



Achieving Excellence Together

ADVANCED FOR EDUCATION



BRITISH ACADEMY OF TUNIS

DP LANGUAGE POLICY

2023/2024



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



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***BAT: British Academy of Tunis**

BAT Mission

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who are aware and tolerant of a cross-cultural environment as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

BAT Vision

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. The school's vision also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

BAT Values

British Academy of Tunis (BAT) believes effective teaching and learning both occur in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. All students and teachers at the British Academy are treated with respect regardless of age, race, gender, religion, or nationality. We are a community, and we achieve excellence together.

BAT principles

- A – **ability** nurtured, flourishes
- C – **curiosity** fostered, grows
- H – **INTEGRITY** is the best practice, and our policy builds on it
- I – **integrity**, lead by example
- E – **excellence** takes unending work
- V – **veracity** is the foundation of education
- E – **encouragement** is provided by all of us together

Introduction

This document represents British Academy of Tunis's essential agreements on language learning, teaching, and assessing. All members of the DP academic staff are committed to this policy and responsible for the implementation, reviewing, and upgrading of our language policy.

Language Philosophy Statement

Language is a prevailing tool essential for the communication and the expression of culture, civilization, and beliefs. It must be valued as a crucial part of a student's identity. Language is the foundation of learning. Recognizing and supporting our students' linguistic competencies is crucial to developing their full potential. The Learner Profile, together with the themes and unit planning are integral to teaching and learning Language. Language study is a key factor in developing international understanding, reinforcing cultural identity, enhancing personal growth, and promoting effective communication. All members of the school community are language teachers and language learners.

The role of the school in language development

BAT is fully committed to:

- provide opportunities and support for all learners to become proficient in English
- provide opportunities for all learners to learn Arabic, the Language of the host country
- provide the opportunity for all learners to learn an additional foreign language (French)
- provide information to parents, informing them about the language policy and school practices
- provide opportunities for parents to take an active role in their child's language development
- provide opportunities for students to demonstrate their learning through meaningful and targeted assessment practices
- support teachers, through professional development, to meet the ongoing language needs of the students.

BAT is well-engaged to assure that all students:

- are taught Language by all staff and have opportunities to read, write, view, investigate, inquire, and present across the curriculum.
- are taught literacy skills in context.
- are encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to, appreciate, and construct texts.
- are encouraged to use self-correcting strategies.
- have access to, and are taught through, a variety of technological and information resources.
- are encouraged to express themselves, orally and in writing, in a variety of media and situations.

- are encouraged to share and develop their work in a social context.
- are encouraged to see Language as a tool for thinking, inquiring, reflecting, and learning.
- are encouraged to maintain and value their mother tongue and to value that of others.
- are given the opportunity to become proficient in more than one Language.
- are exposed to a broad range of literature reflecting a variety of cultures and perspectives.

Admissions, Placement and Follow-up

- We assess applicants to BAT through multidimensional assessment procedures, which include testing for English, French and Arabic proficiency, appraisal of records and current academic levels, student's literacy or language-readiness skills, and observation of emotional and social development in all languages in the school.
- We place students in appropriate instructional settings based on the data of our assessment procedures.
- We conduct regular assessments of students' academic and language accomplishments and needs.
- We collect representative samples of students' work to document linguistic and academic growth in Language.
- We communicate clearly with parents regarding students' accomplishments and needs as they progress through the grades.

Languages taught at the school

English as the first language in school

English is the official language of the school and students are expected to speak English in all classes except for Arabic and French classes. We are well aware at BAT that students will need to focus on the English language as it is the first language in school, so all teachers will have to work continuously and in solidarity to develop student's skills in this language.

The English language will be given sufficient time and attention in accordance with its position in the school.

The school ensures that a sufficient number of qualified teachers are employed to teach English and support students who need further support in this language.

Arabic Language Teaching

Arabic is the official language of the host country. Thus, Arabic teaching at BAT has a special significance. In this academic year, 2023/2024, different Arabic Language Proficiency Levels have been depicted among BAT students. Students have been placed in the corresponding language proficiency level (phase) regardless of their grade levels. Some speak Arabic as a mother tongue, and others do not. Students then learn Arabic according to their proficiency level. Through the teaching of Arabic and links to Tunisian and Arab culture across the curriculum, students develop an appreciation of the host country's culture as well as an awareness of different perspectives.

All students follow an enriched version of the appropriate Arabic Language syllabus. Arabic Language teachers are employed in the school to cater to the continued development of Arabic. The school will ensure that sufficient full-time, qualified teachers are employed to support teaching Arabic in the school and develop curriculum resources.

Foreign Language (French)

We are well aware at BAT that students need to develop a range of languages and learn about different cultures for personal and educational growth. This will provide students with a multitude of opportunities to develop the attributes in the learner profile and become effective, multilingual communicators and members of the global community. French is offered to all students during the school day. French language teachers support the school's reading, writing, viewing, presenting, and oral language practices, the IB learner profile, and the program of inquiry whenever and wherever appropriate. Students have been placed in the corresponding language proficiency level (phase) regardless of their grade levels. Students then learn French according to their proficiency level and receive instruction using an interactive, immersion approach to foreign language learning. The school ensures that sufficient qualified teachers are employed to teach French throughout the school. The school library will include literature and resources in various languages representative of the school population. The development of curriculum resources will be budgeted for.

Differentiation

In keeping with the mission statement, BAT has adopted an inclusive learning support model. This means that students with individual needs are supported within mainstream classes, and all students are given full access to the curriculum.

Teachers respond to the students' diverse learning needs and styles in their care by using a variety of differentiation strategies to deliver the program. These strategies may include the use of learning technologies, simplifying texts, supplementing information, providing checklists, using alternative assessment forms, and making assessment arrangements.

In cases where students' barriers to learning preclude the development of age-appropriate literacy skills, and additional support is required, mainstream class teachers may refer the student to the appropriate team. Shadow teachers and assistants are available for students who might need assistance in the classroom. Assistants are either hired or recommended by the student's parents. The school sometimes provides shadow teachers and assistance if advised by the school psychologist or if the parents ask for it.

Once referred to the Inclusion Support Team, students may be supported through parallel teaching, co-teaching, and small group conferencing, and if circumstances require, there may be some more intensive individual support provided. It is expected that BAT and parents work in partnership to help develop students' literacy skills.

Students who have been identified as gifted receive differentiated instruction in class. Teachers use strategies that further encourage vocabulary development, reading and writing across the curriculum, and exposure to various forms of literature and informational texts.

Learning Center & Library

The Learning Center Specialist and librarian works closely with teachers, students, parents, and the school administration to ensure the availability of curricular and support materials that are necessary for the development of languages. She/He holds workshops for teachers and students so that they can effectively access the many available online resources. The library should have print and non-print books, CDs, posters, and recorded books in a variety of languages. Resources are available to teachers, students, and parents.

All students have timetabled access to the library and other ICT.

Policy Review

The DP Language Policy is reviewed twice a year. It is reviewed once with the teaching staff, administrators, and program coordinator during professional development before the start of the school year and then again during the middle of the second term by a committee of teachers, program coordinators, and parents. Feedback and input from all stakeholders guide the revision of the policy to best meet the needs of our school community. This language policy is also reviewed through its governance structure once every five years during the charter renewal cycle.

*This policy has been developed by the Language policy committee, reviewed by all staff and approved by the board of governors.

Academic Integrity Committee: Mr Talel Ayari

Mr Mohamed Hourri