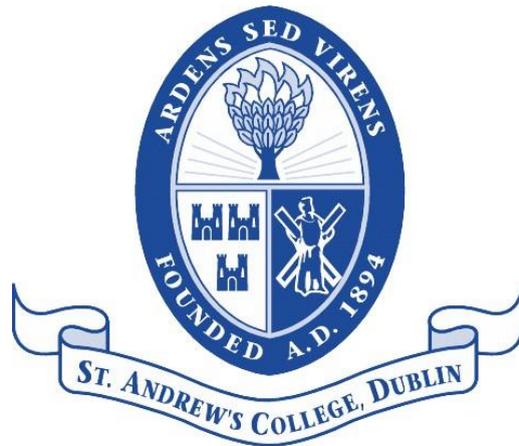


# Language Policy

## International Baccalaureate

### St. Andrew's College



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## **Introduction**

St. Andrew's College recognises the importance of Language as the central tool for communication. As such Language is not just viewed as another subject but one of the foundations for the education of every student. Communication is vital in every subject so every teacher has a role in developing language in every student. It is important to acknowledge that while English is the Internal Working Language of St. Andrew's College, it is not the mother tongue of approximately 30% of IB students.

## **Philosophy**

At Saint Andrew's College, we believe that language is at the core of communication and should be valued for its diversity. We believe that all students should enjoy and experience success in language learning. We want to give them the necessary tools to use their own language efficiently in their everyday life and to continue to learn and enjoy new languages respecting cultural diversity and multicultural understanding.

At Saint Andrew's College, we believe that language is the primary means of communicating and learning; that the acquisition of a language is a lifelong process and is a central component of intellectual and personal growth; that proficiency earned in one language is transferable to other languages and aid acquire other competencies; that language is an expression of culture; that language learning promotes internationalism and multicultural understanding; that language learning must be fostered in all aspect of the school community and that all teachers are language teachers.

This language policy should be read in conjunction with the policies listed which are available in the appendices.

- EAL Policy
- Irish Language Policy
- Library Policy

## **Admission to the IB**

As English is the Working Language of the IB programme in St. Andrew's College, students entering the IB who do not have English as their first language may be required to demonstrate that they have a certain level of English. Details of this are available from the IB Coordinator upon application to the programme.

## **Development of Language**

Diversity in language is seen as a positive element as it fosters respect for other cultures. As part of language studies and language acquisition, our belief is that speaking a second language is part of the process of understanding and valuing other cultures. As such, students receive instruction and experiences regarding the second language's culture, perceptions and other background dynamics.

While recognising that every subject and every teacher has a role in developing language in every student, the development of languages concerns mainly Group 1 and 2 of our DP program. Our students get the opportunity to develop their languages skills in:

### **Group 1: Studies in Language and Literature**

The only language offered on the timetable is English Literature. However, students who do not have English as their mother tongue may request upon application to the IB programme to be taught their mother tongue as their Group 1 language. The College will endeavour to find a qualified teacher to teach this subject. There will be an additional charge to employ this teacher, and in the case where this teacher has not worked in the school before a further charge will have to be applied for training of this teacher. In recent years, we have provided Language A Literature or Language A Language and Literature in Spanish, French, German, Italian, Japanese, Korean and Hungarian. It is important to note that it is not always possible to find a suitably qualified teacher for every language and that classes offered off the timetable generally take place outside of normal class hours.

Other Language A courses can be studied as self-taught SL with the help of a supervisor. There will be an additional charge to employ this supervisor.

### **Group 2: Language Acquisition**

All students study at least one language in addition to their mother tongue. We offer various levels of language B courses in which students are placed based on language B experience. Students have the opportunity to acquire a significant amount of language B instruction.

The following languages are available on the timetable in this group.

French B; Spanish B, German B, English B and Spanish Ab Initio.

Similarly to Group 1 students may also apply to study a language not offered on the timetable. There will be an additional charge to employ this teacher, and in the case where this teacher has not worked in the school before a further charge will have to be applied for training of this teacher. It is important to note that it is not always possible to find a suitably qualified teacher for every language and that classes offered off the timetable generally take place outside of normal class hours. In recent years we have provided for Italian B, Chinese B, Chinese Ab Initio and Japanese B.

It is important to note that students may not study their mother tongue language in Group 2 and that the language chosen here must also be different from the language they select in Group 1. It is often the case that a student has lived outside their country of birth for many years and has been immersed in another language. In cases such as this, the IB Coordinator along with the relevant language teachers will decide upon the level of the language of the student and which language is most appropriate for them in Group 2. Languages are offered at Ab Initio level to students who have never studied any of the other languages in Group 2 or would be considered a native language speaker in the other languages they have studied. A student applying to study a language at Ab Initio level may not have had prolonged recent instruction in that language or in the case where they have had recent instruction in the language that the subject department in consultation with the IB Coordinator would consider their level of language to be commensurate with a student who is just beginning the subject. These cases should be considered an exception.

### **Group 6: The Arts and the Electives**

While there is no language offered on the timetable in Group 6, students may apply to study a third language as an elective. The rules for Group 1 and Group 2 above apply here.

## **English as an Additional Language (EAL)**

The *English as an Additional Language (EAL) Department* at St Andrew's College supports who do not have English as a working language in gaining proficiency in their use of the English language. They seek to ensure that all students learning English as an additional language are helped to work to the best of their ability. A copy of the EAL policy is in the appendices.

## **Irish**

Students who have been educated in Ireland before the age of 12 are required by the Department of Education and Skills (DES) to study a prescribed course in the Irish Language. Students arriving into the country after the age of 12 may apply for a DES exemption against studying Irish. *A revised circular regarding the rules on Irish exemptions is being issued by the Department of Education and Skills imminently.*

Students who are not exempt from studying Irish will follow the Leaving Certificate ordinary level Irish course and these classes will take place in the mornings before school.

National University of Ireland (NUI) exemptions only apply when students are in third level courses in NUI institutions and do not apply in Secondary Schools.

Some years ago, we examined the possibility of introducing Irish as an IB subject. There was not a demand for it at the time, as it would have replaced a group 6 subject.

## **Bilingual Diplomas**

A bilingual diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

For certain IB projects in groups 3 and 4 candidates may be permitted to write their examinations and other forms of assessment in languages other than English, French or Spanish. If the conditions detailed above are met, this will lead to the award of a bilingual diploma.

The following cannot contribute to the award of a bilingual diploma:

- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma

## **Parents who do not speak English**

While all students in the IB must be reasonably proficient in English, we acknowledge that not all parents/guardians will be able to communicate in English. Reports and documents from the College will be in English and it is the responsibility of the parent/guardian to translate these into their own language. In cases where the College may need to communicate directly with parents, we may avail of a translator.

## **Library**

The library is central to the provision of the IB programme. All students will receive a tour of the library and its resources. The librarian will also provide research classes to all IB students and is the extended essay coordinator. Students who do not have English as their mother tongue discuss with the librarian whether they would like any resources or reading material provided in their mother tongue. Resources at the library are available in English, Irish, French, German and Spanish. We continue to buy books in different languages, as the need arises. Each language teacher brings their classes to the library where the librarian presents the students with the resources available.

## Student Language Profile

At the beginning of the academic year, the school is asking student to fill in a form relating to their language experience. Information from this forms are gathered to create a language profile for each IB student. These profiles are put on the system where individual teachers can go and check student language background.

**The aim of the profile is to give all teachers an overview of the student’s language level and history, as well as build up a picture of the student’s use of English and other language outside of school.**

**The profile focuses on**

- Year and class entering SAC
- Year entering the IB (if different to above)
- English level
- Mother tongue
- Other language spoken
- Other language learned
- Level of Irish
- DP language classes and level
- Level of language learned in SAC
- Time spent abroad
- Other personal connections to foreign countries and/or languages.

Year and class entering Saint Andrew’s College	
Year entering IB	
Level of English starting IB	Mother tongue Fluent Spoken for ... years Cambridge/CEFR level:
Language(s) spoken at home	- - -
Language(s) learned Please detail how many years, level, lived in the country for ... years?	- - -
Level of Irish	<ul style="list-style-type: none"> <li>• Exempt</li> <li>• <i>Gaeilgeoir</i></li> <li>• Junior Cert</li> </ul>
IB language classes and level	Language A: Language B/Ab Initio:
TY DELF/DELE results	French DELF Spanish DELE German TestDaF
Time spent outside of Ireland	
Personal connections to foreign countries and/or languages	

## **CAS**

Students are encouraged to maintain their cultural identity and native language while celebrating other countries that share the language. The school offers many opportunities for the school community to celebrate languages and cultural diversity such as European Day of languages, International week, Journée de la Francophonie... IB students are encouraged to take an active role in those events and to create CAS projects related to the celebration of cultural diversity. As part of our CAS programme we are offering the possibility of IB students providing tuition in their native tongue to other students. The tutorial language programme is set outside of the IB programme. This is not just the teaching of English but also the teaching of Group 2 languages or any language for pleasure. For example, French/Russian clubs are run in the school by IB students.

# APPENDICES

- i. English as an Additional Language Policy*
- ii. Irish Language Policy*
- iii. Library Policy – Philosophy Aims and Objectives*
- iv. Library Policy - Acquisitions*

# ST ANDREW'S COLLEGE

## Senior School



## English as an Additional Language (EAL) Department Policy

*April 2019*

# Introduction

The *English as an Additional Language (EAL) Department* at St Andrew's College supports international students in gaining proficiency in their use of the English language. We seek to ensure that all students learning English as an additional language are helped to work to the best of their ability.

Throughout this policy statement, and in other related policies and documents, pupils requiring additional English language support at St Andrew's College are referred to as 'EAL students'.

## Context

St Andrew's College is a junior and senior school comprising over 1,460 students, teachers and support staff, drawn from Ireland and approximately forty other countries. Since 1984, it has been accredited as an International School by the New England Association of Schools and Colleges and the European Council of International Schools.

Approximately 24% of the senior school's population is international. Some of these students require additional English language support.

## Objectives

The EAL Department at St Andrew's College has two main areas of responsibility - academic and pastoral. The primary aims of the department are:

- To aid international pupils' integration, culturally and socially, into the school community.
- To identify and assess international pupils in need of additional English language support.
- To provide EAL students with the appropriate language skills to facilitate access to the school curriculum at all levels.
- To provide subject-specific support to EAL students as required.
- To provide students with tuition in academic language to ensure their success in state examinations and their future studies.
- To prepare students for EAL examinations such as Cambridge and TOEFL exams as requested.
- To ensure that all students learning English as an additional language are given the necessary assistance to work to their full potential.
- To promote full, independent participation in the mainstream curriculum as the long-term objective for all EAL students at St Andrew's College.

# Identifying students in need of EAL support

Students requiring English language support are identified through interview and assessment. Steps are outlined below.

- A questionnaire requesting details of student's previous schooling and language studies is sent to all new international pupils before their first day of school.
- An orientation day is held at the end of August for all international pupils starting the new school year.
- This orientation day includes an English language assessment\* in the following areas: reading, listening, writing. Speaking skills are assessed at the first meeting with the student.
- This assessment is used to determine students' language support requirements.
- Parents are contacted with our recommendation for their level of language support at St. Andrew's.
- Parents of students requiring EAL support may be invited to a meeting in the school to discuss arrangements with EAL teachers if a letter emailed home is not suitable because of a language barrier.
- A programme of study is discussed with students and relevant teachers and a timetable organized for each student's EAL classes.

For students who arrive during the school year a similar process is followed. New international students will meet EAL teachers in their first few days at the school to be informally interviewed and assessed.

Current international students may also be referred to the EAL Department for subject-specific support or specialized lessons by parents, guardians, host parents or members of staff. If concern is expressed about a student's English language level during the school year, an EAL teacher will discuss the matter with the student's teachers, Form Teacher, Year Head, and parents/guardians. We will then meet with the pupil and, where necessary, follow the assessment procedure set out above.

*\* The test of English language proficiency used in this assessment is the 'English File' intermediate level entry test, published by Oxford University Press.*

## **Placing EAL students in class groups**

- We aim to place students in appropriate class groups for their EAL classes. The majority of EAL class groups comprise between two and five students.
- Where necessary, students may be taught on an individual basis, but the majority of EAL students will be placed in a group appropriate to their language level.
- Age, previous studies and performance in the initial assessment are all taken into account when students are assigned to class groups.

## **Timetables for EAL classes**

- The majority of international pupils at St. Andrew's College do not study Irish. If they are deemed to be in need of additional English language support this slot on their timetable can be used for EAL classes.
- The number of EAL classes a student attends on a weekly basis depends on his/her language level and learning goals.
- The usual number of EAL classes for students per week is three or four.
- Every effort is made to timetable EAL classes during the free periods on students' timetables.
- Where necessary, early morning classes, from 8.10 to 8.45a.m and after school classes from 4.00-4.40 or 4.00-5.10, may be arranged to facilitate students who do not have free periods on their timetable.

## **Class work**

- EAL classes are tailored to suit individual students' needs. We work with students of all levels, from beginners who have never studied English before, to those who have attended bilingual schools and are almost fluent.
- Some pupils may require basic English language skills for the classroom, some may need to progress their conversational fluency, while others may need to develop their academic language proficiency.
- General areas of study include reading, writing, speaking and listening skills.
- We provide subject-specific support to pupils as required. If students are having difficulty with a particular subject, they are encouraged to bring their study notes or homework to EAL classes for additional support.

- The biggest challenge to international students can often be the need for them to learn a new academic language so that they can perform to the best of their ability in state exams. This is an area to which the EAL Department pays appropriate attention, particularly in 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> Years in the lead-up to state exams.
- EAL teachers also prepare students for Cambridge English exams, TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System), as requested by the students, at a level that is deemed appropriate.

## Pastoral role

Alongside educational support, St. Andrew's College has a special interest in the pastoral care of all international pupils at school. We aim to help them settle happily and smoothly into their new environment.

- The EAL department cooperates with the new student coordinator who aims to introduce students to other Irish and international pupils as soon as possible upon their arrival in the school.
- There are two classrooms dedicated to EAL support in the College. They are located in the same building as the Support for Learning (SFL) Department. Where possible, students are encouraged to use the two EAL classrooms for study and computer use during their free periods.
- Students are encouraged to come to the EAL classrooms at any time if they have a problem or require assistance with their studies.
- Depending on the school calendar EAL students are invited on a trip, organised by the EAL and SFL teachers.
- The purpose of these trips is to encourage and develop students' social interaction with each other and to foster a positive relationship between students and teachers.
- Two coffee mornings are held during the school year for parents and guardians of International pupils, one in September and the other in March/April.
- At these coffee mornings, we avail of the opportunity to welcome international and host parents, to introduce them to other parents in the same situation, to encourage them to visit and participate in the school community, and to inform them of EAL Department policies and updates.
- The EAL Department encourages our international students' adult guardians to attend school events and contact EAL teachers with any issues or concerns regarding current or future pupils.
- Parents and host parents are encouraged to take part in the organisation of *International*

*Night* each year (see below for further details).

- The EAL Department would seek to play a supporting role in caring for international students who may be affected by a family misfortune or a significant natural disaster in their home countries. In such incidents we liaise with the Guidance Department to help alleviate distress or anxiety caused by such events to any of our students.

## Cultural role

- The EAL Department plays a significant role in the College's commitment to creating an inclusive school environment.
- The culture and language of all students are respected and valued in the learning process. Pupils are facilitated in maintaining a connection with their own culture and language.
- We recognise that students draw on their home language and culture as a resource in their learning. Collages, posters and signs are displayed in a number of languages in the EAL classrooms.
- To encourage and celebrate the cultural diversity of St. Andrew's College, *International Night* and *Intercultural Week* are held in the College every year.
- *International Night* began in 1993 and has become one of the most popular events in the school calendar. It provides a forum for celebration, as well as giving international pupils the opportunity to display their skills and interests to staff, parents and their fellow students. The night takes the form of a festival style evening which involves an opening ceremony, a parade of the countries represented in the school, activity booths, an art exhibition and an international food fair, organised by students, staff and parents.
- *Intercultural Week* began in November 2010. Staff members, teachers and students are encouraged to celebrate their countries' cultures with a week-long timetable of events. The week is divided into five days for five continents - Africa, Asia, Australia, The Americas and Europe and the Middle East. The countries of these continents are celebrated each day with a wide range of activities including variety shows, assemblies, bake sales, breakfasts, workshops, singing, dancing, quizzes and competitions.

## Monitoring progress

- We monitor our students' progress and liaise with their teachers and parents to ensure they are receiving adequate support and progressing well.
- Two written progress reports are sent to parents/guardians during the school year, one in December and one in June.
- EAL students' mainstream subject reports are reviewed by EAL teachers and discussed with

students in September, and at Christmas and Easter.

- Students are assessed in accordance with their English level and at EAL teachers' discretion using a variety of criteria and methods.

## **Ending EAL support**

- After a period of EAL support, a student may be deemed fully equipped to access the mainstream curriculum independently. In this case the student's EAL lessons may cease.
- A letter will be sent to the student's parents/guardians detailing our recommendation for the termination of the student's EAL lessons.
- A letter must be provided by the student's parents/guardians confirming their agreement to the cessation of EAL lessons.
- If a student expresses a wish to discontinue EAL lessons, a letter must be provided by the student's parent/guardian to confirm their request. The matter will then be discussed by the EAL Department, and with the student's subject teachers, Form Teacher and Year Head. If the teachers feel the student still requires EAL the school's recommendation will be communicated to parents who must follow the colleges' advice.
- Upon conclusion of a student's EAL lessons, the EAL Department will continue to provide pastoral support. Students are encouraged to 'call in' to the EAL classrooms at any time if they require assistance or advice.

## **Concessions for EAL pupils**

- International students are encouraged to bring bilingual dictionaries to all classes. They are permitted to use such dictionaries during class work and tests where appropriate.
- International students whose first language is not English have the option of using bilingual dictionaries in the state exams. The school applies for this waiver on behalf of international students. If granted, students may use their paper bilingual dictionaries in all state exams excluding English, Irish, their first language or a language closely related to their first language.
- Where necessary, EAL students may be granted a temporary spelling and/or grammar waiver for class work, homework and/or class tests. This concession can be of use to new international pupils who are still in the early stages of learning English.
- Application for this temporary waiver may be suggested by the EAL Department, subject teachers, Form Teachers, Year Heads or parents/guardians. It will be discussed with each of the above and, if it is granted, the relevant parties will be informed.

## **Special Educational Needs**

- St. Andrew's College recognises that a situation may arise where an international pupil is identified as having special educational needs, separate from their English language needs.
- In this instance, the student will be referred to the Support for Learning (SFL) Department. The SFL Department is responsible for assessing pupils with special educational needs and devising an appropriate timetable of support for such pupils.
- A timetable including EAL and SFL support will be organised where necessary.
- Should learning support needs be identified during assessment, EAL pupils will have equal access to the school's SFL and EAL programmes.

## **Staff Development and whole-staff responsibility**

- In St. Andrew's College all members of the school staff are responsible for students' language learning.
- Continuous professional development is an important part of ensuring we provide our students with sufficient support and EAL teachers make every attempt to attend annual in-service courses in this regard.

## **Liaison with staff**

- EAL teachers hold a weekly department meeting to discuss student support, pupils' progress and relevant department matters.
- The EAL Department Coordinator attends a weekly meeting with one of the Deputy Principals to discuss student matters and best practice for the department.
- Subject teachers, form teachers and Year Heads are essential links for the EAL Department. Students' requirements and progress are discussed on a regular basis.
- When information is required in relation to a specific query feedback questions via email are used as a means of communication with subject teachers. They are asked to relate information about EAL students' behaviour, performance and contributions in mainstream lessons.
- EAL teachers liaise regularly with staff members through whole school staff meetings, individual meetings, informal discussions and via email.

## **EAL Department as a resource**

- The EAL Department has an annual budget for resources. These resources are available to all members of staff and students.
- The department has a wide range of resources, ranging from dictionaries, English language course books and learning games to grammar and vocabulary reference books. Information is also available on how to improve the integration and language skills of international pupils.
- The EAL Department welcomes requests from staff members for any of the above resources.

## **Liaison with parents/guardians/host parents**

- Communication with parents, guardians and host parents is carried out mainly by telephone and email.
- Students' homework journals may be used to communicate day-to-day concerns or updates about students' progress.
- Parents, guardians and host parents are encouraged to contact EAL teachers at the school if they wish to discuss their child's progress.
- Parents of EAL students are also invited to attend two annual coffee mornings organized by the EAL teachers to encourage and maintain regular contact with parents as referred to above.

## **Review and evaluation of policy**

This policy will be evaluated and reviewed in two years to ensure we are providing the best possible support to our students.

If you have any questions about the EAL Department at St Andrew's College please contact us at the school: Tel: 01-288 2785.

***To be reviewed April 2021***



# **ST ANDREW'S COLLEGE**

## **IRISH LANGUAGE POLICY**

**September 2019**

# IRISH LANGUAGE POLICY

## *Context*

Irish is a curricular subject which is taught across all years in the College. Every student in the College (with some exceptions) attends Irish classes, completes homework and sits term examinations. Progress reports are sent to parents five times a year and teachers of Irish comment on their students' progress on the end of term reports.

## *Irish Exemptions*

A small number of students may be eligible for an Irish Exemption under the special conditions for exemptions as set out by the Department of Education and Skills (DES).

St Andrew's College will award Irish Exemptions only to those students who meet the DES criteria. Students who believe they may be entitled to an Irish Exemption may obtain an application form from the College which they must fill in and return. (Appendix I)

In general, students who have a DES Irish Exemption do not attend Irish classes.

The DES will allow Irish Exemptions to be granted under the following conditions:

- (a) *students whose education up to 12 years of age (or up to and including the final year of their primary education) was received outside the State and where they did not have opportunity to engage in the study of Irish*
  - (b) *students who were previously enrolled as recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment*
  - (c) *students who:*
    - (i) *present with significant learning difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning over time (Irish and, or, English). Documentary evidence to this effect, held by the school, should include Student Support Plans detailing*
      - *regular reviews of learning needs as part of an ongoing cycle of assessment*
      - *target-setting*
      - *evidence-informed intervention and review, including test scores (word reading, reading comprehension, spelling, other scores of language/literacy) at key points of review*
- and**
- (ii) *at the time of the application for exemption present with a Standardised Score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10<sup>th</sup> percentile*

- (d) *Pupils from abroad, who have no understanding of English, when enrolled, would be required to study one language only, Irish or English.*

### *NUI Exemptions*

Students born outside the state are entitled to an NUI Exemption. This only applies to third level entry.

Students who have NUI exemptions must attend all Irish classes and follow the curriculum as set down by the DES. They must complete examinations set by the class teacher and participate positively in class activities. In addition, students intending to study abroad or enrol in courses or colleges where Irish is not a requirement for entry must also attend all Irish classes and complete classwork as outlined above.

**Only in cases where DES Irish Exemptions have been granted are students not required to attend Irish classes. In all other instances, students are required to attend Irish classes and follow the curriculum until the completion of 6<sup>th</sup> year.**

***To be reviewed September 2021***

**APPENDIX I**

**ST ANDREW'S COLLEGE SECONDARY DEPARTMENT  
APPLICATION FOR EXEMPTION FROM IRISH**

**Students may be eligible for an Irish Exemption under limited special circumstances as set out by the Department of Education and Skills**

If you think your child may be eligible for an Irish Exemption, please complete this form and return to St Andrew's College.

**NAME OF CHILD:** \_\_\_\_\_ **PROPOSED CLASS/YEAR:** \_\_\_\_\_

**DATE OF BIRTH:** \_\_\_\_\_ **PPS NUMBER:** \_\_\_\_\_

I wish to apply for an Irish Exemption for my son/daughter under the following condition as set out by the Department of Education and Skills:

(a) *students whose education up to 12 years of age (or up to and including the final year of their primary education) was received outside the State and where they did not have opportunity to engage in the study of Irish*

**Please tick if appropriate**

(b) *students who were previously enrolled as recognised students in a primary or post-primary school who are being re-enrolled after a period spent abroad, provided that at least three consecutive years have elapsed since the previous enrolment in the State and are at least 12 years of age on re-enrolment*

**Please tick if appropriate**

(i) *present with significant learning difficulties that are persistent despite having had access to a differentiated approach to language and literacy learning over time (Irish and, or, English). Documentary evidence to this effect, held by the school, should include Student Support Plans detailing*

- *regular reviews of learning needs as part of an ongoing cycle of assessment*
- *target-setting*
- *evidence-informed intervention and review, including test scores (word reading, reading comprehension, spelling, other scores of language/literacy) at key points of review*

**and**

(ii) *at the time of the application for exemption present with a Standardised Score on a discrete test in either Word Reading, Reading Comprehension or Spelling at/below the 10<sup>th</sup> percentile*

**Please tick if appropriate**

(d) *Pupils from abroad, who have no understanding of English, when enrolled, would be required to study one language only, Irish or English.*

**Please tick if appropriate**

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

# **ST ANDREW'S COLLEGE DUBLIN**



## **THE LIBRARY**

**STATEMENT OF PHILOSOPHY, AIMS AND OBJECTIVES**

**JANUARY 2019**

## ***Philosophy, Aims and Objectives***

### *Philosophy*

St. Andrew's College library reflects the school philosophy as outlined in the published Mission Statement, Philosophy and Learner Profile. It provides a resource for teaching and learning for both staff and students and does this through the provision of an open access multi-media centre.

### *Aims and Objectives*

1. To support the Junior and Leaving Certificate and the Transition Year and International Baccalaureate programmes
2. To support the Junior Certificate Wellbeing Programme
3. To encourage effective independent learning and research skills in conjunction with the development of ethical information skills
4. To support and encourage recreational reading and other extra-curricular activities
5. To acquire and maintain resources reflecting the needs and interests of the teachers and students
6. To support School Self-Evaluation with active involvement in Literacy and Numeracy strategies.

### **Library Policy**

The operational policy of the library is:

1. To select, organise, maintain and disseminate information across the breadth of the curriculum, to meet the needs of individual users with a wide variety of learning abilities. The library provides material on all levels of ability across a variety of formats, with diversity of appeal, representing many different points of view.
2. To liaise with teaching staff by giving information and support to students when undertaking research, both directed and independent, with particular emphasis on the ethical use of information.
3. To liaise with subject departments and department heads regarding appropriate subject specific resources and library use.
4. To provide support for and actively participate in Literacy, Numeracy and Junior Cycle initiatives.
5. To provide a welcoming and inviting environment where students can pursue their academic and leisure reading interests
6. To reflect the international character of the student body.

*For Review January 2021*

# **ST ANDREW'S COLLEGE DUBLIN**



## **THE LIBRARY**

# **LIBRARY POLICIES ON MATERIALS ACQUISITION, INTELLECTUAL FREEDOM AND CENSORSHIP**

**2017**

# LIBRARY POLICIES ON ACQUISITION AND CENSORSHIP

## St Andrew's College Library Selection Policy

### *Materials Selection Policy*

Materials are selected to serve the breadth of the curriculum, meet the needs and specific interests of students with individual learning styles and multiple intelligences.

The library provides material on all levels of difficulty across a variety of formats, with diversity of appeal, representing many different points of view.

### *Responsibility for Acquisitions*

The Board of Management, via the Headmistress, has delegated day to day operation of the St Andrew's College Library to the professionally qualified librarian who researches, selects and purchases all materials. While help and advice is sought from administrators, teachers and students of St Andrew's College, final responsibility for the selection of all materials for the library lies with the librarian.

### *Acquisitions Policy*

In general, library resources are selected for their strengths rather than rejected for their weaknesses. The following criteria are used as a guide in selection:

- A Literary and artistic excellence
- B Lasting importance or significance to a field of knowledge
- C Relevance to the curriculum and the educational goals of the school
- D Relevance to the interests of individual students
- E Relevance to teaching staff
- F Favourable reviews in standard selection sources
- G Favourable recommendations based on preview and examination by the librarian, teaching staff or students
- H Reputation and significance of the author
- I Currency or timeliness of the material
- J Contribution to breadth and diversity of representative viewpoints on controversial issues and a commitment to equality and inclusion and to respecting and accommodating diversity including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity and socioeconomic status
- K Contribution to multicultural and pluralist world view
- L High degree of user appeal
- M Free of bias, from gender, race or religion, politics or disability in so far as it is possible/practicable to achieve this
- O Price

In addition to the general selection criteria listed above **Selection criteria for Fiction** include the following criteria:

- P Contain good characterisation and story line
- Q Enrich the reader with the quality of imagination and language used
- R Reflect the identity of the student body, especially in relation to culture and race.

#### *Electronic reference/information selection criteria*

The criteria listed above are applied

#### *Selection Process*

Requests and suggestions are sought from staff and students (eg the 'Dear Librarian Please Buy For Me ...' form). Reviews are taken from the literature of professional organisations and other reviewing sources. Where desirable, preview copies of materials will be examined by professional staff. The removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value is part of the selection process. Gift materials and sponsored materials are evaluated using the same criteria as purchased materials. Gift materials and sponsored materials are subject to the same disposal criteria as materials selected and purchased by the Librarian.

#### *Charges*

There are no fines or costs attached to material usage. In the case of lost items the user is expected to pay for the replacement cost of all materials not returned.

### **St Andrew's College Policy on Intellectual Freedom and Censorship**

#### *Intellectual Freedom*

The Board of Management, the Headmistress and the Librarian, recognise and subscribe to the views espoused in Clause 19 of the Universal Declaration of Human Rights which is appended and made a part of this policy.

#### *Policy regarding challenged materials or complaints concerning resources in the school library collection.*

The procedure concerning challenged materials is outlined below. Its purpose is to provide a format for the consideration of complaints from students and parents regarding material held by the library. No materials shall be removed from St. Andrew's College Library before the review process is complete.

1. All complaints shall be reported to the librarian, whether received by telephone, letter, email or in personal conversation.

2. The librarian shall contact the complainant and attempt to resolve the complaint informally by explaining the philosophy and goals of the St Andrew's College Library, as well as the materials selection criteria and process.
3. If the complaint is not resolved informally, the complainant shall be supplied with a letter and information pack consisting of *The Library Policies on Materials Acquisition, Intellectual Freedom and Censorship* and the procedure for handling objections. Included is a *Statement of concern about library resources* (copy attached) which shall be completed and returned before further consideration will be given to the complaint.
4. If the *Statement of concern about library resources* has not been received by the librarian within two weeks of the date indicated on the letter to the complainant, it shall be considered closed. If the request is returned, the reasons for selection of the specific work shall be re-established.
5. No questioned materials shall be removed from the school pending the re consideration process. Access to questioned materials can be denied to the child (or children) of the parent(s) or guardian(s) making the complaint, if they so desire.
6. Upon receipt of a completed *Statement of concern* form, the Headmistress will chair and appoint a committee to consider the complaint. This committee shall consist of the School Headmistress, the Librarian, a representative from the Parent/Teacher Association, two teachers, including a specialist if appropriate and a student.
7. This Evaluation Committee shall meet to discuss the material and determine if it conforms to the principles of selection outlined in *The Library Policies on Materials Acquisition, Intellectual Freedom and Censorship*, following the guidelines outlined in the *Instructions to the Evaluating Committee* (attached). They shall prepare a report on the material containing their recommendations on disposition of the material. In answering the complainant, the Headmistress shall explain the selection philosophy, give the guidelines used for selection of the specific material under consideration, cite authorities used in reaching the decision and make recommendations.
8. The Headmistress shall notify the complainant of the decision, followed by a formal report and recommendation to the Board of Governors. A decision to sustain a challenge shall not be interpreted as a judgement of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.
9. The Board of Governors shall review and adopt the findings of the Evaluating Committee in the absence of clear and convincing proof that the Committee's findings were capricious or arbitrary. The Board's adoption of the committee's findings shall be administratively final, binding and conclusive.

*Policy approved by the Board of St. Andrew's College*  
(Appendices to follow)

## Sample letter to complainant

Date

Address

Dear

We appreciate your concern over the use of \_\_\_\_\_ in St. Andrew's College. We have developed procedures for selecting materials, but realise that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of our:

1. Library goals and objectives
2. *St Andrew's College Library Policies on Materials Acquisition, Intellectual Freedom and Censorship*
3. Procedure for handling objections.

If you are still concerned after you review this material, please complete the *Statement of concern about library resources* form and return it to me. If I have not heard from you within two weeks from the date of this letter, I will assume you no longer wish to file a formal complaint.

Yours sincerely

Katharine Ryan  
**Librarian**

## Statement of concern about library resources

Date \_\_\_\_\_

Name \_\_\_\_\_ Email \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

### 1. Resource type:

Book  Magazine  Newspaper

Audio Visual Online/Internet Resource

Title \_\_\_\_\_

Author \_\_\_\_\_

### 2. What brought this resource to your attention?

### 3. Please comment on the resource as a whole, as well as being specific on those matters which concern you.

### 4. What resource(s) do you suggest to provide additional coverage on this topic?

**Please return this form to the Librarian**

## Instructions to the Evaluating Committee

Bear in mind the Universal Declaration of Human Rights, Clause 19

*“Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers”*

Make your decision on this broad principle and the Statement on St Andrew’s College educational philosophy

Read all materials referred to you, including available reviews and the full text of the challenged material. The general acceptance of the material could be checked, by consulting standard evaluation sources and local holdings in public libraries and other schools.

Passages and parts should not be pulled out of context. The values and faults should be weighted against each other and opinions based on the material as a whole, just as learning resources have been selected for their strengths rather than rejected for their weaknesses.

Your final report, presenting both majority and minority opinions, will be presented by the Headmistress to the complainant. Further, it will be presented to the Board of Governors for final review.