

School Mission

We aim to provide a holistic education that enables students to strive for excellence, communicate effectively, and be caring and open-minded members of our local and global communities.

Philosophy

At Kaiser High School we believe all teachers, regardless of subject, are responsible for language development of students. Teaching and learning addresses the diversity of students' language needs, including those for students whose mother tongue is not English. Language skills are developed in each subject through a variety of instructional methods and are assessed both formatively and summatively. These strategies promote international-mindedness, global awareness, and appreciation for multiple perspectives. The school emphasizes the importance of various modes of language development in English as well as in acquisition of another language. We believe that language is central to the human experience and that language acquisition never truly ends.

Language Profile

In the state of Hawai'i, where English and `olelo Hawai'i are the official languages, the Department of Education has a strong commitment to foster skills, behaviors, and dispositions that are reminiscent of Hawai'i's unique context, and honors the qualities and values of the indigenous language and culture through the student learner outcomes of [Na Hopena A`o](#). Kaiser High School seniors are encouraged to pursue the Hawai'i State Board of Education [Seal of Biliteracy](#) which is awarded upon graduation to students who demonstrate a high proficiency in both of the state's two official languages (English and Hawaiian) OR either of the state's two official languages and at least one of 80 additional languages.

Mother Tongue Support

We support the development of students' mother tongue languages by encouraging multilingual students in a variety of ways: demonstrating that we value languages of origin, along with culture; acknowledging vocabulary in the mother tongue languages; and learning about cultures and languages in the classroom. The school has approximately 1200 students with 1% identified as English Learner (EL) students through state testing procedures. Students identified as English Learners receive support through a variety of methods:

- Instruction focuses on providing EL students with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem. Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
- Standards-aligned instruction for EL students is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds. Teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency are provided instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
- Teachers make accommodations as needed for students who have limited language skills in English. These students receive support through a dedicated EL class that is taught by the EL Coordinator who is TESOL certified. Individual tutoring is also available by teachers whether it is for English or language acquisition coursework.

Language of Instruction

Language A

The language of the school is English. All teachers support English language literacy. Because English is the language of instruction, all IB Diploma Programme students take English A Language & Literature Higher Level as their Group 1 subject. Students in the IB Career-related Programme are also offered the opportunity to participate in this course as one of their DP subjects.

Language B

All Kaiser High School students in grades 9 and 10 (years 4 and 5 of the IB Middle Years Programme) must take one of the three MYP language acquisition courses the school offers: Chinese, Japanese, and Spanish. Upon entering the Diploma Programme, students continue studying the world language they have been learning previously, in which case, their options are Chinese B SL, Japanese B SL or HL, Spanish B SL, or Spanish Ab Initio SL. Students in the Career-Related Programme have the option to continue with language acquisition as one of their DP courses. In addition, all CP students are required to complete a language component and submit a language development portfolio. Students who do not participate in the full Diploma Programme or Career-related Programme also have the opportunity to take one of these classes as an individual DP course in grades 11 and 12.

References

International Baccalaureate Organization, *Guidelines for developing a school language policy in the Diploma Programme*, 2008

International Baccalaureate Organization, *Language and learning in IB programmes*, 2011

Niu Valley Middle School & Henry J. Kaiser High School, *Kaiser Complex IB MYP Inclusion Policy*, 2022

Henry Foss High School, *Language Policy*, 2020

Stanford University, Graduate School of Education, *Understanding Language. Key Principles in ELL Instruction*, 2013

Oxford Secondary School, Bielsko-Biała, Poland, *Language Policy*, 2022

Language Policy Review

All Kaiser High School IB DP & CP policies are annually reviewed, and revised if necessary, with input of representatives from the major stakeholder groups.