and community for language and cultural experiences throughout the curriculum. Equally important to the school is the belief that each student should have the opportunity to maintain and develop their mother tongue. The acquisition of additional languages allows students to explore different cultural perspectives. We strive to create a social and emotional environment where all languages and cultures are valued and peacefully co-exist.

We believe educating our students in additional languages helps them understand, compare, appreciate, and respect other cultures. Language is deeply connected to identity, helping determine how a person feels about the world and how they behave. Through learning multiple languages, we encourage our students to inquire into and reflect upon the differences and similarities among cultures. Learning languages plays an essential role in developing students who are effective **communicators**, **knowledgeable** about the world, and **open-minded**.

We believe that every student has an individual set of experiences, skills, and interests, which must be considered in the teaching and learning process. We create a system of support, outlined in the Learning Support Policy, to help students succeed.

## **English**

### **The expected level of English for enrolment**

In Grade 6 (8-Year Secondary Programme): It is expected that students wishing to enrol in our 8-year programme in Grade 6 have at least reached the lowest level of A1 in English. This is usually achieved in primary school when a student has had 3 lessons of English per week in Grades 3 to 5. Grades 6 and 7 at our school are regarded as transition years as the students are typically progressing through the A1 and A2 levels of English. Consequently, the student's level of English may impede his or her ability to study other subjects. However, there are several strategies we employ to enable the Grade 6 and 7 students to access the curriculum taught in English (see the section below entitled "Student Access to the Curriculum"). By the time the students begin Grade 8, they have typically reached B1 level and can understand, communicate, and learn in English without major difficulty.

### **The expected level of English for enrolment in Grades 6 – 9 (8-Year Secondary Programme):**

- To begin Grade 6: A1-
- To begin Grade 7: A1+
- To begin Grade 8: A2/B1-
- To begin Grade 9: B1

**The expected level of English for enrolment in Grade 10 + (8-Year IB Diploma Programme):** For students enrolling in Grade 10, the main consideration is whether their level of English will be sufficient to ensure success in the final IB examinations which are offered only in English. For success in the IB, a candidate must have a B2 level of English by the start of Grade 12. Looking back, this means a new student enrolling in Grade 10 should have completed at least 450 lessons of English. These 450 lessons of English are usually achieved in primary and middle school where a student typically studies English for 7 years (Grade 3 – 9) for two lessons per week.

- To begin Grade 10: A2-
- To begin Grade 11: B1-
- To begin Grade 12: B2-

New students enrolling in Grade 10 with A2 will have difficulty accessing the curriculum in Grade 10 and part of Grade 11, as the general minimum required to access the curriculum is considered to be at least B1. The strategies we use to help these students are outlined below. (Refer to the section entitled “Student Access to the Curriculum”). Any student who wishes to transfer to the 8-year Secondary School in Grade 10 or 11 with less than the expected level must take extra private courses. We strongly recommend such a student to enrol in the Developing Reading and Writing Skills courses, in order to succeed in either the Maturita programme or the Diploma Programme. Note: Because the IB DP is a two-year course, we can only accept transfer students into Grade 13 (IBDP2) from another IBDP school.

### **English Language Development – 8-Year IB DP Secondary Programme:**

Grade	Number of lessons per week	Number of lessons per year (30 weeks)	Cumulative total	End of year
3-5	3	9	270 (3yrs)	A1-
6	5 (+2)	150 (+60)	420 (480)	A1
7	4 (+2)	120 (+60)	540 (660)	A2+
8	3 (+2)	90 (+60)	630 (810)	B1
9	3 (+2)	90 (+60)	720 (960)	B1 (B2)
10	3 (+2)	90 (+60)	810 (1110)	B2 (C1)
11	3 (+2)	90 (+60)	900 (1260)	B2 (C1)
12	4 (+2)	120 (+60)	1020 (1320)	C1
13	4 (+2)	120 (+60)	1140 (1380)	C1

### English Language Development – 4 Year Czech Maturita Programme:

Grade	Number of lessons per week	Number of lessons per year (30 weeks)	Cumulative total	End of year
1-9			450	A1
10	6 <del>5</del>	180 <del>150</del>	630 <del>600</del>	A2
11	5	150	780 <del>750</del>	B1
12	5	150	830 <del>900</del>	B2
13	4	120	950 <del>1020</del>	B2 (C1)

#### Student Access to the Curriculum when English is the Language of Instruction:

Before enrolment, the prospective student's level of English will be determined by means of a standard placement test (grammar and vocabulary), a writing task, and an interview. Special consideration will be given to students who demonstrate a strong motivation to learn. Prospective students with a level of English below the standard expected may still enrol at the school but the school strongly recommends the parents enrol the student in extra ESL lessons at a private language agency after school or on weekends or hire an English tutor. (Depending on availability, some extra ESL lessons may be offered directly at the school.) The school can assist prospective parents in finding an appropriate course for their child. These extra lessons aim to accelerate the student's learning of English so that he/she reaches the standard expected as quickly as possible. Parents and students may also be counselled to consider the possibility of enrolling the student in a grade below their age level.

The following strategies are available at the 1<sup>st</sup> International School of Ostrava to enable students with a lower-than-expected level of English to integrate into mainstream classes:

- Co-operation between a student's private English teacher/tutor and her/his mainstream teachers is strongly encouraged. Mainstream teachers are encouraged to contact the private English teacher if the student would benefit from extra work on a particular topic.
- English teachers and subject teachers are available for individual consultations with students throughout the week. We strongly encourage these students to take advantage of extra individual care.

- At the 1<sup>st</sup> International School of Ostrava, we believe that mainstream teachers are also language teachers and should be developing students' language skills, especially those required in their particular subject area. Without compromising standards, subject teachers can adapt, modify, or simplify their materials and teaching style to take account of the needs of students who are not native speakers of English. Mainstream teachers are encouraged to correct the main mistakes in English, as well as the content of written work, and to provide missing vocabulary whenever possible. They also teach subject-specific vocabulary and writing skills specific to their subject, such as lab reports, essays, fieldwork reports, explorations, etc.
- When possible, students can be paired with another student in the class or school who also speaks the student's mother tongue. This more experienced student can be an important source of help for the beginning student.
- Students may be given special time extensions to complete the coursework.

### **Elective English Courses in Grades 6 - 11:**

Grade 6: Non-compulsory elective:

Developing Reading and Writing Skills in English. It is strongly recommended that students take this class, as it is intended to accelerate student learning.

Grades 7 – 9: Compulsory elective:

Developing Reading and Writing Skills in English. Students are obligated to take this class, as it is intended to accelerate student learning.

Grades 10 – 11: Non-compulsory elective:

Extension English is not compulsory in these grades. However, it is strongly recommended that students enrol in this class, as it is excellent preparation for the IB DP and is designed to accelerate student learning.

### **For students who are native speakers of English:**

Even native speakers may still join the Secondary School (Grades 6 – 11) and will receive an individual English study programme based on the curriculum. The student will attend English lessons with his/her classmates, but will work on the Native programme instead of the ESL programme. Native speakers of English enrolling at our school in IB DP will take English as Language A as all other DP students.



## **EAL**

Our beliefs about language learning and learners shape our EAL programme at the 1<sup>st</sup> International School of Ostrava. Language is viewed as a resource, and we encourage intercultural understanding in our students. Our program recognises that language learning passes through phases and encompasses five components of language learning:

- Speaking
- Listening
- Grammar
- Writing
- Developing Vocabulary

The school provides students whose first language is not English with the facility to accelerate the learning of English as rapidly as possible. This enables students to take advantage of not only the school curriculum but also the social environment of our school. The school acknowledges that the language skills of speaking, listening, reading, writing, and developing vocabulary are interrelated and interactive. The development of linguistic skills, thus, depends on a holistic approach that incorporates all five elements.

English is the primary language of education and communication in our school. Therefore, all students have a right to effective teaching of English and in English.

All students should have access to a range of languages in order to increase social and community cohesion. The ability to communicate in more than one language is a social and life advantage.

Achievement in more than one language develops the capacity to enjoy being a confident and competent user of spoken and written language for an expanding range of purposes.

## **Teaching and Learning**

Approaches to teaching and learning should recognise that students learn most effectively where all their prior knowledge and skills are built on as an aspect of current learning. This includes their whole linguistic repertoire.

The EAL Teacher is the specialist in the school for teaching English as an additional language. However, all class teachers are also involved in the provision of English language teaching to those students whose first language is not English.

When children are new to English and arrive mid-phase, buddying can be very helpful to develop their security and ability to learn.

## **Role of the EAL Coordinator**

- During the first weeks of school, the EAL Coordinator together with the Class Teacher identifies which students need EAL services, addresses their language needs, and provides social and emotional support.
- The EAL coordinator suggests the intensity and content of the EAL lessons based on a test that students take.
- The EAL Coordinator gathers background information about the EAL students by meeting the parents and filling in the student's portfolio form.
- The EAL Coordinator liaises with the Class Teachers and other subject teachers in order to gather information and materials to reinforce support, extend classwork in terms of content and skills, and arrange suitable provision of homework.
- The EAL Coordinator identifies and reports on EAL student progress.

## **Assessment**

The EAL Coordinator and class/subject teachers maintain an ongoing assessment of student language progress and needs. Each student is assessed in reading, writing, and oral language through contributions in class to make sure developmental linguistic progress is being made.

Students' language development takes place in all areas of the curriculum. Any assessment should take account of this and should include all relevant curriculum and learning contexts.

## **Parents and Community**

Parental involvement increases student's chances of success, and this applies particularly to language development. Regular conversation with students and sharing texts with them supports oracy and literacy development.

When parents are confident about their skills in more than one language and take pride in their linguistic accomplishments, they will best be able to support their children.

Parents must use their strongest language with their children, as a good foundation in any language gives the best platform for learning.

## **EAL Programme**

The EAL Programme is structured under 4 levels:

- Intensive Support (Pull-Out)
- In-class language and/or Pull-Out support across all areas to develop English language usage
- Thorough Support (partial Pull-Out)
- Extra Support

## **Intensive Support (Pull-Out)**

Intensive support is for the student who is new to English. Students from across grade levels will be withdrawn from class for intensive language support. This programme aims to develop a base of language that will enable the student to function adequately within the school. The language at this level may differ from classroom units of work. The duration of the withdrawal time will depend on the assessed needs and progress of the individuals.

## **In-Class and/or Pull-Out Language Support**

The EAL teacher will work with individual students within the classroom or with groups pulled out from the classroom, depending on the needs of the individuals. This will be in the context of literacy support and language development.

## **Thorough support**

Thorough support is for a student whose level of English needs more improvement. Thus, the student is able to attend some classes. Such a student is withdrawn from some subjects or just from some lessons of a subject. In case the student is withdrawn from a subject, the subject is not assessed on the report card (N/A). In case the student is withdrawn from some lessons of the subject, the subject teacher and EAL teacher must cooperate on the evaluation and assessment.

## **Extra Support**

Extra support can often be combined with Thorough support. Extra support is EAL lessons take place either before the regular school lessons start or after the school lessons.

## **Assessment of EAL Progress**

The goal of the EAL Programme is to foster English language fluency so that students can experience academic and social success. Students who receive EAL support will be assessed at the end of each term to identify progress achieved and determine future EAL needs. EAL students may progress from intensive support to in-class support and eventually exit the EAL programme. Changes in EAL students' services commence at the start of a new term.

## The Mother Tongue

### Czech Language

Students whose mother tongue is Czech (approx 98% of students of 1<sup>st</sup> International School of Ostrava) must follow the standard programme of study of this language. Czech A literature is offered to those students who are interested in completing the IB DP programme. For more information about the content and expected outcomes of this programme, please refer to the 1<sup>st</sup> ISO School Education Programme (ŠVP), which was created in accordance with the requirements of the Czech Ministry of Education's Framework Education Programme (RVP) and in accordance with the requirements of the International Baccalaureate Organisation.

#### 8 Year Secondary Programme:

Grade	6	7	8	9	10	11	12 (DP1)	13 (DP2)
Lessons per week	5	4	4	4	3	3	4+2	4+2

#### 4 Year Secondary Programme:

Grade	1	2	3	4
Lessons per week	4	3	4	4

#### Support for other mother tongues:

All students of 1st International School of Ostrava are required to study his or her mother tongue in the IB Diploma Programme. Therefore, all students need to maintain their mother tongue in Grades 6-11.

Below is a list of the ways in which 1<sup>st</sup> ISO can assist in the maintenance and development of mother tongues:

- Czech and English native speakers can have their study of their mother tongue accommodated in the mainstream in all grades (6-13).
- French, German, or Spanish native speakers can have their study of their mother tongue supported in the mainstream Foreign Language II classes in Grades 8 – 13. In the DP, this will be as a School-Supported, Self-Taught Language A subject. The students study literary works written in their mother tongue together with a tutor outside of school. They then take the Language A Literature SL exams in the second year of the DP.
- For other languages, 1<sup>st</sup> ISO strongly encourages parents to arrange privately taught mother tongue lessons during weekends or after school. 1<sup>st</sup> ISO will gladly assist foreign parents in finding the most suitable teacher for their child through its contacts in the wider school community, local language teaching agencies, embassies, and regional cultural centres.
- Co-operation between a student's private mother tongue teacher and her/his mainstream teachers is strongly encouraged.

### **Policy for Self-Taught IB Diploma Mother Tongue (Language A: Literature/Language and Literature)**

This policy outlines the requirements, procedures, and responsibilities for a student undertaking a self-taught course in Language A: Literature or Language A: Language and Literature at the Standard Level (SL) in a language that is their mother tongue (best language of competence), which is not otherwise offered by the school as part of its International Baccalaureate (IB) Diploma Programme curriculum.

#### **1. Rationale and Eligibility**

Rationale: The IB Diploma Programme values multilingualism and cultural understanding, encouraging students to study literature in their mother tongue. When the school cannot provide a qualified teacher, a self-taught option at SL may be approved.

### Eligibility Requirements:

The student must demonstrate that the language is their mother tongue (or best language of competence) and that they are fully literate in it. Evidence, such as previous schooling records or a diagnostic assessment, may be required.

The student must have a strong academic record and demonstrated capacity for independent, highly motivated study.

The language must be available on the official IB list of languages for Language A.

The self-taught option is only available for Standard Level (SL).

The student must be taking six subjects for the full IB Diploma.

## 2. Responsibilities and Support

### 2.1 Student Responsibilities

The student is responsible for:

Acquiring the necessary resources (e.g., set texts, study materials) in consultation with the IB Coordinator and Mentor.

Creating and adhering to a rigorous study schedule that covers all components of the chosen Language A curriculum (Literature or Language and Literature SL).

Independently completing all required coursework (e.g., Internal Assessment materials) to the appropriate standard and on time.

Submitting regular evidence of work to the Mentor for feedback and monitoring.

Seeking clarification from the Mentor on course structure, assessment criteria, and administrative matters.

### 2.2 School and IB Coordinator Responsibilities

The IB Coordinator is responsible for:

Determining the student's eligibility and formally submitting the request to the IB for registration.

Assigning an appropriate School Mentor to the student.

Providing the student with the official IB Subject Guide and relevant assessment criteria.

Ensuring the Mentor and student adhere to all IB deadlines and administrative requirements.

Managing the submission of all required examination and assessment components.

### 2.3 School Mentor Responsibilities

The Mentor (typically a teacher from another subject area or the English Language A department) is responsible for:

Meeting with the student regularly (e.g., bi-weekly) to monitor progress and maintain motivation.

Providing administrative support and guidance on the structure of the course and the nature of the assessments.

Ensuring the selection of texts meets IB requirements (e.g., literary periods, genres).

Serving as the administrative link to the IB for the Oral Internal Assessment (Individual Oral, IO), which they will video-record and formally submit.

Note: The Mentor does not need to be proficient in the mother tongue language but must be proficient in the IB's assessment criteria. They should provide feedback primarily on the methodology, structure, and alignment with IB rubrics, not on the language content itself.

## 3. Course Requirements and Assessment

### 3.1 Course Selection

The student must select either Language A: Literature SL or Language A: Language and Literature SL. Once selected, the course choice cannot be changed.

### 3.2 Text Selection

The student must select texts that adhere to the requirements of the chosen course and the specific language's prescribed literature list (if applicable). All text selections must be approved by the Mentor and the IB Coordinator before the start of the course.

### 3.3 Assessment



The student is required to complete all prescribed IB Diploma Programme assessments for the chosen Language A SL course, including:

External Assessments (e.g., Paper 1, Paper 2, Written Task/Essay)

Internal Assessment (IO), which is conducted orally and recorded by the Mentor.

#### 4. Withdrawal Clause

If the student consistently fails to demonstrate sufficient progress, adhere to the study schedule, or meet the internal deadlines, the school reserves the right, in consultation with the student and parents/guardians, to recommend withdrawal from the self-taught course. In this instance, the student would need to pursue an alternative path to complete the Diploma requirements.

## Foreign language II

Studying an additional language is a requirement for all students in Grades 8 to 13. Currently, students can select from French, German, and Spanish. However, other languages may be offered upon demand (the minimum number of students per group is three). Students are expected to have achieved an A2 level by the end of Grade 11 in order to join the IB DP Language B (standard level) course, therefore students cannot choose their mother tongue as a second foreign language. If the student has not reached the required language level by the end of Grade 11, he/she is encouraged to arrange extra tutoring sessions. The teaching staff are willing to provide professional advice on further learning opportunities. At 1<sup>st</sup> ISO, students have the opportunity to regularly check their language level through standardised tests based on the globally recognised language certificates offered by the school at regular intervals.

### Foreign language II: French/German/Spanish (8-Year Programme)

<b>8 Year Secondary Programme</b>	<b>Number of lessons per week</b>	<b>Number of lessons per year (30 weeks/22 weeks Grade 13 only)</b>	<b>Cumulative total</b>	<b>End of year CEFR level</b>
<b>Grade 8</b>	3	90	90	A0/A1
<b>Grade 9</b>	3	90	180	A1
<b>Grade 10</b>	3	90	270	A1/A2

<b>Grade 11</b>	3	90	360	A2
<b>Grade 12</b>	4 (+2*)	120 (+60)	480 (540)	B1
<b>Grade 13</b>	4 (+2*)	90 (+44)	570 (584)	B2

\* Students who take High-Level Language B.

#### **Foreign Language II: French/German/Spanish (4-Year Programme)**

<b>4 Year Secondary Programme</b>	<b>Number of lessons per week</b>	<b>Number of lessons per year (30 weeks/22 weeks Grade 13 only)</b>	<b>Cumulative total</b>	<b>End of year CEFR level</b>
<b>Grade 10</b>	3	90	90	A1
<b>Grade 11</b>	3	90	180	A1/A2
<b>Grade 12</b>	4	120	300	A2
<b>Grade 13</b>	3 (+2**)	66	366	B1

\*\* Students who choose Foreign Language II Seminar.

Note: 1<sup>st</sup> ISO cannot guarantee that every Foreign Language II will be offered in the 4-Year Secondary School or upper 8-Year Secondary School. Typically two of the three main foreign languages (French, Spanish, and German) are offered, depending on the needs of the majority of students. In the rare case that 1<sup>st</sup> ISO does not offer the same Foreign Language II that a new enrolling Grade 10 student has studied at her or his previous middle school, the parents are strongly encouraged to enrol their son or daughter in private lessons for this “new” foreign language to ensure the student can reach the expected outcome of B1 (4 Year Programme) or B2 (8 Year Programme) by the end of Grade 13. Private tutoring outside the school will not allow that language to count towards the Diploma Programme.

## **Foreign language II: French/Spanish/ German - IB Language B Ab initio – 8 Year Secondary Programme**

This option may be offered only to students who have had little or no experience learning a second foreign language, who are joining our school in Grades 11, 12 or 13 and who either studied abroad (for a minimum of two consequent years) or those who studied a language which is not offered at 1<sup>st</sup> ISO. Extra tutoring lessons in the target language are recommended but not compulsory.

IB Language B Ab initio tuition will be provided by an external agency approved by 1<sup>st</sup> ISO. The tuition fees for the ab initio course will be covered by the student. 1<sup>st</sup> ISO may compensate for part of the cost.

## **Czech as the host country language**

At 1<sup>st</sup> ISO, we also place special emphasis on all students learning the language of their host country – the Czech language. The level to which we expect a foreigner to learn the Czech language depends upon the student’s age and the length of time he or she will spend in the Czech Republic. Students who reach level B2 in the special course Czech for Foreigners organised by the school are fully integrated into the lesson Czech for Natives. Ultimately, we also believe in a wider vision of a better and more peaceful world achieved by educating our students to understand, compare, appreciate, and respect other cultures. Through learning multiple languages, we encourage our students to inquire into and reflect upon the differences between, as well as the similarities among, cultures. Learning languages is essential in achieving our aim of developing students who are effective communicators, knowledgeable about the world, and open-minded.

### **Summary of IB Diploma Languages at 1st International School of Ostrava:**

<b>IB Diploma Course</b>	<b>Expected entry-level of language in grade 12</b>	<b>Target outcome in grade 13</b>
HL Language A: Czech- Literature	C1	C2
HL Language A: English- Language and Literature	C1	C2

SL Language A: English- Language and Literature	B2	C1
SL Language A: Self-taught mother tongue	B2	C1
SL Language B: French, German, Spanish	A2	B2

### **Further language development**

The aim of learning additional languages is to further raise intercultural awareness and international-mindedness through the acquisition of not only the language but also its culture. We regularly organise international student exchanges either through the Erasmus+ program or use other possibilities to connect the students with their foreign counterparts. At 1<sup>st</sup> ISO we attempt to offer a range of after-school language clubs, and the students can participate in external programs with international organisations that support the target language such as Alliance Française, Goethe Institut or Instituto Cervantes. We also cooperate with the local universities and offer our students a wide range of out-of-school activities, such as film screenings, lectures, and workshops.

### **The Role of the Library**

The 1<sup>st</sup> ISO library and librarian play a critical role in the development and maintenance of languages at the school. The fundamental role of the library is to ensure there is a wide range of adequate age- and level-appropriate resources for learners of all the major languages in the school community. This is achieved through regular consultations between language teachers, parents, students, and the librarian. For less common languages, the 1<sup>st</sup> ISO librarian can assist in finding literature, periodicals and reference materials either online or through other libraries in the wider community.

1<sup>st</sup> ISO is committed to continually expanding and upgrading library resources over time to remain useful to students and staff. In particular, the school is committed to ensuring library staff members have appropriate training in librarianship and that they maintain an awareness of current thinking and new developments in language teaching and learning. Furthermore, part of the 1<sup>st</sup> ISO library collection is dedicated to books and periodicals for professional support and education of teaching staff regarding language teaching.

## **Language Placement and the Admission Policy**

The level of external students will be determined during the admission process (see admission policy). Tailor-made courses will then be offered with the appropriate challenges.