

IB Language Policy - Trondheim Katedralskole

Trondheim Katedralskole (henceforth TKS) undertakes in this document to provide a language policy in accordance with the IB policy documents and annexes.

The language philosophy of TKS

- Good language skills and competence in intercultural communication are important elements in the efforts to create a safer and more harmonious world.
- It is important in any school, but especially in a school with international aspirations, to help students see the importance of accepting and understanding other cultures and peoples. This shall open the students to cultural diversity and prepare them for working in the ever growing global community.
- Students coming from other cultures shall be welcomed into the TKS community in a warm and inclusive manner. These students shall be seen as important learners and an enriching resource.
- TKS understands that language learning progresses at different paces from student to student so language development is seen as a shared responsibility between all staff. All teachers are responsible for assisting with the student's language acquisition with respect to English and the Norwegian languages.
- The Norwegian curriculum for upper secondary education stresses the five basic skills in all subject curricula. TKS embraces this philosophy in all IB DP teaching as well, where all teachers are focused on the Norwegian and English language specific to their subject so in this respect all teachers are regarded as language teachers.
- While realizing the position of Norwegian in a global context, TKS endeavours to encourage visiting students to acquire one of the Norwegian languages so that they will be able to operate in the country optimally and so they will have the opportunity to enjoy many of the rich traditions that are found in the Norwegian language and culture. Language acquisition of the country one is temporarily resident in is also supportive of language acquisition in general.
- In support of language acquisition and understanding and in keeping with its long cultural tradition, TKS shall endeavour to offer the Latin language as a course of study.
- English shall be the language of instruction in the IB DP at TKS and shall also be the language of use for native Norwegians teaching in the IB DP.
- Within the IB DP, all correspondence with parents and inclusive activities with parents, students and teachers shall take place in English. However, TKS is sensitive to the needs of persons with English as a second language and will make allowances to enhance communication between the parties.

- TKS shall endeavour to include in its staff fully-qualified teachers with English as a mother tongue and/or documented mother-tongue competence to support Norwegian teachers in their development and use of English and to directly represent English-speaking cultures.
- In agreement with the basic language policy of the Norwegian school system, TKS believes that all students should have the opportunity to experience learning a second language. In many ways the IB DP students at TKS are bilingual as many native Norwegians take the IB programme and have proven their English language skills before matriculation. In addition to this, TKS shall offer as many other foreign languages as possible.
- All attempts shall be made to accommodate students who have no Norwegian language background and poor English language skills. Norwegian B shall be adapted for new learners in the IB DP, they shall be offered English B and they shall receive assistance in working with their native language studies.
- TKS shall endeavour to promote English as a language of communication in the IB DP, and bearing this in mind, it shall strive to simplify its official language and aim to keep all documents as concise and clear as possible.

The Language Profile of TKS

- Norwegian is the language of Norway and the first language of the school
- There are two official varieties of the Norwegian language; it is compulsory for Norwegian students at TKS to study both varieties
- TKS also facilitates for studies in the Sami language
- Currently TKS has students representing 27 mother tongues in addition to the two official varieties of the Norwegian language
- IB DP students shall be offered instruction in Norwegian *bokmål* but will also be made aware of *nynorsk* and Norwegian dialects in their studies
- Some IB DP students at TKS are native Norwegian students who want a special educational challenge
- Some IB DP students at TKS are native Norwegian students who have clear plans for an international education and working career and consider the IB programme the first step in such a career choice
- Some IB DP students at TKS are native Norwegians who have studied abroad in exchange programmes
- Some IB DP students at TKS are native Norwegians who have lived abroad for substantial periods of time due to the their parents' working careers
- Some IB DP students at TKS are Norwegian citizens who have one or both parents who are from abroad
- Some IB DP students at TKS are foreign-nationals who have come to Norway due to their parents' job placement and speak no Norwegian and have good or native-language English skills
- Some IB DP students at TKS are foreign-nationals who have come to Norway due to their parents' job placement, speak no Norwegian and have weak or no English skills
- Some IB DP students at TKS have come to Norway as immigrants and have not yet acquired the Norwegian language or do not feel confident enough in their Norwegian language skills to follow teaching in the regular Norwegian school system
- Some IB DP students at TKS are newly/recently arrived refugees who have no Norwegian background
- Students with a background in the Norwegian school system have a good foundation in English
- Students with a background in the Norwegian school system generally have also studied another Language B
- Some of the foreign-national students at TKS have an English background with no Language B proficiency
- Some of the foreign-national students at TKS have a weak English background

TKS' Guiding Principles in Practising Its Language Policy

1. English is the teaching language for the IB DP students at TKS. The first language of the school shall be Norwegian but English-language translations of important school documents, e.g. code of ethics, regulations etc. are to be made available for IB students.
2. The language status of each student is assessed by the IB coordinator on admission to the IB DP. Language tests may be given should the need arise.
3. The Group 1 languages offered shall be: Norwegian A Literature and English A Literature.
4. The Group 1 languages shall be offered at High Level, but students will have the opportunity to choose the Standard Level exam should it prove expedient bearing in mind their subject profile.
5. TKS shall at all times offer school-supported Language A Literature self-taught courses to IB DP students as an alternative to mother-tongue language courses in either English or Norwegian.
6. IB DP candidates must take at least one Language B to complete their diploma. Language B courses are currently offered in Norwegian, English and French. Other languages offered at TKS include Spanish, Italian, German, Chinese and Latin.
7. Students who have no Norwegian-language background shall be encouraged to take Norwegian-language studies to enhance their integration into TKS, the city and the country.
8. In the early summer prior to the first IB fall semester, all prospective IB students and their parents are to be invited to a meeting with teachers and school staff. Another parent teacher meeting is to be arranged in the first school year to give students and their parents more information and subject-progress reports. All teachers are to have reserved contact times each week for meetings with parents if and when parents/students require such a meeting. At such meetings our language policy can be communicated to parents and students and the language used will be English.
9. The library service at the school shall provide access to public domain articles, periodicals, reference works and literary works in a variety of languages. The school has good contact with and is in near proximity to the local authority's public library and has a working relationship with the university library so that the school has many language resources that the students are encouraged to draw on.
10. The school has an open policy on the various versions of the English language. For their written work students are allowed to choose between British or North American English but are also instructed and encouraged to maintain consistency in the language they choose.
11. The school provides assistance when special needs arise in language studies, e.g. dyslexia, reading difficulties.

12. Contact information that facilitates parents' and students' contact with teachers is made readily available.
13. The entire school shall be made aware of our language policy through posting on the website and it shall be directly communicated to students and parents.
14. The language development of each member of staff is the responsibility of the individual teacher, but the IB coordinator and school leadership shall make the IB teaching staff aware of the requirement for professional development in their English language skills.
15. All efforts shall be made to send all IB teachers to IB seminars on a rotating basis while taking budget constraints into consideration.
16. The language policy will be reviewed each academic year to accommodate new issues that arise, to act on feedback and to act on any new instructions from the IB executive.

Measures in Practising the Language Policy

1. TKS encourages every IB DP student to study their own mother tongue as their Group 1 language. Many Norwegian DP students at TKS choose to take two Group 1 Languages: Norwegian and English. This is accepted and the language teachers for these two subjects coordinate their syllabuses (choice of works) and their work deadlines (written assignment etc.).
2. Both Group 1 Norwegian and English are offered at HL and SL. Both are currently offered as Literature courses. The literature and language course is also considered as an option from year to year depending on the ongoing assessment of student admissions and results.
3. The B Languages currently offered are English, Norwegian and French.
4. All students with a non-native background attending the IB DP must take Norwegian B. The teaching is adapted according to the composition of the class to accommodate different learning levels.
5. All students indicating an intention to study at a Norwegian university must take Group 1 Norwegian.
6. Two general meetings are held with parents and students. The first is in June of the year prior to the students beginning in the IB DP. Here they are informed about expectations, workload, the benefits of the IB DP, the points system for university admissions and more. The meeting provides students with the opportunity to talk to teachers individually to help them decide their studies and language profile. The second meeting, held in the autumn of the first year, provides general information, fields questions from parents and is a performance review where students and their parents can ask teachers about their progress. English is the language of these meetings.
7. Teachers have set times when they are available for meetings with students/parents. These are not part of the tutorials. All teachers are prepared to use English in these meetings and inform parents of this fact.
8. The working language during class teacher meetings, planning sessions, planning-day sessions involving IB teachers etc. is English.
9. All teachers are encouraged to speak English with the English-speaking teachers on staff and these teachers are open for consulting with teachers and providing assistance on language matters and issues.
10. Any student struggling with English is offered assistance and consultation. Measures include attending extra English classes and private tutorial lessons.
11. TKS monitors the class environments, and discusses and plans for a good, warm, inclusive and accepting class environment to promote the first two points in the school's language philosophy (see above, language philosophy)