



**STILL
I RISE**

INTERNATIONAL SCHOOL
Nairobi

LANGUAGE POLICY



*We raise passionate, caring and brave leaders
to shape a peaceful tomorrow
through the best quality education.*

*At Still I Rise International School Nairobi
we change the world
one child at a time.*

... Still I Rise International Schools, Mission Statement

“

A different language
is a different vision of life

Federico Fellini

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A SCHOOL IN A SPECIFIC CONTEXT

Still I Rise International School of Nairobi is located in Mathare North, an area neighbouring the Mathare slum in Nairobi, capital city of Kenya.

We welcome students from both the surrounding areas and other Nairobi neighbourhoods (Kawangware, Kayole, Eastleigh).

Many different nationalities are represented in our school: a little over half of our students are refugees from Democratic Republic of Congo, Ethiopia, Somalia, Tanzania, Uganda, Rwanda, Burundi, Sudan and South Sudan, Yemen with the rest being Kenyan, representing all the major ethnic groups residing in the area.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

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

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

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

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

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and 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.

STILL I RISE INTERNATIONAL SCHOOL MISSION STATEMENT

We raise passionate, caring and brave leaders to shape a peaceful tomorrow through the best quality education.

At Still I Rise International School Nairobi we change the world one child at a time.

ABOUT THE STUDENTS

The varied backgrounds of our students creates a diversity of cultures and languages.

The Republic of Kenya's official languages are English and Kiswahili, which are spoken by the majority of the population, but every ethnic group forming the Kenyan people also uses a specific language (Kikuyu, Luo, Luhya, Kamba, Meru, Kalenjin etc.) [1] [2].

The same situation is found among many of the refugees' communities that we

welcome. Ethiopians for example, could be Tigrinyas (speaking the Tigrinya language), Somali-Ethiopian (speaking both Ethiopian and Somalian languages), Oromos (speaking the Oromo language) or Amharas (speaking Amharic) [3]. This kind of cultural and linguistic differentiation can be highlighted also among the South Sudanese or the DRC people that are part of our diverse community.

The Sheng slang, a slang originated from Kiswahili and English, is commonly spoken among the Nairobi's youth and so do our students, both Kenyan and refugees [4].

Thanks to their background, many of our Kenyan national or foreigner students are not just bilingual but trilingual or more. Some refugee students are bilingual by birth but they also have learnt one or more foreign languages (namely English and Kiswahili), even in informal contexts, before enrolling in our international school.

We recognise that the cultural and linguistic background of our students is extremely powerful and we believe that the acquisition of other languages is an effective resource in order for the students to expand their knowledge and international mindset further and further [5].

ABOUT THE EDUCATIONAL TEAM

Our international School has been founded by an international organisation, operating in different countries. The directors, managers and employees of Still I Rise come from many different places, creating a mixed and diverse organisational culture and environment.

The human resources assigned to this school comprises both Kenyan nationals and foreigners.

The hiring policies implemented by Still I Rise aims to create a multicultural environment centred around an impactful investment in local professionals. This choice has been taken in order to answer legal requirements (teachers operating in the territories of the Republic of Kenya must be registered with the National Teachers Service Commission) and to value the context that hosts the school institution.

FOREIGN LANGUAGES IN KENYA

Kenya is one of the highest scoring countries in Africa on the Human Development Index. Nairobi and Kenya in general are open to foreign investments and to partner with foreign governments and organisations in developing businesses, humanitarian projects and tourism.

French, Spanish, German, Chinese, Arabic and Russian are the most studied languages in the country, while Italian is widely studied in the coastal regions.

The international mindset of Kenya facilitates and guides the choices of this institution when it comes to promoting foreign languages courses and acquisition.

OUR PHILOSOPHY OF LANGUAGE

The language is a mirror of a culture and cultures are part of the formation of every human being [6].

To understand the people around us and to create fruitful and constructive relationships with them we should have been first trained in decodifying - and indeed respecting - different cultures.

Language acquisition is a powerful way to promote open-mindedness, that makes the creation of effective, global relationships possible.

At Still I Rise International School we put the human being at the very centre, through an educational method that implements a student-centred approach at all times.

Past, present and future are key factors to rightly understand and define a philosophy of language.

Indeed, we consider the mother tongue(s) as the key to get to know the past of every individual, to understand the cultural heritage that the person is carrying.

We value the language(s) that are spoken in the context that hosts our school, because we strive to have skilled students, able to understand their communities and their environs.

We teach foreign languages to bridge the gap between the local context and the world, opening up future opportunities for the students enrolled in our international school.

For these reasons:

1. We value the mother tongues of all the members of the school community, to discover and promote their personal background and biographies;
2. We believe that by promoting their languages we can achieve and gain a stronger and deeper, mutual, cultural understanding;
3. We teach and value the languages that are spoken in Nairobi to facilitate the inclusion of all students to the communities where they belong;
4. We teach other foreign languages to generate international mindset and curiosity

among the members of the school community.

5. Through a strong emphasis on English language development, students will open up opportunities beyond academic achievements, including global careers and personal lives.

LANGUAGE OF INSTRUCTION AND OTHER LANGUAGES

All students are language learners and all teachers are language teachers. No matter their specialised discipline, teachers support language learning. They have carefully read the IB Learner Profile which they model for the students. They also have read and subscribed to the Language Policy.

Core academic vocabulary, unit vocabulary and command terms add to the students' vernacular, whilst the ATL skills ensure communication takes place and is improved through continual, dynamic use. By centering around core global contexts and concepts, students benefit from this spaced repetition of concepts, framed in language.

Language is expected to be used correctly and formal procedures such as referencing and bibliographic styles are adhered to according to our Academic Honesty policy. Portfolios are kept in every discipline, providing frequent writing practice as well as academic evidence of language development.

MOTHER TONGUES

As stated in our philosophy, we value the mother tongues of all the members of the school community. Developing a child's mother tongue can accelerate the rate of the acquisition of other languages, support achievement in all subject areas, increase wellbeing, develop self-awareness and expression, and engender an intercultural and international environment.

There are times where mother tongue language is not only accepted but also encouraged. Language B classes of Kiswahili and French offer an opportunity for the vast majority of our students to study and embrace their mother tongue, since these are the primary mother tongues of our students.

During the preparatory year, as students are becoming accustomed to operating in English for most of the school day, it is permitted that a teacher or student colleague may code-switch if required in order to offer the student an explanation of the concept in their mother tongue if they require it. Additionally, they are offered a 2-hour weekly lesson on their mother tongue to practice and develop.

LANGUAGE OF INSTRUCTION

The English language has been identified as the language of instruction of this school. English is the first or second language of the majority of the students and according to Ethnologue, with around 369 millions native speakers it is the 3rd most spoken language in the world [7].

We choose English as the language of instruction because:

- It facilitates the inclusion of the majority of the students or prospective students in our community.
- It is one of the two official languages of the Republic of Kenya that hosts our school.
- It is a vehicle to open up future academic or professional opportunities for our students, in many different places in the world.

Therefore all subjects of our school, with the exception of Language Acquisition, are taught in English and all the policies, documents, communications and materials are primarily written and printed in this language.

Language and Literature is in English.

LANGUAGE OF INSTRUCTION'S ACQUISITION FOR NON-NATIVE SPEAKERS

How do we promote and facilitate English acquisition among non-native speakers?

Before MYP1

Before enrolling into the IB-MYP Year 1, all students attend a Preparatory Year (MYP0) designed by Still I Rise. One of the aims of the MYP0 concerning language acquisition is to strengthen the English skills of all students.

Even our Kenyan students, whose second or third language is English, lack a solid and rigorous preparation regarding English grammar, vocabulary and syntax. Language support at home is very limited, as neither English nor formal Kiswahili are used by parents - within households, a different dialect or slang is spoken.

Shortly after joining the school, students undertake a brief placement assessment so that they are with peers of a similar level of English language development. During the preparatory year and MYP1, students attend differentiated English classes which are built upon many of the tenets of Language Acquisition. But because English is the primary language of IB instruction, these are therefore *not* official classes as concerns the IB, and are merely a supplementary opportunity to bridge the gap between the students' diverse backgrounds and schooling experiences, so that all reach a strong level of English aptitude by the time they are deep into the MYP and beginning their second year of it.

TEACHING OTHER LANGUAGES

Which other languages do our students learn?

MYP1-5 and DP1-2

We also offer further languages starting from MYP Year 1 and beyond.

Students learn two obligatory second languages: Kiswahili and French.

A diagnostic exam is conducted at the beginning of the MYP0 and then at MYP1 as well as whenever the teachers deem it appropriate and students are put in the appropriate phases afterwards. Despite some students having some experience with spoken dialects of Kiswahili or French, there are fundamental linguistic techniques which must be mastered by all students before we can continue to more advanced language usage. Group work with peer-learning measures means that those students who are more confident in the initial stages of language learning are encouraged to assist their colleagues in a supportive environment.

Kiswahili (All students)

The national language of Kenya and the first or second language of many of our Kenyan and foreigner students, it is also a lingua franca among the East African area spoken by around 150 million people. The language brings a vast cultural heritage of the widely spread Kiswahili culture. Teaching the Kiswahili language is an opportunity for the local children to strengthen their understanding of their own culture, while it becomes a great opportunity for inclusion for the refugee children.

French (All students)

We opted to teach French as it is the most commonly spoken foreign language taught in Kenya, the 5th most spoken language in the world by number of speakers and the native or second language of a great number of our refugee students.

Language Pathways in the Diploma Programme (DP)

In the DP, language development continues to be central to student learning. Students study at least two languages: one from **Group 1 (Studies in Language and Literature)** and one from **Group 2 (Language Acquisition)**. These offerings help students deepen their identity, expand their worldview, and access the curriculum in ways aligned with their individual linguistic backgrounds.

Group 1: Studies in Language and Literature

All students are required to take a **Language A** course. At Still I Rise, we offer:

- **English A: Language and Literature (HL and SL)** — This is the main Group 1 subject and is available to all students proficient in academic English.

Group 2: Language Acquisition

Still I Rise offers the following courses for students learning an additional language:

- **French B (HL and SL)** – For students with previous experience in French
- **French Ab Initio (SL)** – For students new to French
- **Kiswahili B (HL and SL)** – For students with some background in Kiswahili

As of now, French and Kiswahili are offered at **Standard Level (SL)** and **Higher Level (HL)** and we are considering adding Italian Ab Initio in the future based on student demand and resourcing.

Mother Tongue Support in the DP

Mother tongue development remains a key priority in the DP. We support students in maintaining and developing their first language(s) through:

- Opportunities to use mother tongue in reflection and research for **CAS**
- Access to reading materials in multiple languages through the library
- Encouragement of students to speak, write, and reflect in their home languages when appropriate

Bilingual Diploma

Students may be eligible for an official **IB Bilingual Diploma** if they:

- Complete and receive a grade 3 or higher **two Language A courses in two different languages**, or
- Complete and gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or science subject **a Language A course and another DP subject (such as a Group 3 or Group 4 subject)** in a language other than English will also receive the bilingual diploma.

PRACTICES OF DIFFERENTIATION

Still I Rise's International School is for all students across all abilities and prior experience in the language of instruction. We therefore apply practical pedagogical techniques in order to differentiate for all learners:

- **Visual reinforcement** is provided where possible, such as showing videos instead of lone audios with less advanced students.
- **Diverse contexts and backgrounds** are used as we take students to intellectually push themselves beyond only their current environment. This puts all students in the same boat as they must all be curious, empathise with new perspectives and develop their own transfer skills.
- **Hands-on activities** such as flash cards, labelling, drawing and physical creation are encouraged in order to provide tangible reference points for new languages.
- **Cultures are shared and celebrated together**, giving all represented nationalities, ethnicities and languages a voice in the school.
- Students frequently learn collaboratively, bringing together their different linguistic as well as academic capabilities. Where appropriate, students of differing capacities are paired in order to bridge the gaps.
- Built into the daily school routine is flexible task time where students are encouraged to seek support from their teachers about areas of difficulty.
- Additionally extra sessions are happening on a weekly basis supporting the students' language skills. Weekly English skills lessons are also embedded in the curriculum.
- Classrooms and items around the school are labelled in English.
- Century is also used for language building

THE LANGUAGE POLICY EVERY DAY

Despite the great effort that is put into providing consistent and multiple options when it comes to curricular opportunities, we believe that the effectiveness of this policy can only be realised through daily and consistent investment in its promotion.

We have defined a range of different actions and events that should recurrently promote the values and the philosophy of this policy among all members of the school community.

THE LIBRARY: A journey to every corner of the world

We consider the school library as a space where many different journeys can begin. Through the books and the resources available, children have the opportunity to discover many different places and times.

The availability of national and international books in our library promotes:

- Different languages; we commit to offer the students books in all the languages that we teach.
- Different cultures and literatures; we commit to bring students closer to many different cultures, including those close to where they grow up and others from around the world, provoking curiosity and a spirit of research among them.

The library is always open during school hours and all students are allowed to access it at all times in order to borrow books or to read and enjoy the resources in place.

The school has a designated full time librarian. Among their responsibilities are:

- Advising children on books they may appreciate
- Designing and issuing a range of engaging 'Book Reports' templates which students fill out every time they complete a book. In these templates, students have a range of ways of demonstrating deep understanding of the text, including writing character profiles, 'what would happen next' should the story have continued, mind maps of the concepts explored, comic strips of key scenes etc.
- Overseeing the Reading Tracker, in which it is recorded which books the students have read and that they have completed their Book Report. It is encouraged that students read books in French and Kiswahili as well as English.
- Creating catalogues and exhibitions of books, by genres, topics and readers profile.
- Maintaining the library space to facilitate children's access to books.
- Being informed about the Unit Plans that are taught in the school so that they can provide the children with books that make their learning experience more enjoyable.
- Reviewing and be responsible for the implementation of the Academic Integrity Policy of the school
- Guiding research on Personal Project and EE

Reading and writing is at the heart of language development. The ultimate goal is to instil in our students a love of reading. This means being surrounded by passionate teachers and reading at every turn: fiction, factual texts, a range of genres, books, poetry, lyrics, newspapers, magazines, websites, signs, packaging, letters and emails, among other media. Teachers encourage students to make connections between words in different languages.

The School's commitment to engendering a habit of reading is enshrined in the post-lunch Reading Session, 45 minutes in length, in which all students across the school simultaneously read their book during a period of relaxed but focused stimulation. During this time a rota of teachers engage students in inquiry-based questions about the texts to help them engage and enjoy the literature, focusing in particular on students requiring support. In the early months of Preparatory Year classes, there are reading circles where students are accompanied as they read out

loud together and separately at a steady pace, allowing for new vocabulary to be checked with a dictionary and noted as necessary.

Furthermore every class has one 'Library Session' per week where they check in with a member of the Library Team on the book they are reading, write and hand in a book report as necessary and select a new book when ready or conduct free research on a current affairs topic.

A range of newspapers in both English and Kiswahili are free to access in the Common Hall, refreshed each day.

Students learn to interact with the language which they read. They discuss, analyse and question - in line with the Inquiry-based learning of IB. Creation is constant and habitual: students develop their grammatical and spelling skills by producing a wide variety of notes and completed texts, from presentations and scripts to essays and reports. Tone and audience consideration are key, as are the goals of their piece and its connection within wider units of study. They self-correct much of their work in order to develop their autonomy.

LANGUAGE USAGE RULES

The usage of language between students and teachers and between students and their peers is important as it sets the foundation for language development.

Our protocol on student language usage is setting and role specific.

In Classrooms

- Exclusive usage of Kiswahili in Kiswahili class
- Exclusive usage of French in French class
- Exclusive usage of English in every other class
 - The exception to this rule is made when code-switching to explain a single word or concept to ensure clarity for the student.

Outside of the classrooms

For STUDENTS:

- Only English is used on campus
 - This means speaking English with teachers and with each other in English in the bathroom, halls, field, Common Hall, dining area etc.
 - An exception is made during conversations with Protection & Safeguarding staff where they are free to converse in Kiswahili if they are more comfortable doing so.

For TEACHERS

- Teachers speak exclusively English with students and each other on campus

For AUXILIARY STAFF

- Only English is used between auxiliary staff and students on campus
- Auxiliary staff are permitted to speak any language among themselves

STUDENT LANGUAGE SUPPORT

EXTRA SESSIONS

This is a program that aims at creating time for students to work productively beyond the classroom. It is designed for students struggling in literacy and numeracy.

To better support these students, they are divided into two tiers based on their learning styles and the intensity of support needed from teachers.

Tier One

These are students considered to be lower achievers in either literacy or/and numeracy. This session is early intervention. Targeted support is offered. It comprises ten students for Literacy and ten students for Numeracy.

Tier Two

This is composed of students considered to be the lowest achievers in numeracy or/and literacy. This session is intensive intervention. Individualised support is offered. It comprises 4 students for Literacy and 4 students for Numeracy.

Tracking & Progress

Using session reports and some testing, we gather data which tracks the extent of each student's progress every 8 weeks.

If a lack of progress is demonstrated, the education team collaborates with the teacher to look at the frequency, intensity, duration, and delivery of the specific chosen intervention strategies. We then re-evaluate any changes that can be made for the next cycle of support.

If the student continues to demonstrate limited progress toward grade-level

expectations and the team feels confident that they have adequately provided support in tier 1, the student may be referred to tier 2 intensive support and/or a referral for special education evaluation outside services.

SPECIAL OCCASIONS OF LANGUAGE CELEBRATION

JENGA PAMOJA: A celebration of diverse languages and cultures

Throughout the school calendar, we commit to activities under the umbrella of 'Jenga Pamoja', meaning 'Build Together' in Kiswahili. This series of events let the students learn, understand and appreciate the languages and cultures of all members of the school community.

The first Jenga Pamoja was born out of a student 'Homeroom Challenge', in which each Homeroom was asked to come up with an action plan to discover and promote the different cultures of our school, imagining realistic and cost-effective events to be organised at school.

Through movie showings, drama, arts exhibitions and social gatherings and events (dinner and launches, activities, conferences, etc.) all the school community, students, parents and team members were invited to school in order to share more about their own culture and discover others. Through this we established the foundations upon which our philosophy is built. It is a living text: through Jenga Pamoja we update and develop our principles and practices.

Since that first year, 2021, we have celebrated Jenga Pamoja every year, transitioning from a festival of events in just one month a year to a spread out series of activities since 2023.

During Jenga Pamoja, students have engaged in a host of activities in which their mother tongues and national and ethnic cultures were forefront as they learned of each other as well as other cultures and perspectives, including:

- Poetry recitals in local languages and dialects
- Fashion shows, commentated in Kiswahili
- Food festivals, with dishes and their descriptions in the language of origin
- Dance competitions
- Visiting performers from far afield conducting workshops, including a Masai tribe, Scottish Highland dancers and a troupe of Italian clowns.
- Debate competition held in Kiswahili
- Sports matches commentated in a variety of languages
- Dramatic community performance in a host of local languages

Still I Rise, an international organisation, ensures that the events and their outcomes are made publicly available through the institutional channels of communications of the organisation all over the world.

Jenga Pamoja was at the centre of a 2022 bid for World's Best School in which Still I

Rise International School was shortlisted in the top ten globally in the 'Collaboration' category.

ALLIANCE FRANÇAISE: A francophone partner

In 2023 we established a collaboration with Alliance Française de Nairobi. Events held to date included workshops on French grammar, watching French movies and a visit to their French-text library.

FRENCH FRIDAYS: An eye on the language and cultures

To encourage the use of French, the school designates every Friday as "French Friday" during which challenges about the French language and associated cultures are written in French and displayed on notice boards across the school. Each week there is a focus on one of the four key skills: listening, speaking, reading or writing. Staff and learners are invited to participate and during assemblies there are presentations of responses to the challenges.

THE LANGUAGE POLICY THROUGHOUT THE YEAR

In order to make this document effective we schedule recurrent and annual appointments for revision and discussion. All educational staff are involved in this review process. Each year, the team refreshes the policy and our practices through the following three leading questions:

- What should be removed or changed in this policy?
- What do we do in reality that should be added to the policy?
- Is there anything we should do regarding language which is not yet in the policy?
- Which elements of the policy do we not yet do in reality but should?

Parent Communication and Engagement

We believe that parents and guardians are essential partners in language development and international-mindedness. At the start of each academic year, the Language Policy is presented to all new and continuing families during orientation sessions. Parents are invited to ask questions, share feedback, and help promote mother tongue literacy at home.

Communication about students' language progress, including support needs and assessment outcomes, is included in regular reporting cycles. Where needed,

translation and interpreter services are provided to ensure clear understanding between families and the school.

The Language Policy is available on the school website and in the administration office. Revisions to the policy are shared annually and families are encouraged to participate in shaping language practices at Still I Rise.

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APPENDIX

Phases

Emergent Communicator	Capable communicator	Proficient communicator
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Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions. They identify basic messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey	Emergent communicators in phase 2 understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of	Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversatio	Capable communicators in phase 4 understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversatio	Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written	Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written and visual language in social and academic contexts. They analyse the information, draw conclusions and make inferences about ideas, opinions and attitudes implied in a wide range of spoken, visual and written texts. They

<p>basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.</p>	<p>familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.</p>	<p>n and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.</p>	<p>n and write structured text to share informative and organised ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.</p>	<p>texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organise information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret and are able to adapt aspects of format,</p>	<p>engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation. They organise information and ideas logically and effectively to communicate their understanding, opinions and perspectives to a wide range of audiences, and for a variety of social and academic purposes.</p> <p>(IBO)</p>
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				register and style of language.	
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Transition from MYP to DP Language Placement

The school is committed to ensuring a smooth transition from the MYP Language Acquisition programme into the Diploma Programme (DP). Students' final MYP phase and performance levels will inform their eligibility for Language A or Language B placement in DP.

- Students completing MYP Language and Literature in English will be eligible for English A in DP.
- Students who reach Phase 4 or higher in French or Kiswahili may be eligible for Language B SL in the corresponding DP course.

A language placement review will occur in MYP4 and MYP5, with teacher recommendations and student self-assessments contributing to decisions. This ensures each student is placed in a DP language course that is appropriately challenging and supportive.

Last Reviewed: July 2024, June 2025