



QAIS Language Policy

Our Mission

QAIS aims to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach. By embracing each student's diverse needs, learning styles, and strengths, we strive to develop courageous global citizens who help to create a more peaceful world through community action, intercultural understanding, and respect for all life.

Our Vision

To cultivate an inclusive and vibrant community that promotes knowledge, creativity, independent thinking and mutual respect in a nurturing and safe environment.

Our Core Values

Academic Excellence: We embrace academic excellence, guiding our children's innate curiosity and encouraging joy in learning.

Independence and Creativity: We foster independent thinking and spark creativity, inspiring our children to become the leaders of tomorrow.

Peace and Respect: We instill respect for self, respect for one another and respect for our planet, enhancing prospects for peace.

International Mindedness: QAIS values International Mindedness by developing Multilingualism, Intercultural Understanding, and Global Engagement through all ten attributes of the IB Learner Profile. QAIS students are nurtured to become: Knowledgeable, Inquirers, Thinkers, Reflective, Courageous, Caring, Communicators, Principled, Balanced, Open-Minded.

Child Protection: QAIS aims to be a safe haven for children and is committed to developing and implementing a comprehensive set of policies and procedures that will insure protection of their physical and emotional well-being at all times while under our care.

Table of Contents

1. Language Philosophy	3
2. Student language profile	3
3. Admissions and assignment to language classes	4
4. English in the classroom	5
5. Mother tongue	6
6. Host-culture language	6
7. Supporting additional languages within the school	7
8. Role of the library in language development	7
9. Communicating with parents	7
10. Equity of access (fair and impartial access)	8
11. Policy disseminating mechanisms	8
12. Policy review process	8
Appendix A: Language Placement Report.....	9

1. Language Philosophy

Definition - Mother tongue: The language(s) learned first; the language(s) identified with as a “native” speaker; the language known best; the language used most.

We at Qingdao Amerasia International School (QAIS) understand that language is intimately bound and universal in all cultures, permeating all learning. Language is our window on the world and shapes our personal thinking and how we share our knowledge and understanding. It also allows us to develop group memberships, develop our identity and empower and affirm our relationships with others. QAIS believes that meaningful communication through language promotes international mindedness and helps students to become globally engaged, improves intellectual growth, raises self-esteem, lowers anxiety, and creates more positive attitudes to learning.

To continually develop and promote language learning, QAIS seeks to employ teachers who are experienced and trained in working in plurilingual environments (where people have multiple identifications) and who are sensitized to the language needs of our students. We view the on-going language development for our students as the shared responsibility of all teachers, parents, and students. At QAIS, every member of the learning community is responsible for supporting language acquisition and teachers are expected to consider themselves language teachers first and subject specialists second. At QAIS, we promote opportunities to build and extend language use and appreciation through both formal and informal structures.

Furthermore, QAIS believes that all students must acquire a second language. The opportunity to acquire further languages at QAIS provides significant experiences in international education, enabling students to understand the thinking of others, develop open-mindedness, and forge more intimate understandings of other cultures. Through effective communication in another language, students develop more accepting views of the diversity of cultures throughout the world, preparing them to be active participants in communities at home and abroad.

Finally, QAIS believes that language is best learned in context. Therefore, in the classroom, QAIS educators ensure that language is learned authentically and that formal learning should be in the target language i.e. English.

2. Student language profile

QAIS values each student’s linguistic heritage and develops a language profile for each student based on the input of parents, students and teachers. This profile is generated from the information provided by parents during enrolment, with the data that emerges from the language placement, the feedback from teachers throughout the years, and the outcomes of conferences with parents. A student’s language profile is a living document that reflects a students’ language development history, their most recent appraisal of language learning, and the expected path of student learning.

While each student’s language profile is individualized, there are some general patterns and expectations that arise from our programs. These are:

Program	Profile of students
PYP	Early years: Chinese-English immersion. Elementary: language of instruction: English Chinese mother tongue and as an acquired language offered as subjects. QAIS aims to integrate Chinese mother tongue in the program of inquiry as much as possible.
MYP	Language of instruction: English Languages offered as Language and Literature: Chinese, English, and Korean Languages offered as Language Acquisition: Chinese and English We encourage students to continue studies in their mother-tongue languages.
DP	Language of instruction: English Languages offered as language and literature (Group 1): Chinese, English, and Korean Languages offered as Acquired languages (Group 2): Chinese <i>Ab initio</i> , <i>SL</i> and <i>HL</i> ; <i>English SL</i> and <i>HL</i> . We consider opportunities for self-taught mother tongue Literature <i>SL</i> .

3. Admissions and assignment to language classes

English is the operational and main instructional language of QAIS, and the QAIS admissions procedure requires English assessment to ensure that successful applicants can access the curriculum, which is delivered in English, or that systematic support can be provided to enable all students to have meaningful access to the curriculum.

QAIS has developed a differentiated language placement protocol for each of the four programmes in the schools: Montessori, Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). QAIS has recognized a minimum entry level for students in different grades, and, hence, has devised different procedures for language placement assessment in English and Chinese. For details, see appendix: *QAIS Language Placement Flow*.

The results of the diagnostic tests are used to assign students to an appropriate language class, and to indicate the support and accommodations students will be provided on an individual basis. A sample report on how diagnosis assessment data is employed to inform the community can be viewed in the appendix: *Language Placement Report*.

For all students, using information included in the diagnosis assessment report, we build language portraits by identifying past and present language learning experiences and abilities, and in consultation with students, teachers and parents. We construct

language learning pathways which reflect the aspirations, needs, and abilities of the student and the potential opportunities available.

Because we understand that a student's ability and experience in their mother tongue is often correlated to their cognitive development and acquisition of further languages, whenever possible, we additionally assess the mother tongue language of students if it is not English or Chinese, in all programs, so as to develop a more informed student language portrait.

To ensure that mother tongue is maintained and there is continuity in acquired languages, language portraits and evidence of language learning from grade to grade are kept in a folder that can be accessed by all teachers in the QAIS Cloud. It is the responsibility of the respective coordinators articulating the programmes to ensure that this happens.

4. English in the classroom

Our language policy and procedures are designed to guide appropriate language support and promote a stimulating learning environment for students who do not speak the language of instruction at a native level.

American English is the normal form of English used at QAIS to communicate administratively. While we encourage students to take every opportunity to communicate in English both inside and outside of the classroom, students must also be able to discuss with other students, using their own language, concepts and ideas of interest to them, as this supports their understanding of higher level concepts. As for Chinese, Simplified Chinese is the script that has been embraced by QAIS for all students who are studying Chinese in either Language and Literature or Language Acquisition.

Lesson planning must recognize the diversity of student language profiles. QAIS expects teachers to model Sheltered Instruction Observation Protocol (SIOP) in the PYP, MYP, and DP classroom, such that they provide meaningful instruction in the content areas to transition students with Limited English Proficient (LEP) towards higher academic achievement while they reach English fluency. Moreover, English language support for PYP and MYP is provided via a pull-out programme through which students are supported to develop language skills that will help them actively engage in all subjects. As for PYP Chinese, students are divided into level-specific groups: emergent, capable, proficient, native. In MYP, Chinese language acquisition students are placed in different phases. Finally, in DP students choose the level of instruction for the Chinese language course they are comfortable taking.

5. Mother tongue

We value mother tongue language, as it supports the identity and learning of each individual. Where the school is unable to support mother tongue languages, parents are encouraged to continue language studies in a student's mother tongue if it is not taught at school. We believe that structured studies in a mother tongue facilitate the learning of more languages, enrich our cultural knowledge, stimulate cognitive development and enable students to retain connections to their own culture.

We take opportunities for students to demonstrate the use of their mother-tongue within the school, for example, Peace Day when readings were given in several languages, Spring Festival, which embraces the Chinese language and culture, the Talent Show and Winter concert where acts can be in any language, and through Art where students can project their own cultural identity into the school culture. We also seek to have mother tongue languages, other than English, visible around the school.

We promote the respect for the literary heritage of each student's home language in the curriculum and in practice. To facilitate this mother-tongue entitlement, we encourage parents to engage with students in mother tongue experiences in school whenever possible.

6. Host-culture language

Mandarin Chinese (Putonghua) is the official language of the Chinese mainland. All students in the school have appropriately leveled Mandarin classes: In Montessori, students are immersed in English and Chinese. In the PYP, MYP, and DP students have the opportunity to study Mandarin as Language and Literature or as an acquired language. All IB Programme students must study both English and Chinese in school, unless there is a valid educational reason (such as having Chinese phased in for students who have no prior English learning).

DP students must study at least two languages as part of their programme, and suitable English and Chinese programmes will be offered in both groups 1 and 2. Nonetheless, when appropriate, QAIS also encourages students to pursue the study of three languages.

We actively endeavour to develop an understanding and appreciation of Chinese culture and language learning in our teachers for those who do not already have this, and QAIS provides free language classes on specific days of the week for teachers for whom this would be appropriate. Additionally, QAIS celebrates major Chinese festivals and cultural holidays, brings local artists into the school, and has after-school enrichment activities delivered in Chinese and related to Chinese and Asian culture such as *shufa* (Chinese calligraphy) or Tae Kwon Do (Korean martial arts).

7. Supporting additional languages within the school

We seek to offer languages other than English and Chinese as and when it is financially viable as we believe that the study of multiple languages allows us to develop our understanding of different ways of thinking.

Through effective communication in another language, students are sensitized to cultural diversity and better able to understand the global world in which they live, preparing them to be active participants in multilingual communities at home and around the world.

We believe that students should be exposed to texts and translated texts from other cultures in all their classes whenever possible, so that they are exposed to multiple perspectives even though they do not know the original language of the text.

So as to support all students, school administrators, teachers, librarians and other support staff involved with teaching and learning will receive on-going professional development in language acquisition and development.

8. Role of the library in language development

QAIS considers the building of a bank of linguistic resources essential for all students in the school.

The library actively collects books and solicits donations of high-quality reading resources from the community so as to bolster mother-tongue support throughout the school and help ensure that the books in the library reflect the inclusive nature and range of language profiles of our school.

The library works to identify and plan for access to resources that support the variety of student learning styles and interests, as well as language profiles of the student body, and helps create project boxes and resource lists (websites, videos, magazines, books, newspaper articles etc.) for specific topics in IB programmes. To achieve this, the librarians regularly and actively solicit teachers to suggest general readers (including novels) and subject specific texts (such as for MYP units of work or PYP units of inquiry).

9. Communicating with parents

Official written daily communication with parents is in English only, although sections of the school website, newsletters, and forms home are translated into Chinese. For students with no one at home who can access English, we translate the narratives of the report cards when practicable.

10. Equity of access (fair and impartial access)

The QAIS Inclusivity Policy describes how we work to provide equity of access for all including those with special educational needs or who require learning support. The inclusivity policy includes information on differentiation in classes that enable access for students with differing language abilities and support needs

11. Policy disseminating mechanisms

- A. Digital copies to teachers with the option of them printing a hard copy
- B. Staff and student wikis
- C. ManageBac
- D. School's web site (opportunities for feedback from the global community)
- E. Collaborative Planning meetings (opportunities for feedback from IB practitioners)
- F. Community Meetings (opportunities for feedback from IB students and teachers)
- G. Meetings with Parents (opportunities for feedback from parents)
- H. Curriculum
- I. Teaching and Learning (developmentally appropriate documents concerning academic integrity)
- J. Age appropriate written information on Academic Integrity for MYP students)
- K. The QAIS Student Council (opportunities for feedback from students)

12. Policy review process

QAIS aims to review our language policy at the beginning and/or end of each academic year to ensure that it is coherent with any changes in the student and community demographics or other circumstances, and that policy and practice are aligned, and we incorporate new research, perspectives and understandings. We will use the document "Guidelines for school self-reflection on its language policy" published by the IB guide our policy review. These reviews will stem initially from collaborative planning meetings in the different sections of the school, where coordinators and teachers can provide their professional input, and then move to the academic leadership team. Input from the student council and parents will also be solicited. Finally, it is the responsibility of the school board to authorize the policy. Policy and changes will be disseminated to the community through the school website, ManageBac and news bulletins, and added to the relevant induction packages for teachers new to the programmes.

This policy may be revised between formal reviews if deemed appropriate. Opportunities of this type may occur, for instance, during new teacher induction where policies will be reviewed by teachers new to the school, or by collaboration with the student council or parent's body.

We also anticipate that the policy will be immediately reviewed whenever student enrolment creates significant changes in the number of mother-tongue learners, other than Chinese or English, in any single programme or grade.

Appendix A: Language Placement Report



Qingdao Amerasia International School Language Placement Report

Candidate's name:	
Applying to grade:	7
Mother tongue:	Chinese
Other languages spoken:	-

Assessment report for: **English language**

Oral placement test	Written placement test
A2	A2

To be placed in Language Acquisition: **Phase 2 / SRA**

Output abilities

Orally, candidate is able to	In writing, candidate is able to
express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning. Candidate omits auxiliary verbs when speaking in compound tenses.	answer questions, written tasks with prompts, write messages, take basic notes, complete questionnaires, describe images and diagrams, writing short narrative about simple events, writing journal entries, writing general emails.

Support to be provided for candidate.

Area	Support
General language	Candidate will need immediate support with: Past tense Future tenses Modals + base form verbs Compound sentences Conditionals Vocabulary in mathematics Vocabulary in science Vocabulary in humanities Candidate must be given explicit feedback for language improvement in these areas by all teachers.
Listening	Candidate often identifies and distinguishes key words and phrases necessary to understand the general meaning during social and basic instructional interactions, and academic scenarios that have been intentionally modified for this phase.

	Candidate will not be able to engage in listening to subject-specific heavily loaded session.
Reading	<p>Candidate will be able to handle texts that have:</p> <ul style="list-style-type: none"> • Increasingly more lines of print per page • More complex sentence structure • Less dependency on repetitive pattern and pictures • Familiar topics but greater depth <p>Candidate will not be able to handle:</p> <ul style="list-style-type: none"> • Extensive text without images or graphs to support meaning • Less familiar, more varied topics (particularly academic) • Extensive challenging vocabulary (subject specific) • More complex sentences • Varied writing styles • More description
Writing	Candidate will need support in bigger tasks. Teachers will have to break complex tasks into simpler ones. Providing students with bullet points and a set of vocabulary and language patters to use will help.
Speaking	Candidate will be able to engage in complex tasks with vocabulary and sentence pattern help.

QAIS Language Placement Flow

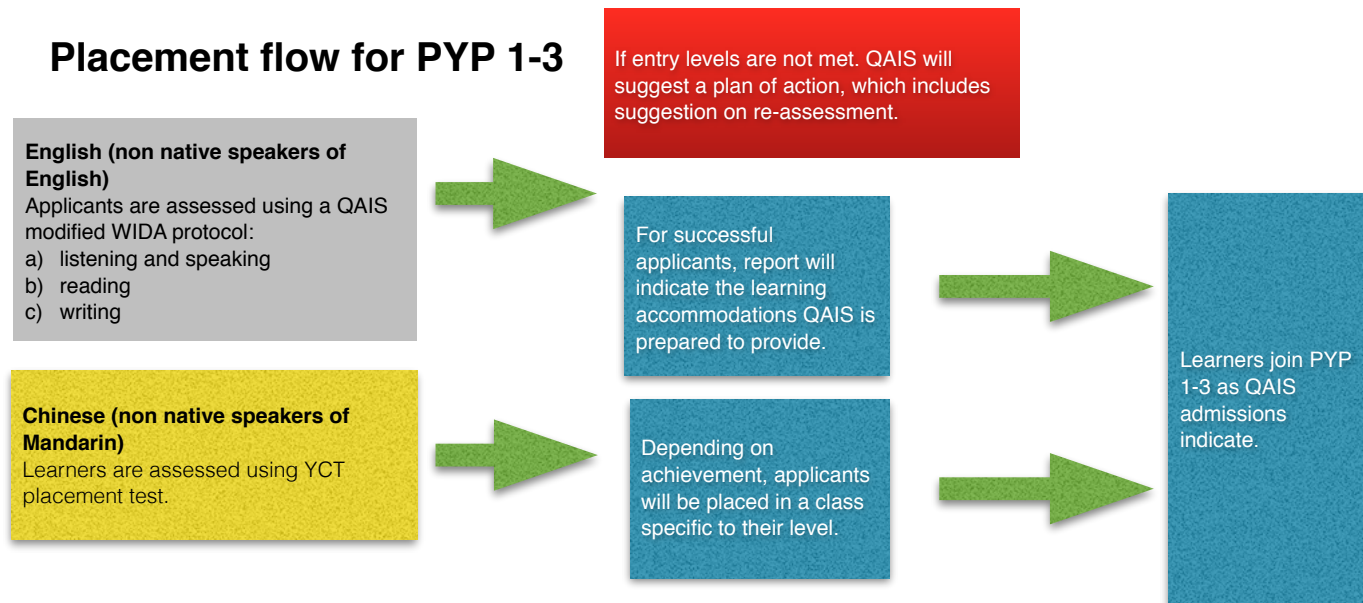
Minimum English language entry requirements						
EC	PYP 1	PYP 2-3	PYP 4-5	MYP 1-3 (Grades 6-8)	MYP 4-5 (Grades 9-10)	DP 1-2 (Grades 11-12)
No entry requirement. CEF A1 (end)	CEF A1. WIDA 2	CEF A2. (WIDA 2 verging 3)	CEF A2. (WIDA 2 verging 3)	CEF A2. IB PHASE 2, verging 3.	CEF B1. IB PHASE 3.	CEF B2. IB PHASE , verging 4.

* QAIS treats all applicants as individual cases and takes into consideration a variety of elements during the placement process.

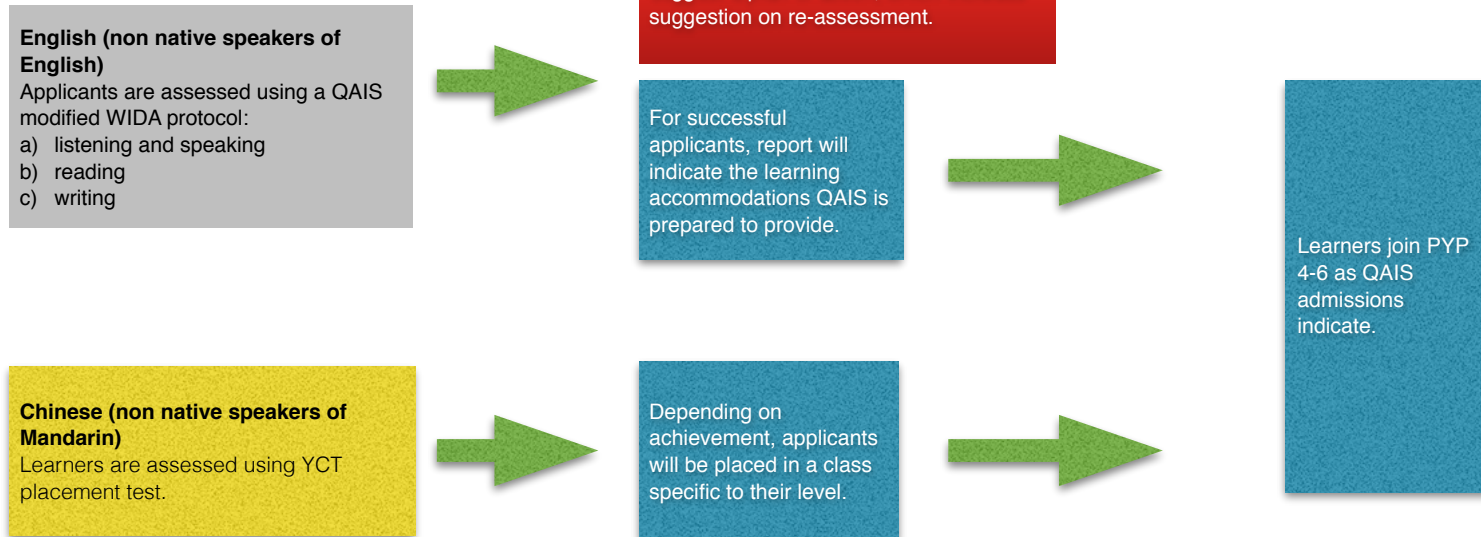
EC

QAIS EC program is an English and Chinese learning environment in which Montessori and IB PYP approaches are amalgamated in order to create a unique learning experience. There is no language assessment for this stage.

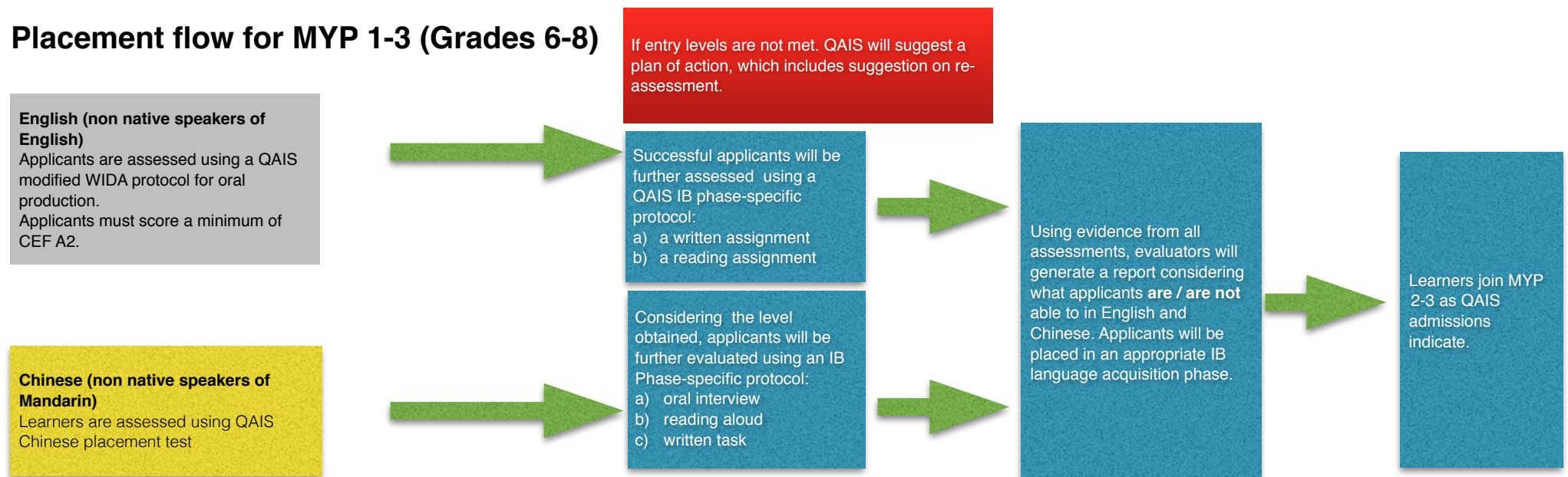
Placement flow for PYP 1-3



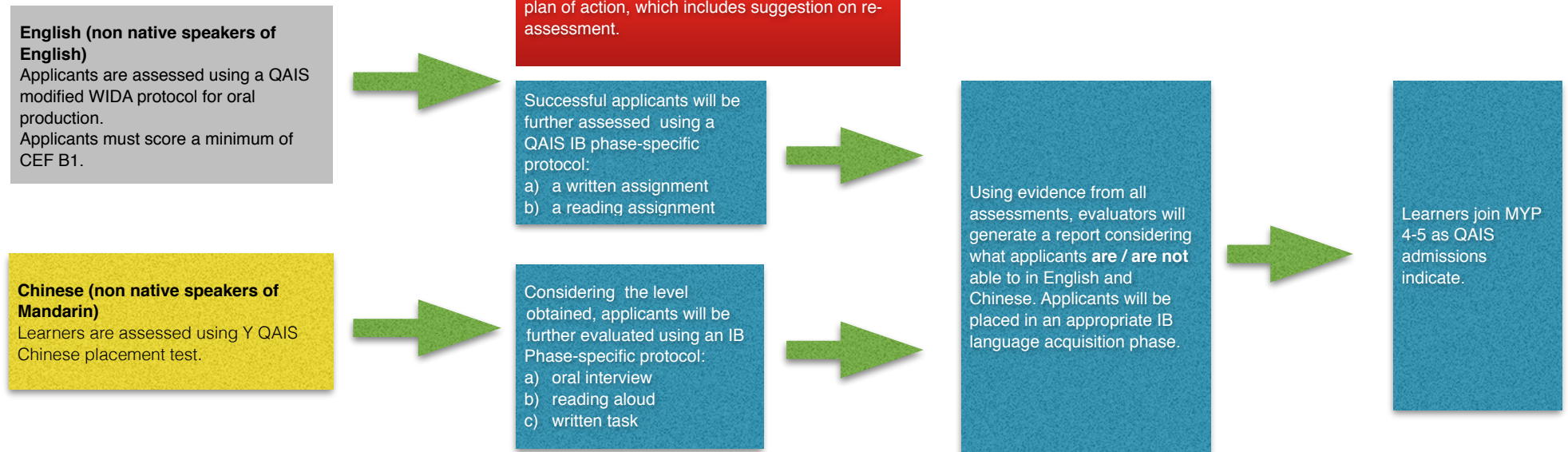
Placement flow for PYP 4-5



Placement flow for MYP 1-3 (Grades 6-8)



Placement flow for MYP 4-5



Placement flow for DP 1-2

