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Language Policy



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2025/2026

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Reviewed by: Teacher Representative Review Committee, and SLT.

Principal Sign Off

Steven Giles

School Principal





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1. Our Vision

Our vision is to create a community that fosters lifelong learning, is rooted in its values and beliefs, is open minded, tolerant and appreciates diversity. Our graduates are principled and courageous individuals, ready to contribute to a more just and peaceful world.

2. Our Mission

Our mission is to build a consistent, challenging and safe learning environment that supports each child in exploring their capabilities, encourages them to respect other cultures, and embrace the world with open-mindedness, tolerance, and confidence.

3. Rationale

The language policy at Dar Al Marefa aims to create a diverse and inclusive learning environment that prepares students for global citizenship. By embracing a bilingual approach, the policy promotes cultural understanding, cognitive development, and academic success.

It enables students to appreciate diversity, enhances critical thinking skills, and provides a competitive advantage in an interconnected world. Aligned with the IB framework, the policy nurtures inquiry-based learning and the development of internationally minded individuals. Ultimately, it equips students to thrive in a diverse and interconnected society, fostering their ability to make meaningful contributions.

4. Philosophy Statement

We recognize that language is fundamental to learning, underpinning, and permeating the entire curriculum. Language is the medium of inquiry and is a key factor in intellectual growth, promoting the development of personal and international understanding. We believe that the ability to communicate in more than one language facilitates students' movement beyond their first language and home culture, increasing their awareness of the world and ultimately enabling them to participate more fully as international citizens.

As part of our school philosophy, that we share with the IB, we believe in students being bilingual and thus we offer Arabic and English as Language A. The purpose of Arabic is to keep students close to their roots and culture and that of English is to enable them to be fluent and functional in another language. At Dar al Marefa, the students are exposed to both languages at the pre- primary stage. While students may not be able to achieve fluency in either of these languages at an early stage, we believe that it meets the needs of our student body at this time, providing students with basic language skills at the foundation level. We believe strongly in the benefit of this and have therefore implemented the teaching of Arabic and English for all our MYP 1 - MYP 5 (Middle Years Programme) through to IB Diploma.

In keeping with the IB philosophy, we share the belief that every teacher is a language teacher and that learning language and learning through language are inter-related. Content and language integrated learning is visible in our school using the Programmes and Units of Inquiry, which are the basis of more than half of all the language assignments in our school.

We value:

- the acquisition of an additional language while maintaining a home language and cultural heritage
- instruction that is aligned to standards and benchmarks
- individualized learning opportunities for addressing diverse learning needs
- authentic use of language with and in the community
- lifelong interest in and enjoyment of language learning

We believe that students learn a language best when they:

- are in a safe and supportive environment that encourages risk-taking
- make connections to their individual linguistic, cultural and personal backgrounds
- feel engaged and challenged
- are provided with opportunities to integrate their learning with other subject areas
- engage in a broad range of experiences to learn from historical, social and cultural perspectives

5. Language Profile:

The school will develop a language profile to support mother tongues. The language profile will help the teachers to design activities and mobilize resources for a wide range of languages. Information about student languages is available in school records, however in the context of our school, students come from a background where Arabic is the mother tongue. As the school population widens, provisions will be made to support the language profile of individual students. In the DP provision is made to support students whose mother tongue is not Arabic either through making use of Pamoja or school supported self-taught language availability. This is achieved through careful consultation with the students and parents to meet the needs of the student.

6. Language Learning Objectives

Our Language Policy has been formulated with the general PYP / MYP / DP and Ministry of Education language outcomes as its base.

- We believe our students will understand:
- The reading processes
- The writing processes
- The listening process
- The effective use of language as a valuable life skill
- The internal structures of languages
- The complexity of languages
- Communicative competence comes before emphasis on accuracy.

Our students will be aware of:

- Language as our major means of reflection
- Circumstantial effects/changes (style, audience, purpose)
- The various influences on language (historical, societal, geographical)
- The importance of literature as a way of understanding oneself and others • differences and
- Similarities in literature (structure, purpose, cultural influence)
- Differences and similarities among languages or dialects.

7. Current Provision of Language Courses

- In PYP, students study both Arabic and English. The Arabic curriculum is aligned with the ministry of education and the English curriculum follows the PYP scope and sequence for English.
- In MYP, Language A (Language and Literature) is offered in both Arabic and English.
- Language acquisition is offered in Arabic in MYP. Non-Arabic speakers are placed in Language Acquisition and all students are placed according to the correct phase using relevant diagnostic and attainment data. The progress of the students is monitored thoroughly to ensure that students are always in the right phase and that transitioning from one phase to another is appropriate. This approach ensures that students are challenged appropriately, supported effectively, and able to build on their existing language skills in a structured, progressive manner.
- In DP, provision for language A, school supported self-taught (SSST), and language acquisition in English, Arabic and mother tongue at higher level and standard level in DP, Ab Initio can only be offered at SL. The decision to offer students Language A or B will involve the consideration of assessment data (MYP Year 5 Assessments) and a dialogue with students and parents. Non-Arabic students are not required to meet the Arabic KHDA requirement.

8. Methodology Of Teaching Language at Dar Al Marefa

In line with the PYP / MYP / DP philosophy, our philosophy on language and the beliefs and values stated above, we believe that students become good communicators when:

8.1 Students are engaged in a wide variety of activities, such as listening, speaking, reading, writing, presenting and critical assessment in which they are active.

- We employ a wide range of teaching strategies and offer various assessment tasks in which students actively generate meaningful language rather than produce isolated language structures. Students are engaged in tasks that encourage and enable them to become generators of their own knowledge. Instruction is student-centered, with students taking increasing responsibility to interact and use language to express ideas, engage in discourse, negotiate for meaning, evaluate and critically analyze, language to control their own learning.
- Students are actively involved in selecting their own reading materials for pleasure through the school's Drop Everything and Read initiative and research purposes as well as for other activities aimed especially at developing and improving their literacy levels in both languages. The whole school library team screens the books for cultural sensitivity. A committee works on the published book list in MYP and DP to ensure that the texts chosen for study are culturally sensitive and respect the culture of the school.

8.2 Our approach to teaching and learning languages offers students the opportunity to think and communicate effectively in the language. Students actively engage in using English as the language of instruction as well as in further functional action.

- Our teaching is generated from the units of inquiry in PYP, MYP and the prescribed curriculum in the DP. Elements of language such as text structure, grammar, spelling, and vocabulary are taught as much as possible in the context of the Unit of Inquiry and their teaching has relevance within that context.
- Moreover, we use instructional materials that are cognitively demanding to incorporate higher order thinking skills.

8.3 The learning environment is positive, comfortable and supportive, encouraging verbal expression.

We wish to develop the students' confidence through:

- giving positive feedback to students
- supporting students in taking risks in language learning
- offering students teaching/learning situations that give them opportunities for success
- sensitively assessing the learning needs and abilities of individual students and providing appropriate learning support (i.e. differentiated instruction and suitable physical environment)
- employing techniques that support students during the communication process (i.e., scaffolding that includes body language and gestures; language accompanying actions; building on to what other students say; and guided questioning).
- offering ample opportunity for oral presentation/role play/discussions/different viewpoints / debate.
- Encouraging students to practice the use of language beyond the classroom by taking part in reading and writing competitions, writing and producing Podcasts, spellings bees, MUN debating competitions, and fostering relationships beyond such as the Zayed u Rashid campaign,

8.4 The learning environment contains a variety of resources - in print and online to support language learning:

- Dar Al Marefa continuously updates the well-resourced school library as well as classroom libraries that include a variety of text forms and genres (physically and online), that offer a multicultural perspective and different points of view.
- We use technology in language learning to promote learning language through interactive software programs such as A-Z Reader, Oxford Reading Tree, and Accelerated Reader.
- We use a range of teaching resources including audio and video tapes, CDs, posters, games, artifacts and online platforms such as InThinking, Exam Prep, resources on our learning platform ManageBac, Renaissance, exam packs, as well as digital resources in the library such as JSTORE.

- Student-produced materials, such as books or projects, are displayed and labeled across the school.
- Curriculum outlines, global contexts, approaches to learning skills, assessment criteria, command terms, the IB Learner Profile attributes and student work is displayed in the classrooms.

8.5 Students take part in self and peer assessment, including reflection on their own work

- We use portfolios, rubrics, reflections, and Socratic seminars to encourage self and peer assessment.
- We use the writing process, including drafting, editing and sharing work with others to reflect and improve upon our ideas.

8.6 Students and teachers reflect on language as a system with patterns and structures as well as a tool for communication.

- All Teachers are languages teachers and should therefore have excellent command of the language of instruction to assist students in everyday life.
- We give students the opportunity to study different text forms and look at how they address the audience, purpose, and context.
- We discover and reflect on the patterns and structures of language at text level, sentence level and word level.
- We reflect on the most appropriate form of communication for the purpose.

8.7 The communication strands of listening, speaking, reading, writing, reviewing and oral communication are taught in an integrated manner.

- We integrate the different language strands in the units of inquiry and unit plans.
- We use writing activities and oral language activities as follow-up of reading activities or vice versa.
- We provide numerous occasions for cross-curricular viewing and presenting.
- Literature analysis and reading, writing, listening and speaking skills are the core basis of the MYP and DP language courses. These skills, however, transcend the language classroom into all aspects of the curriculum on offer. Teachers are required to support language learning across the phases and curriculum.

8.8 Different learning styles and developmental stages are recognized, respected and catered to.

- Dar Al Marefa is familiar with the research on the variables of aptitude, personality, attitude, motivation, and learning style - all of which produce different rates of language acquisition and various levels of linguistic attainment.
- Bench marking assessments in PYP and MYP allows for understanding of strengths and weaknesses as well as learning styles allowing for lessons to be scaffolded to meet the needs of the student/s. (CAT4, NGRT for English, GL Progress Tests for English, and GL ABT for Arabic). Teachers refer to data sheets to use this data to differentiate and provide the required level of language support.

- Differentiated tasks are set to include specific goals for individual students.
- Differentiation is evident in the support we provide and the type and amount of feedback we give.
- Differentiation takes place for the students to meet the assessment requirements of the curriculum, particularly in the MYP and DP where there is no differentiation in externally examinable content.
- We use different grouping strategies to suit different abilities and learning styles.
- We provide a physical environment suited for various learning styles and different cognitive abilities.
- Lessons are planned with differentiated learning tasks in mind to meet the needs of all students.

8.9 Teachers model effective communication strategies.

- Teachers model different reading, listening, oral and writing strategies inside the classroom.
- We demonstrate how to speak, listen, view and present effectively.
- We explicitly provide instruction on meta-linguistic learning strategies (i.e., we talk explicitly about the structure and functions of language itself) and implicitly model them.

8.10 Different linguistic and cultural backgrounds are recognized and appreciated.

Dar Al Marefa practices open-mindedness through:

- Display posters, photos, labels, books, and artifacts that reflect the different nationalities in our school and our context of literature.
- We use international celebrations to recognize and learn about different languages and cultures.

8.11 Online language courses offered in DP:

- Students can opt to take online courses that are currently not offered at our school through Pamoja. This is subject to approval of the DP coordinator and at the behest of the parents and student.

8.12 Supporting mother tongue.

- Resources are available in the mother-tongue of students within our school environment. The steering committee have highlighted that books in translation is an added benefit for the mother tongue of students from non-Arab speaking backgrounds.
- During school events (assemblies and international day), students are encouraged to present in their own language and share the learning of language with other students. DP students (as part of Creativity Action Service) have engaged in an activity to teach their mother tongue to members of staff from an English-speaking background.
- During DEAR (Drop Everything and Read) students are given the opportunity to choose the language in which they read for pleasure twice per month during school time.
- The librarian shares access to online resources which facilitate maintaining the mother tongue.

9. Teaching Methodology of the Major Language Strands

Oral Communication Teachers will:	Written Communication Teachers will:	Visual Communication Teachers will:
Generate formal, informal, and social language usage	Read aloud, using a wide variety of literature, discuss and engage in learning activities	Use images to encourage the development of creative thinking
Ask and answer questions; relate and re-tell, persuade, express feelings, ideas, opinions; explain; inquire; compare, contrast and predict	Promote guided, shared, and individual reading, teach reading strategies, talk about phonics and punctuation	Develop activities to enable creative imagery translated into story writing
Engage in descriptive discussion, enable development and respect for differing views	Develop writing techniques by modeling, explaining, and thinking aloud	Use videos to stimulate discussion, embedding viewing and listening skills
Use open ended questions, encourage inquiry	Develop writing skills in different genres (narrative, argumentative, report, description etc.)	
Provide a range of scenarios which encourage the development of complex language	Ensure that grammar, punctuation, and paragraphing skills are developed progressively	
Create situations where students can evaluate, infer, and draw conclusions		
Use visual materials, hand gestures, facial and body expressions (for pre / primary years)		

10. Language Learning Support

At Dar al Marefa, we recognize that many students who need learning support need help with language learning.

Following the initial period of orientation and assessment, learning support can take different forms:

- developing an understanding of the concepts investigated in the Units of Inquiry or other subject areas, in the classroom setting.
- supporting students with reading and writing tasks, usually in the classroom setting.
- supporting students with preparations for presentations for the homeroom class (planning, taking notes, rehearsing, getting feedback), often outside of class.
- To support the students in the work that they do in the homeroom classes, the learning support teacher meets frequently with the homeroom teacher and subject teacher to try and provide in-class support.
- In PYP and MYP, the inclusion specialists work closely with class/subject teachers and assist them to tailor their lessons to cater to mixed abilities, with special attention for students with special needs focusing on an inclusive learning environment.
- The Literacy Focus initiative (Arabic and English) enables students to reinforce the same language skills in different subject areas. Both language departments are involved in setting areas of focus, targeting skills which need development.
- Provision for Booster Classes (Arabic and English) enables students to improve, enhance and strengthen skills in both languages.
- An online reading platform, Accelerated Reader' aims to enhance reading, vocabulary, and literacy skills where students read a book within a defined timeframe and take an online, interactive quiz about the book they have read.

Use of international benchmark data to develop language skills:

- Bench marking assessment (NGRT for English, GL Progress Tests for English, and GL ABT for Arabic) results are analyzed thoroughly by teachers to provide the required level of language support.

For more details, please refer to the Inclusion policy and Assessment and Admissions Policy for early intervention and differentiation strategies.

11. The Use of the Library in Language Learning

- The role of our librarian is to offer support to students by way of enabling research, suggesting resources, locating and acquiring needed materials, recommending strategies, facilitating the use of technologies, and instructing both students and teachers in optimal information-seeking methods. The librarian is required to encourage critical evaluation of the materials researched.
- The role of the librarian is also to seek out age-appropriate and curriculum specific literature, in conjunction with the teachers. The librarian can recommend books that are connected to students' current unit of inquiry, discuss the elements of the IB profile or attitudes and talk about characters in books that display them.
- The librarians teach the students about retrieved ethical use of information. Students are guided as to how to acknowledge and reference the sources retrieved. Please refer to our Academic Integrity Policy.
- Our library is accessible to all students and teachers. Students visit the library once a week and they can borrow books for a period of up to 2 weeks. The development of the library website has played a pivotal role in enabling access to the library on a wider platform. Students can find useful links and resources (Easy Bib, online resources) to help students with their learning.

Academic Integrity

- Students are aware of the importance of academic integrity in both languages and all subjects. The librarian conducts an induction at the beginning of the academic year in the library for all students where academic honesty issues and information is explicitly highlighted to students. Please refer to our Academic Integrity Policy.

Referencing

- A handbook for students and teachers on the MLA9 technique has been shared to allow a consistent approach for reference to be taken across the school. The librarian also conducts regular workshops for teachers and students on referencing and encourages students to use Easy Bib to accurately cite resources. With the explosion of AI recently, the librarian also talks to using AI responsibly.

12. Assessment

- In assessments at our school, language assessment is integral to the process of learning and includes self-assessment and peer-assessment. It is always criterion based and transparent to all involved, and it is used to provide insights into student learning and strategies for improvement.
- A variety of assessment tools are used to assess language learning, including checklists, rubrics, continuums, and benchmarks. In PYP, the language scope and sequence details outline the objectives and the outcomes for all language strands. The five language strands are assessed, and continuous, specific feedback is formulated and given to students. In MYP the IB assessment criteria is used to assess students based on MYP objectives and command terms. DP teachers use the subject specific assessment criteria which needs to be clearly understood including command terms, contexts and concepts. Across the school, feedback is given in the form of WWW (what went well), EBI (even better if), and next steps. Students reflect on this feedback to set targets for improvement.

CRITERIA FOR LANGUAGE ASSESSMENT IN THE PRE-PRIMARY YEARS

Listening and speaking	Reading	Writing	Viewing	Presenting
Fluency in spoken English	Read simple instructions	Write own sentence	Describe what they can see in own words	Confidence in speech
Formulate own sentences	Be able to read Ginn, Ladybird New way or Oxford Reading Tree level 4	Create a story of their own	Able to predict	Clear communication
Listening and comprehension	Read for comprehension	Spell 3-5 letter words		Independence
Following instructions	Read for enjoyment			

CRITERIA FOR LANGUAGE IN THE PRIMARY YEARS PROGRAMME

- In keeping with the IB philosophy and to ensure a smooth transition from the PYP to the MYP, we use three major criteria to assess our students' proficiency in English (Language A) when they exit the PYP.

Listening and Speaking Learners will:	Viewing & Presenting Learners will:	Reading Learners will:	Writing Learners will:
Recognize that sounds are associated with objects and / or symbolic representations	Be able to interpret and respond to visual text	Be aware that reading is a social activity or an individual activity; have an awareness of the structural elements of a book; use visual cues to recall sounds and the words they are "reading" to construct meaning	Understand that both individual and collaborative writing is a purposeful and enjoyable act
Use language to initiate relationships, question and inquire	Be able to create their own visual texts for practical purposes	Develop an awareness of context; use strategies, based on what they know, to read for understanding; infer meaning from the structure and organization of text	Know that writing is a means of remembering, recording and communicating and can be used to describe the factual and imagined world
Compile rules about the different aspects / purpose of the use of language	Be aware that visual text may represent reality or fantasy, can	Understand the relationship between reading, thinking, and	Be aware that writing can be structured to suit different audiences;
	be factual or fictional and use it to enable understanding	reflection	imagery can be used to enhance stories
Understand the difference between literal and figurative language, build on previous experiences and use language to construct new meaning	Use visual text in a reflective way to enhance storytelling, presentations and be able to organize and represent information	Learn about different writing styles and structures; tell a story and create characters in their writing	Learn about different writing styles and structures; tell a story and create characters in their writing
	Be able to demonstrate critical and articulate use of visual text	Make critical judgements about their writing and that of others, able to re-write to improve the quality of their writing	Make critical judgements about their writing and that of others, able to rewrite to improve the quality of their writing
	Select and use strategies to suit their learning styles, make connections between visual imagery and social commentary	Accept feedback from others	Accept feedback from others

Please refer to the MYP and DP subject guides for Language A & B criteria and objectives.

13. Stakeholder Roles and Responsibilities in Language Learning

Senior Leaders' Responsibilities

- Integrate language development into whole-school planning and curriculum implementation.
- Promote and value linguistic diversity as a school-wide strength. This is evident on bilingual communication with parents via email, on the website, and the weekly published newsletter.
- Maintain inclusive admissions and ensure plans to support the language needs of new students.
- Ensure alignment with the language objectives and assessment across all three programmes.
- Allocate appropriate funding and resources to support teacher training, language development programs, and student learning needs.

Teachers' Responsibilities (class/ subject, and inclusion teachers)

- Engage in professional development and collaborative planning to support language learning across all disciplines.
- Utilize support from language specialists and implement classroom differentiation strategies.
- Actively support the development of academic language within their subject areas, recognizing that all teachers are language teachers.
- Collaborate with Language Acquisition and EAL/ESL departments to ensure appropriate differentiation.
- Model respectful and academic language in all verbal and written communication.
- Use the MYP Language Acquisition and Language and Literature criteria, and the DP assessment objectives, to inform instruction and assess

Students' Responsibilities: Our students will:

- develop language skills through reading, writing, speaking, and listening across all subject areas.
- respect the linguistic diversity of their peers and the wider community.
- engage with the language of instruction and work to improve their academic communication skill.
- have access to language instruction that respects and builds upon their linguistic background.
- receive learning support in the language(s) of instruction (primarily English), with additional support of English is a second language.
- have opportunities to develop proficiency in:
 - Language A - mother tongue or proficient language.
 - Language B - an additional language.

- use resources and assessments tailored to their language proficiency levels, aligned with differentiated criteria.
- Through service as action and CAS, plan for and engage with PYP students in reading and writing activities

Parents' Responsibilities

- Support their child's language development at home, whether in the mother tongue or in the school's language of instruction.
- Engage with school-provided resources and participate in events related to language learning.
- Stay informed about their child's language progress and the strategies used to support them.
- Contribute to the school's linguistic and cultural diversity through active participation in relevant events and initiatives.
- Ensure open communication with the school and seek clarification in a language they understand when needed.

Responsibilities Toward the Languages of the Wider Community

- Support Mother Tongue Programs where feasible and collaborate with community language groups.
- Provide multilingual signage and communication to reflect the diversity of the school community.
- Integrate students' home languages into extracurricular activities, classroom discussions, projects, events, and celebrations.
- Organize and participate in cultural events, book weeks, book clubs, and international days to showcase linguistic and cultural richness.

Note: Librarian's Responsibilities- Please refer to page 14 of this policy.

14. Language Promotion across Phases

Promotion from Kindergarten to Primary

At our school, the promotion of students from Kindergarten (KG) to Primary is guided by a holistic, child-centered approach that respects the developmental needs of young learners. In alignment with the IB Primary Years Programme (PYP) philosophy and the UAE National Education Framework, including KHDA guidelines, the following language-related principles apply:

Language development is viewed as a continuum, and promotion is not dependent on achieving a fixed level of proficiency in the language of instruction (English). Instead, students are supported to progress at their own pace, with careful monitoring and differentiated instruction.

Emergent language skills, including listening, speaking, early reading, and pre-writing—are nurtured through play-based, inquiry-driven learning experiences across the KG years.

Students with limited proficiency in English, the school's primary language of instruction, are identified early and supported through targeted EAL (English as an Additional Language) interventions. These students are not held back from promotion; instead, they are provided with scaffolded support to facilitate their transition to Primary.

Language development in KG includes encouraging use of the home language alongside exposure to English and Arabic, the UAE's official language.

- Collaborative assessments involving homeroom teachers, EAL specialists, and inclusion support teams are conducted to track language growth. These assessments inform individualized learning goals and ensure readiness for the transition to Grade 1.
- Families are engaged in the process through regular communication, student portfolios, and transition meetings, helping them understand their child's language development and how to support it at home.
- The transition from KG to Primary includes a continuity of language support, ensuring that students who require further language development continue to receive appropriate scaffolding in Grade 1 and beyond.

Promotion from PYP to MYP

- Through regular articulation meetings between PYP subject leaders and MYP Heads of Departments, we ensure that students have the minimum skills they need in both English and Arabic languages to access the MYP curriculum.

Promotion from MYP to DP

The promotion of students from the MYP to the DP is guided by their language profile, which is developed through continuous assessment and tracking of their progress in both Language A and Language B courses.

Throughout the MYP years, students' language proficiency is monitored through formative and summative assessments, enabling the school to build a clear profile of their strengths, needs, and progression. This data, along with teacher recommendations and final MYP achievement levels in eAssessment exams and school internal exams, informs appropriate placement into DP language courses. Students who demonstrate a high level of fluency and academic literacy in their Language A are typically placed in DP Language A: Literature or Language courses, while those developing proficiency in a second language may enter Language B at Higher Level. This structured approach ensures each student is placed in a DP language course that best supports their continued development and success, in alignment with IB expectations and the school's language and assessment policies.

Inclusive support

Our inclusive approach ensures equitable access to the IB curriculum across all programmes. We offer structured support through our ECA (Extra Curricular Activities), Student of Determination (SoD), and Additional Educational Needs (AEN) provisions. While not all AEN students qualify as SoD, they receive targeted intervention to support their progress.

Arabic B is offered in the MYP for non-Arab students, ensuring that all students can meaningfully engage with language acquisition. In the DP, Arabic B is continued as a second language option for eligible students, promoting continuity and language development. Given that most of our students are English Language Learners (ELLs), we implement extensive language support strategies, including scaffolding, visual aids, and extended opportunities for oral and written practice.

Furthermore, we leverage digital tools such as I Read Arabic, and Tas7ee7 for Islamic to enhance language learning, track progress, and offer differentiated digital reading material aligned with students' proficiency levels. These platforms, combined with thoughtful teacher input, help ensure that every student experiences success within the IB framework while respecting their individual learning journeys. Social moral and Islamic are taught in Arabic for students who study Arabic A which provides support for Arabic language learning.



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15. References:

Guidelines for developing a school language policy (IBO, 2008)

IB Language Tenets in Practice (IBO, 2024)

Programme Standards and Practices (IBO, 2020).

