



CANADIAN
INTERNATIONAL SCHOOL OF
BEIJING
北京加拿大国际学校



Language Policy

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Proud to deliver





Guiding Statements

Mission

CISB empowers each learner through personalized pathways to fulfil their unique potential, to contribute positively, and to lead with purpose.

Vision

Compassionate, future-ready global citizens who achieve excellence in different spheres and are prepared for a complex and connected world.



Values

Inclusivity

- We value inclusivity; we create and nurture our community through sharing celebrations of our cultural diversity.
- We value inclusivity; we are a community where every student feels safe, seen, and valued, and where belonging is intrinsic to who we are.
- We value inclusivity; we respect diversity, embrace identity, celebrate and promote understanding of the diverse cultures in our community.

Compassion

- We value compassion; we show empathy, consider situations from multiple perspectives, and build connections with others.
- We value compassion; we connect with and are aware of important global and local issues, actively support and help each other and others outside the community.
- We value compassion; we are kind and respectful toward others, support one another and contribute positively to our community and the world.



Values

Innovation

We value innovation; we have the tools and space to try new ideas, find out what works, and learn from what doesn't

We value innovation; we explore new concepts, ideas and technologies and using critical thinking skills.

We value innovation; we think creatively, take risks, and explore new ideas to solve real-world problems with confidence and curiosity.

Leadership

- We value innovation; we have the tools and space to try new ideas, find out what works, and learn from what doesn't.
- We value innovation; we explore new concepts, ideas and technologies and using critical thinking skills.
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SECTION1: Purpose

The purpose of the Language Policy is to support students' language needs across the school. The Canadian International School of Beijing (CISB) Language Policy is consistent with IB requirements and places importance on language learning while addressing the diversity of students' language needs through teaching and learning.

CISB embraces a multilingual approach that recognizes students' diverse linguistic identities as valuable resources for learning. Guided by IB expectations, which describe multilingualism as "a fact, a right, and a resource for learning" (*IB Programme Standards and Practices*, 2020), the school creates authentic opportunities for students to express themselves, share their linguistic backgrounds, and engage meaningfully with peers beyond classroom instruction. By fostering an environment where languages and cultures are respected, visible, and celebrated, CISB strengthens students' language development and nurtures international-mindedness across the learning community.

Maintaining and developing language and literacy skills in students' home and family languages supports language learning, multilingualism, cognitive development, and intercultural understanding. Current IB publications highlight the importance of sustaining home and family languages as part of learners' linguistic repertoires and identities (*Language in the PYP*, 2024). CISB recognizes that these languages play a vital role in students' confidence, well-being, and sense of belonging. Students should feel that their cultural and linguistic identities are valued as integral to our international community. Supporting learners in remaining connected to their home language, literature, culture, and community is essential to their overall language development and the growth of international-mindedness.

Building on this multilingual foundation, CISB works collaboratively with all stakeholders to support students' diverse language profiles. While English is the primary language of instruction and Mandarin is valued as the host-country language, the school intentionally designs learning environments that encourage meaningful and purposeful language use throughout the community. In keeping with IB expectations that "all teachers are responsible for the language development of students" (*IB Programme Standards and Practices*, 2020), CISB considers all teachers to be language teachers who contribute to a linguistically rich, inclusive, and supportive learning culture.

Teaching and learning are supported and informed by language-based professional development and current best practices, including Professional Learning Communities and the Student Support Services department, which includes the EAL support team and other teachers who support learning in the PYP. CISB promotes inclusive language practices aligned with the IB Learner Profile, particularly by encouraging students to be caring, principled, courageous, and effective communicators. Therefore, we encourage students,

staff, and parents to use language or languages that promote inclusion and help maintain a welcoming community.

Additionally, to support language learning, differentiation occurs through teaching, learning, and assessment practices. Please see the Inclusion Policy and Assessment Policy for further details.

Canada has two official languages, English and French, which hold equal status. As a Canadian international school, CISB is committed to making the expansion of French language provision a priority across the school by the 2029–30 academic year.

SECTION 2: Definitions

Home and family languages are the languages learners use in their family and community environments. These languages support identity, cultural connection, cognitive development, and prior knowledge, and the IB emphasizes their continued development as essential for learning and well-being. This definition is aligned with the IB's 2024 *Language in the PYP* publication.

Multilingualism refers to the ability to communicate in more than one language, with each language developing to different levels depending on a learner's experiences and contexts. It is understood as a resource that strengthens identity, supports cognitive and personal growth, and enhances intercultural understanding. Multilingualism involves the dynamic interaction of a learner's languages and the attitudes of the learning community toward language (*Language in the PYP*, 2024).

A language profile is the unique combination of a learner's language background, experiences, competencies, and goals. The IB notes that each learner has a distinct language profile shaped by their family, community, and prior learning experiences. Documenting this profile helps teachers understand students' linguistic strengths and plan appropriate support (*Language in the PYP*, 2024).

SECTION 3: Admission and Assessment

All students from Grades 1 to 11 take an initial screening assessment for language competence as part of their interview with the Principal or Vice Principal. This screening supports the enrolment process and helps determine the most appropriate class placement upon acceptance.

After the student begins school, the homeroom teacher, advisory teacher, or EAL team administers the MAP Reading test within the first two weeks.

Fluency in English is not a criterion for admission to Elementary School up to Grade 5 Semester 1.

English language assessment is used to determine initial language class placement in MS/HS. Further details can be found in the CISB Admissions Policy.

English proficiency requirements vary by programme level. Fluency in English is not required for admission to Elementary School or the MYP; however, minimum English proficiency expectations apply for entry into the Diploma Programme. Please refer to the CISB Admissions Policy and the MS/HS Promotion & Graduation Policy for further details.

SECTION 4: Home and family languages

CISB actively supports the development and maintenance of home and family languages, recognizing their essential role in strengthening students' identity, confidence, and sense of belonging. In line with IB philosophy, which emphasizes sustaining home and family languages as part of learners' linguistic repertoires and identities (*Language in the PYP*, 2024), the school promotes and values the diverse languages represented within our community through a range of practices, including:

- Integrating aspects of students' home and family cultures and histories into learning experiences where appropriate.
- Encouraging the use and visibility of home and family languages among students and families.
- Recognizing and celebrating the linguistic diversity of the school through events, displays, classroom learning, and community activities.
- Purchasing and maintaining multilingual resources for classrooms and the library to represent the languages of our community.
- Offering seminars, workshops, and guest speaker opportunities to promote the value of home and family languages in learning and identity development.
- Acknowledging and celebrating student achievements related to the development or use of their home and family languages.
- Creating opportunities for students to share and celebrate their home and family languages and cultural traditions within the school community.

SECTION 5: Language Conventions

CISB recognizes and appreciates the diverse language conventions used across written and spoken communication within our community. As an international school, students and families bring a range of linguistic backgrounds, accents, dialects, and language-use patterns that reflect their home and family languages, cultural identities, and prior learning experiences. In alignment with IB philosophy, CISB values these variations as part of each learner's unique language repertoire and fosters respect for the different ways people use language to express meaning.

To support clarity, consistency, and inclusivity, CISB expects staff and students to model appropriate language conventions in English, our primary language of instruction, while acknowledging that learners may be at different stages of language development. The school promotes practices that:

- Respect variations in pronunciation, syntax, vocabulary, and register as natural aspects of multilingual development.
- Encourage clear and effective communication across languages.
- Support students in understanding the differences between informal language, academic language, and subject-specific terminology.
- Recognize that language conventions evolve and may differ across cultures and contexts.

Through these practices, CISB aims to cultivate an environment where linguistic diversity is respected and all learners feel confident using language to communicate, collaborate, and participate in the school community.

SECTION 6: Family Engagement

CISB works in partnership with families to support students' language development across their home and family languages, the host-country language, and the language of instruction. This collaboration is grounded in a shared understanding of each learner's language profile and the essential role families play in sustaining language use beyond the classroom.

To promote strong home-school communication, CISB ensures that key information is clear and accessible. English is the primary language used for school-wide announcements, teacher communication, report cards, parent workshops, and official documentation. To support understanding, essential messages are also provided in Mandarin, the host-country language, and additional translation or interpretation support may be offered when appropriate.

Teachers communicate students' language progress, development, and areas for growth through parent conferences, written reports, and regular updates. When needed, parents and guardians receive support plans that outline school-based strategies and developmentally appropriate recommendations for reinforcing learning at home.

CISB also uses a range of digital platforms and learning tools to extend language learning beyond the classroom. Families are informed of these resources so they can meaningfully engage with and support their child's language development at home.

SECTION 7: Language Pathways at CISB

CISB supports language learning through a range of pathways that reflect students' diverse linguistic backgrounds, language profiles, proficiency levels, prior learning experiences, and future academic goals. These pathways include English as the language of instruction, Mandarin as the host-country language, French as an additional language in MS/HS, and the recognition and affirmation of students' home and family languages.

Language learning at CISB supports academic development, multilingualism, cultural understanding, and international-mindedness. While English is the primary language of instruction, CISB recognizes that students' home and family languages are central to identity, belonging, communication, and learning.

Across the school, language pathway and placement decisions are guided by assessment evidence, teacher recommendations, prior language learning experiences, programme requirements, and the student's overall language profile. These decisions are reviewed at key transition points to support continuity, appropriate challenge, and successful progression through CISB's programmes.

Further details about language learning, placement, course structures, and programme-specific requirements are provided in the relevant programme sections of this policy.

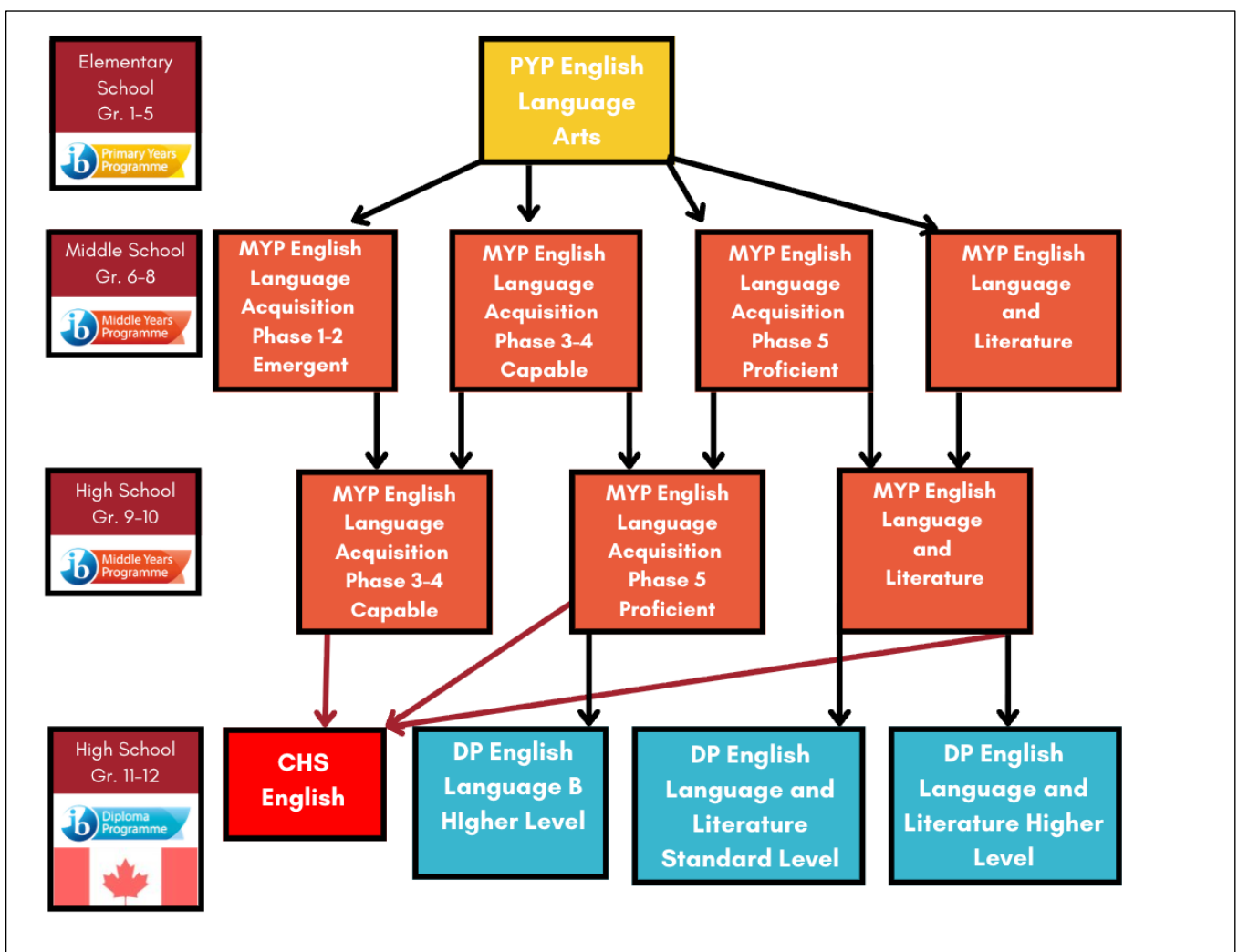
7.1 English Language Pathway

English is the primary language of instruction at CISB and is central to students' academic and social development across all programmes. All teachers share responsibility for supporting students' academic language development, including the subject-specific vocabulary, communication skills, and literacy practices required for success in different areas of learning.

Students develop English through classroom learning, inquiry, play, social interaction, subject-specific study, and targeted support where required. English language learning is differentiated according to students' language profiles, academic readiness, and programme expectations.

As students progress through the school, English pathways reflect differing levels of proficiency and academic language development. These may include English as an Additional Language support, English Language Acquisition pathways, English Language and Literature pathways, and required English courses in the Canadian High School Diploma pathway.

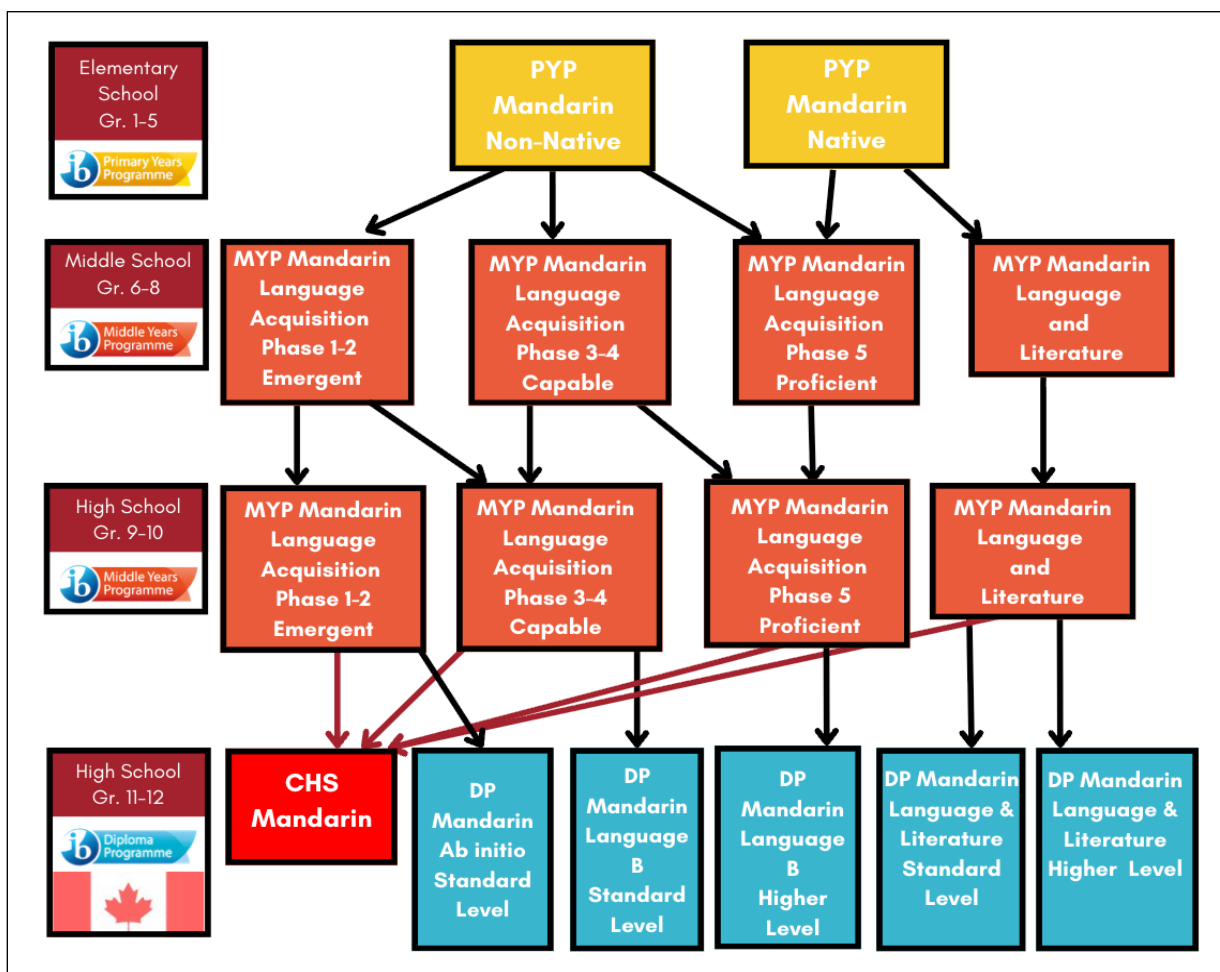
Specific English language provision, placement criteria, movement between pathways, and graduation requirements are described in the relevant programme sections.



7.2 Mandarin/Chinese Language Pathway

Mandarin is taught as the host-country language at CISB and forms an important part of the school's commitment to multilingualism, cultural understanding, and connection to the local context.

Mandarin learning begins in the Early Years and continues through Elementary School, with pathways designed to support both native or highly proficient Mandarin speakers and students learning Mandarin as an additional language. As students move into MS/HS, Chinese language pathways continue through Language Acquisition and Language and Literature options, depending on student proficiency, language profile, programme requirements, and course availability. CISB supports continuity in Mandarin/Chinese learning through regular review of student progress and placement, particularly at key transition points between programmes. **Placement decisions are informed by language proficiency, literacy development, prior learning, teacher recommendations, and the student's overall language profile.** Specific details regarding Mandarin provision in Early Years and PYP, transition into MYP pathways, DP course options, and Canadian High School Diploma elective options are provided in the relevant programme sections.

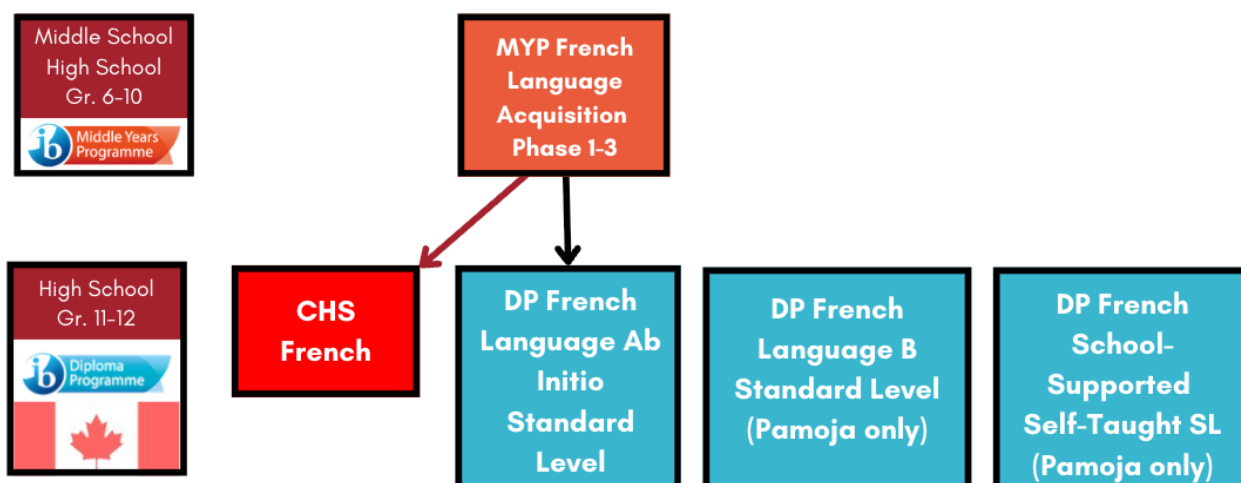


7.3 French Language Pathway

French is available through Language Acquisition pathways in the MYP and, where scheduling and programme structures allow, may continue into Grade 11 and Grade 12 through DP or Canadian High School Diploma options. French pathway availability depends on student language profiles, programme requirements, scheduling, staffing, and course demand.

CISB is committed to the continued development of French language provision and will review opportunities for expansion across additional grade levels as part of future programme planning.

Specific details about French course options, placement, progression, and externally supported learning opportunities are provided in the relevant MS/HS programme sections.



7.4 Home and Family Language Pathways

CISB recognizes students' home and family languages as important to identity, learning, communication, and cultural connection. These languages are considered during admissions, placement, and transition decisions, alongside assessment evidence, teacher recommendations, prior language learning experiences, and the student's overall language profile.

Where appropriate, CISB endeavours to provide access to a suitable Language and Literature course; however, learners often come with complex home and family language profiles that may not match current offerings at CISB.

In the DP, School-Supported Self-Taught Language and Literature is offered as a Group 1 option for students whose home or family language is not available as a face-to-face Group 1 course. Students who choose this option study Language and Literature in their home or family language with support from an external tutor. The self-taught programme follows the assessment and reporting requirements of Group 1 Language and Literature courses.

SECTION 8: Language Development in the Early Years

In the Early Years, including Preschool and Kindergarten, language development at CISB is grounded in the understanding that young learners bring rich and diverse language repertoires shaped by their home and family languages. Children use language to explore, question, share ideas, build relationships, and make meaning through sustained interaction and play, which is central to early language growth (*The Early Learner*, 2025).

Teachers build on this foundation by modelling language, listening attentively to children's expressions, and creating responsive learning environments that extend students' oral and symbolic communication. Learning experiences are designed to support children as emerging multilingual communicators who express themselves through speech, gesture, drawing, mark-making, storytelling, dramatic play, music, movement, and other symbolic forms.

8.1 English as the Language of Instruction

English is the primary language of instruction in the Early Years programme at CISB. Homeroom teachers support the development of English across a wide range of proficiency levels within the same classroom, acknowledging that children learn language, learn about language, and learn through language as they engage in play-based inquiry and collaborative experiences.

Instruction is differentiated to meet learners where they are, ensuring access to learning and supporting confident communication. Teachers model functional and academic language, expand children's utterances, introduce vocabulary in meaningful contexts, and provide opportunities for children to use English during routines, play, stories, group discussions, and inquiry experiences.

8.2 Mandarin as the Host-Country Language

Mandarin is taught as part of the Early Years programme through one 40-minute lesson every day. In alignment with CISB's inclusive approach to language learning, Mandarin classes

group native and non-native Mandarin speakers together, reflecting the varied language profiles found in the homeroom environment.

Teachers design developmentally appropriate activities that support Mandarin language acquisition while honouring the mixed linguistic capacities within each class. Students build vocabulary and confidence through songs, stories, routines, games, movement, and play-based interactions that develop an early appreciation for the host-country language and culture.

8.3 Supporting a Multilingual Start to Learning

Across both English and Mandarin learning experiences, CISB values the diverse linguistic backgrounds of its youngest learners and uses that diversity as a resource for learning. Teachers create opportunities for children to draw on their home and family languages where appropriate, recognizing these languages as important foundations for identity, belonging, and continued language development.

Through intentional modelling, guided interactions, play, storytelling, visual supports, and responsive communication, children strengthen their language capabilities and build confidence as communicators within a supportive, multilingual learning community.

SECTION 9: Language in the Primary Years Programme / Elementary School, Grades 1–5

English is the language of instruction in the PYP at CISB, and all subjects, with the exception of Mandarin as the host-country language, are taught in English. Learning experiences across the Primary Years are intentionally designed to support students in learning language, learning about language, and learning through language as they engage with the transdisciplinary curriculum (*Primary Years Programme: From Principles into Practice*, 2020).

In all homeroom and specialty classes, including English Language, Mathematics, Units of Inquiry, Social–Emotional Learning, Physical Education, Visual Arts, and Music, teachers model effective academic language, scaffold student understanding, and create opportunities for learners to develop oral, written, and visual communication skills.

English language development is strengthened through consistent exposure to English across subjects and through instructional practices that are responsive to learners' diverse language profiles. These practices include inquiry-based learning, rich classroom dialogue,

explicit teaching of vocabulary and language structures, guided reading and writing workshops, and ongoing formative assessment.

9.1 Identification and Support for English Language Learners

CISB uses a data-informed, collaborative approach to identify and support students who require English as an Additional Language service. Students' English language needs are assessed using:

- MAP Reading and Language Usage scores, with students performing at or below the 20th percentile closely monitored.
- PM Benchmark reading assessments, which identify instructional reading levels and fluency needs.
- Teacher observations, including writing samples, classroom communication, guided reading notes, and vocabulary use.

These data points are triangulated to determine appropriate levels of support and to monitor growth over time, as outlined in the EAL Data Overview.

9.2 EAL Service Model

Students who require EAL support may receive a range of services depending on their language profile, level of need, and classroom context. The EAL service model may include:

- In-class push-in support, with EAL teachers co-teaching and co-planning alongside homeroom teachers to embed language learning within classroom inquiry.
- Targeted pull-out instruction, providing small-group sessions focused on foundational skills, vocabulary development, reading and writing strategies, and academic language.
- Ongoing assessment and reflection, ensuring instruction remains responsive to student progress and linguistic needs.

This model enables students to build English proficiency while accessing grade-level content and participating meaningfully in the learning community.

9.3 Student Support Services

As part of the wider Student Support Services team, the EAL team collaborates closely with teachers who support learning to address student needs that extend beyond typical language acquisition. Current MAP and PM results, historical assessment data, and classroom observations are used to identify persistent or emerging challenges. These may include

difficulties with memory, attention, processing, or other academic and cognitive functions; behavioural, social, or emotional concerns; expressive or receptive language needs; or indicators related to physical and sensory development. Where such needs are identified, students may require support that goes beyond language-focused instruction.

In these cases, teachers who support learning lead the provision of more targeted intervention, while EAL teachers continue to reinforce language development and ensure that students can access classroom learning.

Both teachers who support learning and EAL teachers work collaboratively with homeroom teachers and relevant specialty teachers to adjust the learning environment, differentiate instruction, and implement strategies that respond to individual needs. They also partner with families to ensure that support strategies are consistent, developmentally appropriate, and aligned across home and school.

Through this coordinated, data-informed, and holistic approach, the Student Support Services team ensures that each learner receives responsive support that promotes equitable access to the curriculum and strengthens their overall well-being and success.

9.4 Newcomer English Programme

CISB offers a dedicated Newcomer English Programme for Elementary students who are newly enrolled and at the early stages of English development. Eligible students attend one focused English session per day over a six-week period, with instruction emphasizing functional language for everyday interactions, classroom routines, and foundational communication. Placement is determined through admissions interviews and observations during the first week of school.

9.5 Ongoing Monitoring and Family Partnership

Students receiving EAL support, targeted intervention, or combined services within the Student Support Services department have individualized action plans developed collaboratively by EAL teachers, teachers who support learning, and homeroom teachers. These plans include SMART goals informed by MAP data, PM benchmarks, historical records, and ongoing classroom observations. Action plans are reviewed regularly in collaboration with the leadership team and the school counsellor to ensure alignment, effectiveness, and responsiveness to student needs.

CISB works closely with families to strengthen a shared partnership in supporting each learner's development. Through conferences, written reports, regular updates, and ongoing communication, families are engaged as active partners, ensuring consistency between

home and school and fostering a coordinated approach that supports students' language development, well-being, and overall success.

9.6 Resources Supporting English Language and Student Support

The EAL and Student Support Services programmes are supported by a comprehensive range of physical and digital resources. These resources are reviewed annually to ensure they remain relevant, aligned with current best practices, and effective in meeting the diverse learning needs of students across the Primary Years.

9.7 Mandarin in the Primary Years Programme

Mandarin is taught as the host-country language at CISB, and all students in Grades 1–5 participate in a 40-minute Mandarin lesson each school day.

To ensure students are placed in the most appropriate learning environment, all learners are assessed upon enrolment and again at the start of each school year. Placement decisions are guided by assessment data and teacher observations aligned with each learner's language profile.

CISB offers two Mandarin pathways to address students' diverse linguistic backgrounds and language development needs.

The Mandarin Native pathway is designed for students who use Mandarin as a home or family language or demonstrate advanced proficiency. Students from different homeroom classes are grouped within the grade level to create balanced, mixed-level classes. Instruction emphasizes advanced literacy, communication, and cultural knowledge consistent with native-speaker expectations. In addition, Mandarin Native pathway teachers contribute to the PYP transdisciplinary programme by integrating and supporting at least three transdisciplinary themes each year, ensuring meaningful connections between Mandarin learning and Units of Inquiry.

The Mandarin Non-Native pathway serves students learning Mandarin as an additional language. Students are placed into beginner, intermediate, or advanced proficiency groups within each grade. This structure ensures that instruction is targeted, developmentally appropriate, and responsive to students' evolving language needs.

9.8 Mandarin Additional Support and Intervention

Mandarin teachers provide two complementary types of support for students requiring additional assistance in their Mandarin language development.

During the school day, targeted intervention is provided through in-class push-in support or small-group pull-out sessions. These interventions focus on specific skills and concepts directly connected to current classroom learning. Decisions about in-school intervention are based on classroom observations and assessment results, ensuring that support is responsive to immediate learning needs and aligned with the skills and concepts being taught.

Beyond the school day, Mandarin teachers offer after-school support cycles aligned with the four ASA terms. Before each ASA cycle, the Mandarin team reviews student progress, including term assessments and historical performance, and identifies students who may benefit from additional reinforcement. Students demonstrating a beginning level in one or more areas of language competence, including reading, writing, listening, or speaking, for two consecutive terms are invited to participate in these extended support sessions. Families are contacted to confirm their child's participation so support can be planned and monitored effectively.

These after-school sessions provide additional opportunities for targeted practice, consolidation of skills, and confidence building, complementing the support provided during the school day. Together, these two layers of support ensure that interventions are consistent, developmentally appropriate, and aligned with each learner's evolving Mandarin language profile.

9.9 Transition to the MYP

As students transition from the PYP to the MYP, they undergo an additional assessment to determine the appropriate Mandarin phase within the MYP Language Acquisition or Language and Literature pathways. Placement decisions are made collaboratively, involving Grade 5 homeroom teachers, Mandarin teachers, the Chinese Coordinator, the MS/HS Head of English, the PYP Coordinator, and the MYP Coordinator. This coordinated process ensures continuity, appropriate challenge, and smooth progression in Mandarin learning.

SECTION 10: Language in the IB Middle Years Programme

The language of instruction for the Middle Years Programme at CISB is English, and the role of language is emphasized in every classroom throughout all subject areas. All subject teachers are considered language teachers and share responsibility for supporting students' academic language development.

Fluency in English is not a requirement for admission to the MYP. However, students are expected to develop the language skills necessary to access the curriculum, participate

meaningfully in learning, and progress successfully through the programme. Where appropriate, students who are developing English as an additional language may be supported through MYP English Language Acquisition, English as an Additional Language support, or both.

Mandarin is offered in the MYP as the host-country language through Chinese Language Acquisition and Chinese Language and Literature pathways. French Language Acquisition is offered throughout Grades 6–10 as an additional language option.

Students enrolled in English Language and Literature may choose French Language Acquisition instead of Chinese. This pathway allows students to continue developing English through a Language and Literature course while also studying French as an additional language. Students in Grades 9 and 10 also have the option to study English and Chinese as their main languages and take French Language Acquisition as a minor subject, where scheduling and programme structures allow.

10.1 Language Acquisition and Language and Literature in the MYP

In the MYP, CISB offers language pathways that reflect students' differing language profiles, levels of proficiency, prior language learning experiences, and overall learning needs.

Language Acquisition courses are designed for students who are learning the language as an additional language. These courses support students in developing proficiency in listening, reading, speaking, and writing, while enabling them to access the curriculum and participate meaningfully in the learning community.

Language and Literature courses are designed for native speakers, near-native speakers, or students who have reached a high level of academic proficiency in the language. These courses require students to engage with literary and non-literary texts, develop analytical, creative, and critical responses, and communicate with increasing precision, sophistication, and independence.

Placement in Language Acquisition or Language and Literature is based on assessment evidence, teacher recommendations, prior language learning experiences, and the student's overall language profile. Where appropriate, CISB endeavours to provide access to a suitable Language and Literature course; however, students may have complex home and family language profiles that do not align with current face-to-face course offerings.

10.2 Assessment, Placement, and Movement.

Students whose English language profile requires review are assessed upon enrolment to determine appropriate placement within the MYP English language pathway. Students

entering English Language Acquisition are placed in the most appropriate phase based on enrolment assessment data, evidence of prior language learning, teacher professional judgement, and the student's overall language profile.

Current students are assessed using both NWEA MAP assessments in Reading and Language Usage and the relevant MYP English Language Acquisition or MYP English Language and Literature assessment criteria. These assessment tools measure different aspects of student learning and are used for different purposes within the placement and progression process.

NWEA MAP assessments provide standardized data on students' reading and language usage development over time. MAP data is used to monitor growth, identify patterns in student progress, highlight areas of strength and need, and support teachers in making timely instructional interventions. MAP results help teachers understand whether students are making expected growth in English and whether additional support or extension may be required.

MYP assessment criteria provide criterion-based evidence of student achievement in summative assessments.

In English Language Acquisition, students are assessed against the relevant phase expectations using

English Language Acquisition Assessment Criteria	
Criterion A: Listening	Criterion B: Reading
Criterion C: Speaking	Criterion D: Writing.

In English Language and Literature, students are assessed using:

English Language & Literature Assessment Criteria	
Criterion A: Analysing	Criterion B: Organizing
Criterion C: Producing Text	Criterion D: Using Language

These summative assessment results indicate the extent to which students are meeting the expectations of their current MYP language course.

Phase promotion within English Language Acquisition, or movement from English Language Acquisition to English Language and Literature, is normally reviewed at the end of Semester 1 and Semester 2. English Language Acquisition teachers meet to review MAP growth data, MYP criterion-based achievement data, student growth, classroom performance, prior language learning experiences, and the student's overall MYP learning profile.

Recommendations for phase promotion or movement into English Language and Literature are made to MS/HS Leadership for final approval. MAP data is used as evidence of growth and to inform intervention or extension, while MYP criterion-based achievement data is used as evidence of summative achievement against programme expectations. Together, these data sources help determine whether a student is ready for increased linguistic and academic challenge.

Typically, movement from English Language Acquisition to English Language and Literature requires an overall MYP achievement level of 6, with no score lower than 6 in Criterion B: Reading and Criterion D: Writing. MAP Reading and Language Usage data is also considered as supporting evidence of sustained growth, language development, and readiness for transition.

Please refer to the MS/HS Promotion and Graduation Policy for specific language and academic benchmarks related to progression through the programme.

10.3 Middle School EAL

English as an Additional Language support is provided for students who require additional English language support in order to access learning across the curriculum. EAL support is not a separate MYP language course and is distinct from MYP English Language Acquisition. While English Language Acquisition is a scheduled MYP course with subject-specific assessment criteria, EAL support is an additional support structure designed to strengthen students' academic language development within subject-area learning.

EAL teachers use English language data, classroom evidence, and teacher feedback to identify students who may benefit from additional support. Students may also be reviewed for EAL support based on recommendations from Advisory, EAL, English, or subject teachers.

EAL support is provided in a range of subject-specific classes, most commonly in Individuals and Societies, Science, and Design, though support may also be provided in other subject areas depending on student need and available resources. EAL teachers work closely with subject teachers to support integrated content and language learning within the classroom. The EAL programme provides targeted English language support through specialized strategies, while recognizing that most language development occurs within the context of mainstream subject learning. Support focuses on academic vocabulary development, long-

term vocabulary retention, language structures, and the integration of language and content learning. EAL support is largely provided through a push-in model, where EAL teachers work alongside subject teachers within the classroom. Where appropriate, small-group pull-out support may also be provided to target specific language needs.

SECTION 11: Language in the IB Diploma Programme

The language of instruction for the IB Diploma Programme at CISB is English, and all subject teachers share responsibility for supporting students' academic language development across the curriculum.

Admission to the Diploma Programme requires students to demonstrate sufficient English proficiency to meet the linguistic and academic demands of DP study. English Language Acquisition Phase 5 is the base level required for admission into the Diploma Programme. However, a student's overall learning profile is also examined before a final decision is made. This may include prior academic achievement, evidence of English language development, learning behaviours, subject choices, and the level of support required for successful participation in the programme.

CISB offers language courses in both Group 1: Studies in Language and Literature and Group 2: Language Acquisition. Together, these pathways allow students to continue developing proficiency in a language they use at a high academic level while also developing or extending proficiency in an additional language.

Group 1: Studies in Language and Literature courses are designed for students studying a language in which they have native, near-native, or advanced academic proficiency. CISB provides face-to-face Language and Literature courses in English and Chinese. These courses require students to engage with literary and non-literary texts, develop analytical and critical responses, and communicate with increasing sophistication and independence.

School-Supported Self-Taught Language and Literature is offered as a Group 1 option for students whose home or family language is not available as a face-to-face Group 1 course at CISB. Students who choose this option study Language and Literature in their home or family language with support from an external tutor. The self-taught programme follows the assessment and reporting requirements of Group 1 Language and Literature courses.

Group 2: Language Acquisition courses are designed for students who are developing proficiency in an additional language. These courses support students in building communication skills, intercultural understanding, and confidence in using the target language in a range of contexts. CISB offers face-to-face Mandarin Ab Initio and French Ab

Initio courses. Additional Ab Initio courses may be offered through Pamoja Education, where available and appropriate. DP French B may also be offered as an externally supported online learning option through Pamoja, where available and appropriate.

All students whose English language profile requires review are assessed upon enrolment to determine English language proficiency and readiness for the language demands of the Diploma Programme. Students are placed in the most appropriate language courses based on their academic ability, language profile, prior language learning experiences, and available pathway options.

SECTION 12: Language in the Canadian High School Diploma

English is the required language of study in the Canadian High School Diploma pathway. All students must meet the graduated English requirements outlined in the MS/HS Promotion and Graduation Policy. Required English courses include English Language Arts Foundational 111/112 and English Language Arts 121/122, which are delivered as standalone classes. English course placement is based on the student's graduation pathway, academic readiness, English language profile, and school promotion requirements.

The study of a second language other than English in Grades 11 and 12 depends on whether the student has already met the second language requirement by the end of Grade 10. Students who have met this requirement are not required to continue second language study in the Canadian High School Diploma pathway, though they may elect to do so. Where appropriate, students may choose to study French as an Additional Language or Mandarin in Grades 11 and 12, in line with their language profile, interests, and graduation pathway. These additional language courses are subject to scheduling and programme availability and are delivered in hybrid classes with the corresponding IB DP classes. Assessment and reporting follow the requirements of the student's enrolled programme and course.

SECTION 13: Development of the language programme at CISB

CISB is actively exploring ways to improve and enhance language provision and is committed to expanding the language programme over the next few years.

13.1 Dual Language Programme

Parents of students in Pre-Kindergarten, Kindergarten, and Grade 1 have been given the option to join a new dual language class in the 2026–27 school year. This programme will

offer the same PYP Units of Inquiry in a separate class, with instruction alternating between English and Chinese.

13.2 Home and Family Languages

CISB is committed to exploring ways to better support students' home and family languages.

13.2.1 Home and Family Language After-School Sessions

As an initial step, starting in 2026, CISB parents and embassies will be invited to offer after-school home and family language sessions at a level appropriate to their capacity and expertise. CISB will provide classrooms and facilitate sign-up.

13.2.2 Home Languages through Pamoja at IB Diploma

IB Diploma students have been offered the opportunity to take a home language course in Language A starting in 2026–27 through Pamoja, an IB-approved online course provider.

13.3 Extending French Language Options

In alignment with CISB's identity as a Canadian international school, CISB is committed to expanding French language provision across the school.

13.3.1 Extending French Language Acquisition to All MYP Grade Levels

French Language Acquisition is offered throughout the MYP in Grades 6–10.

13.3.2 Extending French Language to Elementary School

CISB's commitment to extending language provision includes the introduction of French language learning in Elementary School. CISB is committed to extending French language courses into Elementary School by the 2029–30 school year.

15.4 Introduction of Spanish Language Acquisition to the MYP

CISB is committed to the introduction of further language options. Spanish classes have been offered to students and parents through after-school sessions facilitated by the Cervantes Institute and the Spanish Embassy. CISB is exploring the introduction of Spanish initially in some grade levels from the 2026–27 school year. **CISB is committed to introducing Spanish as another language option by the 2029–30 school year.**

SECTION 16: References

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