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WAYS OF KNOWING

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Community and Service Service Learning in the IBCC

Cathryn Berger Kaye, M.A.



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REFLECTION

INVESTIGATION

Reflection

Reflection

Curriculum

ACTION

Reflection

PREPARATION

DEMONSTRATION



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Service Learning Always has

- Academic Relevance, Rigor, & Application
- Social Analysis and High Level Thinking
- Youth Initiative, Voice and Choice
- Reciprocal Partnerships
- Career Ideas
- Global Connections
- R e f l e c t i o n



A

Service Learning?



Aristotle:

Education of the **mind** 
without education of the
heart  is no education at all.



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What do we INVESTIGATE?

A cartoon illustration of a young boy with dark hair, wearing a green t-shirt and red pants, standing with his arms outstretched. Above his head is a green thought bubble containing the word 'Interests'.

Interests

ASSETS

NEED

COMMUNITY PROBLEM

PARTNERS

A green scroll icon with a white border, containing the text 'Skills & Talents'.

Skills &
Talents

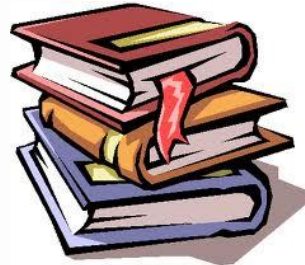
BEGIN with a PERSONAL PROFILE



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Authentic ACTION RESEARCH

- **MEDIA**



- **SURVEYS**



- ▶ **INTERVIEWS**



- ▶ **OBSERVATION and EXPERIENCE**





PREPARATION & PLANNING

- Ask Questions
- Read
- Accumulate Information
- Share Ideas
- Research
- Field Trips
- Connect with the Community
- **Plan for Action**





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ACTION

- DIRECT SERVICE
- INDIRECT SERVICE
 - ADVOCACY
 - RESEARCH



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REFLECTION





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*From [The Mixed-Up Files of Mrs. Basil E. Frankweiler](#)
by E. L. Konigsburg*

“I don’t agree with that. I think you should learn, of course, and some days you must learn a great deal. But you should also have days when you allow what is already in you to swell up inside of you until it touches everything. And you can feel it inside you. If you never take time out to let that happen, then you just accumulate facts, and they begin to rattle around inside you. You can make noise with them, but never really feel anything with them. It’s hollow.”



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What you did to learn

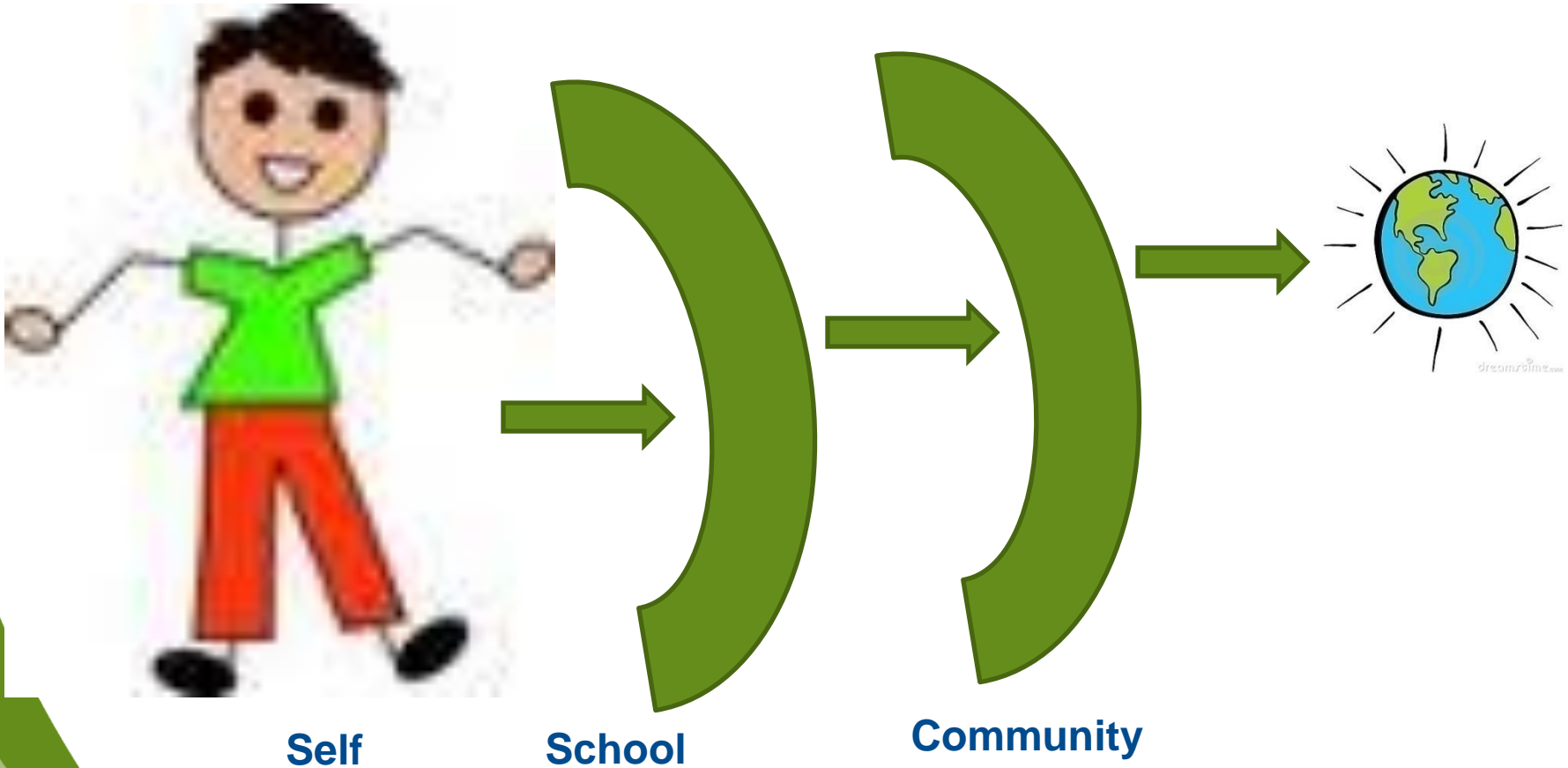
What you found out

TELL YOUR STORY



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The Sphere of Influence





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Reflective Project





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What is it?

AIMS

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical issue
- develop research and communication skills
- develop the skills of critical and creative thinking.

What does this really mean?

- Conducted an **ethical dimension** of vocational qualification
- Full of your own idea and conclusions that reflect your experience of the IBCC
- It is designed to draw together key elements of BTEC area, core skills and perhaps relate to a career area of interest

Success Criteria

- Map out a study path to include
 - Defining the purpose of the research, the objectives of the research and the research question(s)
 - Conducting primary and secondary research
 - Designing appropriate data collection methods and analysing the data



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Formats of the RP

Format	Length
Essay/ dialogue/ play	3000 words
Short film	10min + 750 word report
Radio play/ interview	10min + 1500 written report
Web page	5 single page images + 2500 words of written material
PowerPoint presentation	10 single slides + 1500 word report
Story board/ photographic presentation	15 single images + 1500 word report

Safe?

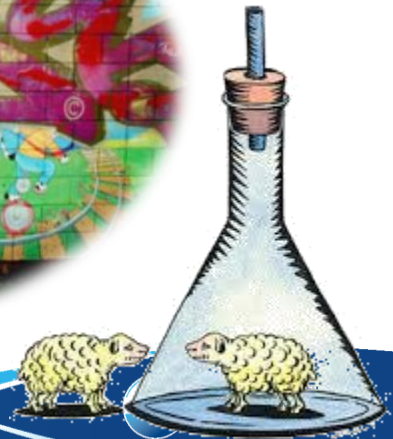


Risk?

Selecting an issue



Steven Leuthold
**CROSS-CULTURAL
ISSUES IN ART**
Frames for Understanding





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What is 'ethics'?

- Ethics is concerned with what is good for individuals and society
- The term is derived from the Greek word *ethos* meaning custom, habit, character or disposition.
- ***At its simplest, ethics is a system of moral principles. They affect how people make decisions and lead their lives.***



Going deeper – the ethical dimension



Issue



Ethics



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Sources

UCA

university for the **creative arts**



Office for
Life Sciences



ENGLISH
INSTITUTE OF
SPORT





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Cultural perspective

Bias is inevitable.

But it is very desirable students consider their findings relative to time, place, culture and individuals





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Personal Voice

Is desirable if it is:

- considered
- justified
- persuasive





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Staff mentor

- Engage the whole school community
- Support/ advise/ guide
- Think of strengths/ weaknesses/ needs





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Facilitation

REFLECTIVE PROJECT TIMELINE

MAY

- RP Launch
- immersion phase

JUNE

- select topic
- agree ethical inquiry with supervisor
- select mentor forms to be submitted by 2/6

JULY

- "mapping out the process" & "Time line for completion" for
- identify sources of information -> commence research
- meet with mentor to clarify role/ open dialogue and agree

AUG

- independent work

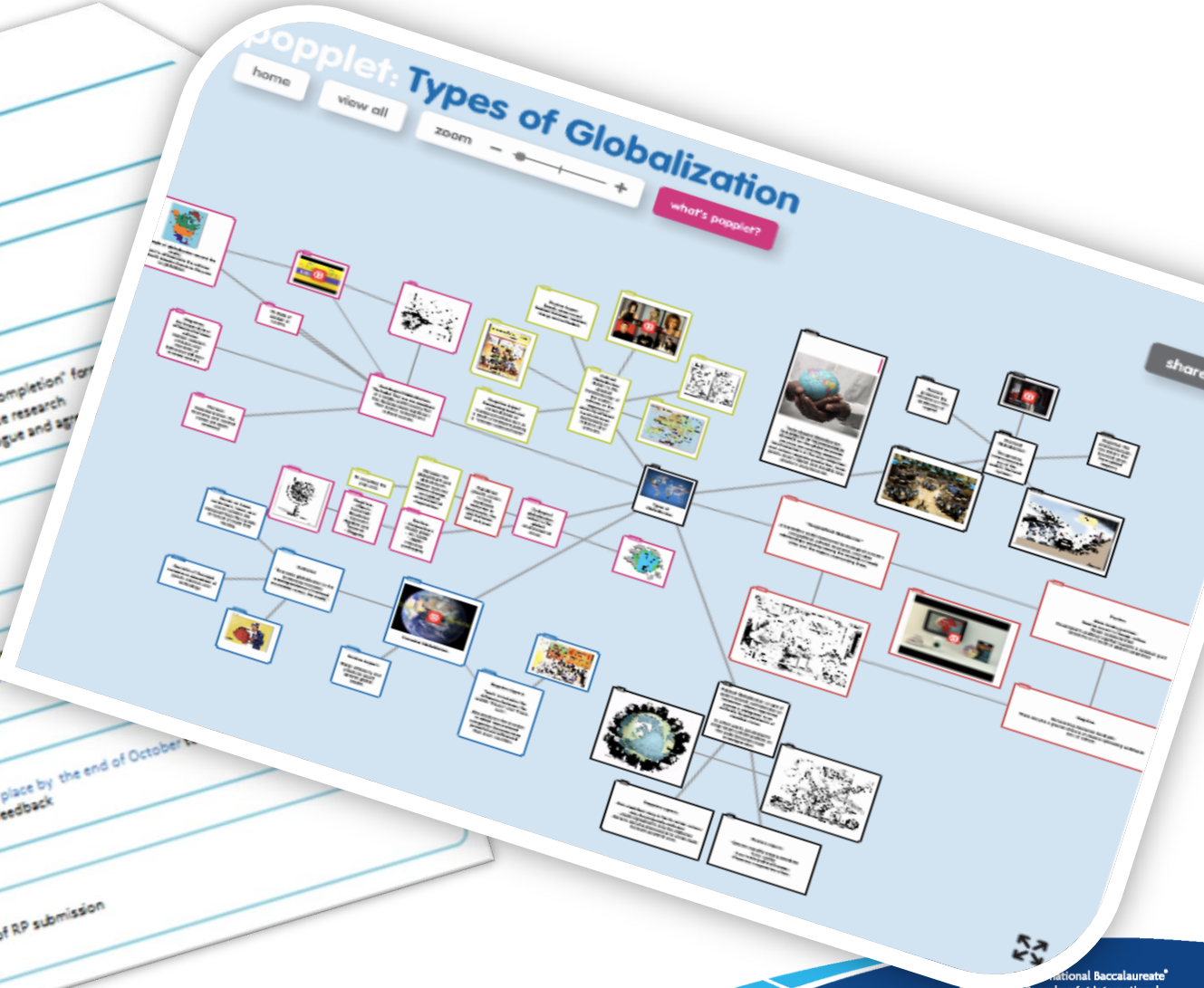
SEPT

- meet with mentor to discuss progress
- outline of RP to be submitted to

OCT

- First draft reading must take place by the end of October
- mentor/supervisor to give feedback

- independent revision of RP submission





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2 BIG hints!



Teach organisation...

Work Activity Log Sheet			
Department:			
Date:			
Employee Name:			
Supervisor Name:			
Start/Stop Time	Task Performed	Equipment or Resources Used	Final Remarks
8:00 - 8:30 am			
8:30 - 9:00 am			
9:00 - 9:30 am			
9:30 - 10:00 am			
10:00 - 10:30 am			
10:30 - 11:00 am			
11:00 - 11:30 am			
11:30 - 12:00 am			
12:00 - 12:30 pm			
12:30 - 1:00 pm			
1:00 - 1:30 pm			

Teach record/time management...



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Assessment

Your project will be marked against criteria which focus upon:

- | | | |
|----|------------------------------------|-----------|
| A. | The issue in context | 0-3 marks |
| B. | Community awareness | 0-3 marks |
| C. | The ethical dimension of the issue | 0-3 marks |
| D. | Cultural awareness | 0-3 marks |
| E. | Reasoning | 0-3 marks |
| F. | Supporting evidence | 0-3 marks |
| G. | Student voice | 0-3 marks |
| H. | Reflection | 0-3 marks |
| I. | Communication | 0-3 marks |
| J. | Presentation | 0-3 marks |



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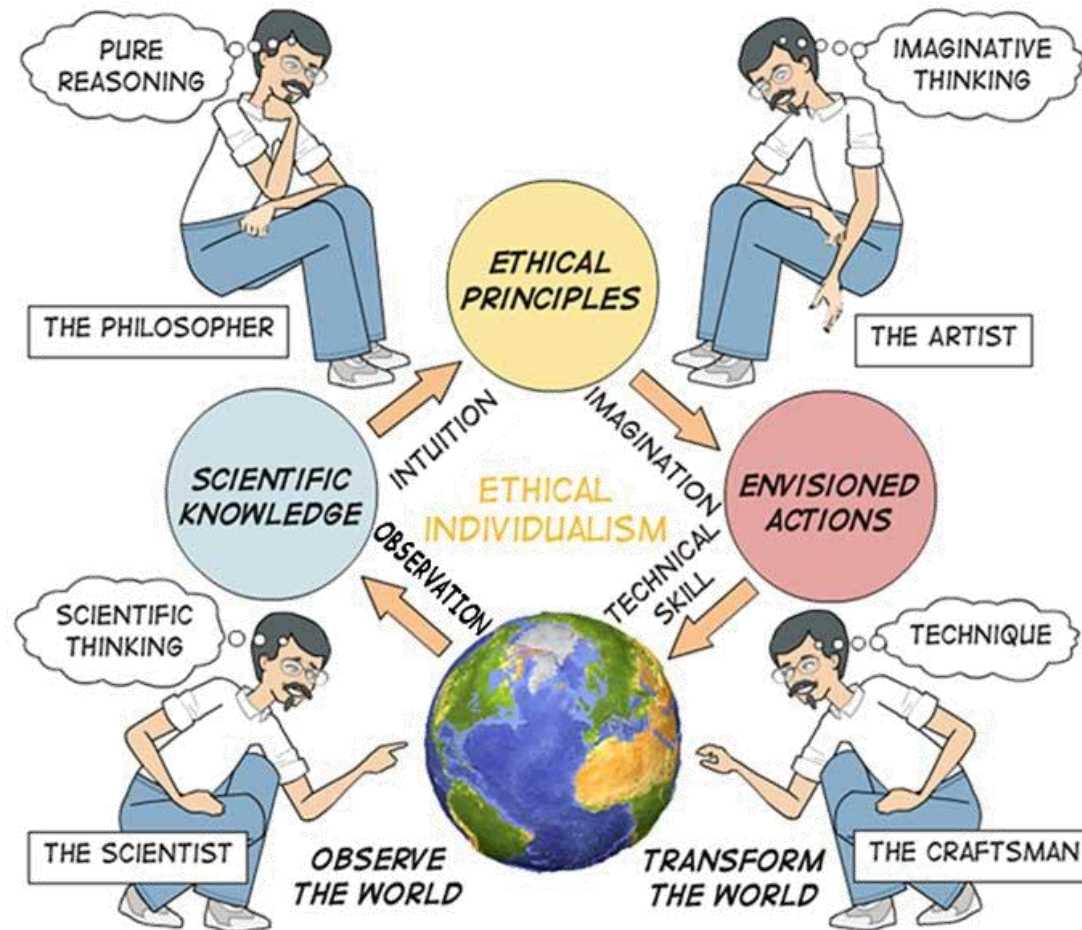
Grade Boundaries

A	26-30
B	21-25
C	16-20
D	10-15
E (Fail)	0-9



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Enjoy the process



SOURCE: philosophyoffreedom.com



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What students say

At first I thought this was going to be just another big essay. Now I see my research has given me tools to understand new people

I now understand how identity is influenced by the choices we make... our values in our every day working lives.

When you really get into your project it is not just about what society sees as a right or wrong, but how groups have come to that conclusion

It's amazing that when it comes to moral issues we don't all make the same 'logical' choices!



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Examples of RP titles

- Does the media corrupt our view of what a ‘normal’ person looks like?
- Is it acceptable to use violence in theatre to provoke an audience reaction?
- Should design companies comply to sustainable policies?
- Is there a founded link between modern media image manipulation and diet fads?
- Can terrorist activities ever be justified?



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Summary

- Have a clear mindset you share with learners and mentors from the outset
- Start simple with ethical view points and values related issue relevant to careers in your context
- The ethical inquiry is about the process, not merely the set up and answering of a single question
- Let's meet up on the OCC!

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Bringing the IBCC core to life



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Aims of the IBCC

- Broaden '**access**' to an IB education
- Foster the development of **internationally-minded** young people
- Encourage **flexibility** and **mobility**
- Encourage **interdependency** of **learning styles**
- Prepare students for **21st century careers**
- Bridge the **academic/practical 'divide'**
- Enable students to reach their full **potential**





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Why the IBCC?

- The IBCC is a **flexible educational framework** for schools to meet the needs, backgrounds and contexts of students
- The IBCC develops the **skills and competencies** required of 21st century learners
- IBCC graduates are ready to follow **a range of pathways** including **further education, higher education, apprenticeships, employment**
- The IBCC is an academically **challenging and rigorous** programme
- The IBCC **adds value** to the career-related studies offered by a school



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What is the IBCC?

The IBCC:

- is a **holistic education** that emphasizes the practical, cognitive, affective and development of the whole person.
- incorporates the educational principles, vision and learner profile of the IB into **a unique programme that allows students to specialize in a career-related pathway**
- consists of **two or more Diploma Programme courses, a unique IBCC core and a career-related study**
- provides the freedom to schools to **create and design their own distinctive career-related programmes**



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The Framework

At least two
Diploma
Programme
courses

A specially
designed IBCC
core recognising
and emphasising
IB values, mission
and needs of
career-related
students

An approved
Career-related
study



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The IB Career-related Certificate (IBCC) Model





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The Core

- The **four** strands of the core are
 - Community and service
 - Approaches to learning
 - Language development
 - Reflective project

The core is used to link the IB subjects with the career-related studies





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Community and Service

50 hours

- Based on the principles of **'service learning'**
- A good service learning programme will help
 - Knowledge development
 - Social development
 - Civic development
 - Personal development
- Develop **working relationships** with members of a community





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Approaches to Learning

90 hours

- Designed to introduce students to **life-skills**, and to operate in a variety of contexts now and in the future
- Includes the development of **transferable skills with an** emphasis on the nature of **thinking critically and ethically and communicating effectively**
- **Personal development, intercultural understanding, thinking, communication**





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Language development

50 hours

- Designed to assist and further students **understanding of the wider world.**
- It is appropriate to the **background, needs and context** of the students
- It aims to provide students with the necessary **skills and intercultural understanding** to enable them to **communicate** using the language studied.
- A **language portfolio** is required to demonstrate engagement with language development





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The Reflective Project

40 hours

- Encapsulates fundamental elements of the IBCC
- A structured piece of work that can take a variety of forms
- Student will be able to **identify, analyse, explore, critically discuss and evaluate** an ethical dilemma of an issue arising from their career-related study





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Assessment of the IBCC

Externally assessed components- DP courses

Internally assessed components

1. Approaches to learning
2. Community and service
3. Language development (portfolios may be requested by the IB)
4. Reflective project (moderated by the IB)

The career-related study is assessed by the school, not the IB





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The career-related study

- Sitting alongside the **IBCC core and the DP courses** is the career-related study that students undertake.
- The career-related study is **selected by the school**.
- It must satisfy IB criteria in relation to **accreditation, assessment and quality assurance**.
- It must be **studied concurrently** with the Diploma Programme courses and the IBCC core.
- The career-related study **must be completed** before the IBCC can be awarded to the student.



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The career-related study must be:

•1. Delivery of the IBCC

- The career-related study is part of the student timetable during the two-year period of the IBCC.

•2. Accreditation/recognition (one option or more)

- The career-related study and assessment plan is accredited/recognized by a government body, an awarding body, an appropriate employer organization or professional body or a further/higher education institution.

•3. Quality assurance

- The career-related study is subject to a demonstrable form of external quality assurance.

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Language Development

Mike Worth

IBCC Coordinator

Greenfield Community School, Dubai



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Career-related
Certificate

Aims of the presentation:

- To give an overview of the IBCC Language Development requirements
- Examine the language portfolio
 - Profile
 - Experiences
 - Evidence
- Give an overview of Language Development at Greenfield Community School, Dubai, UAE



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Language Development



Career-related
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Question to the audience:

How many languages can you speak?

How many learnt these languages at school?

How many learnt these after school?

What did you learn an extra language?



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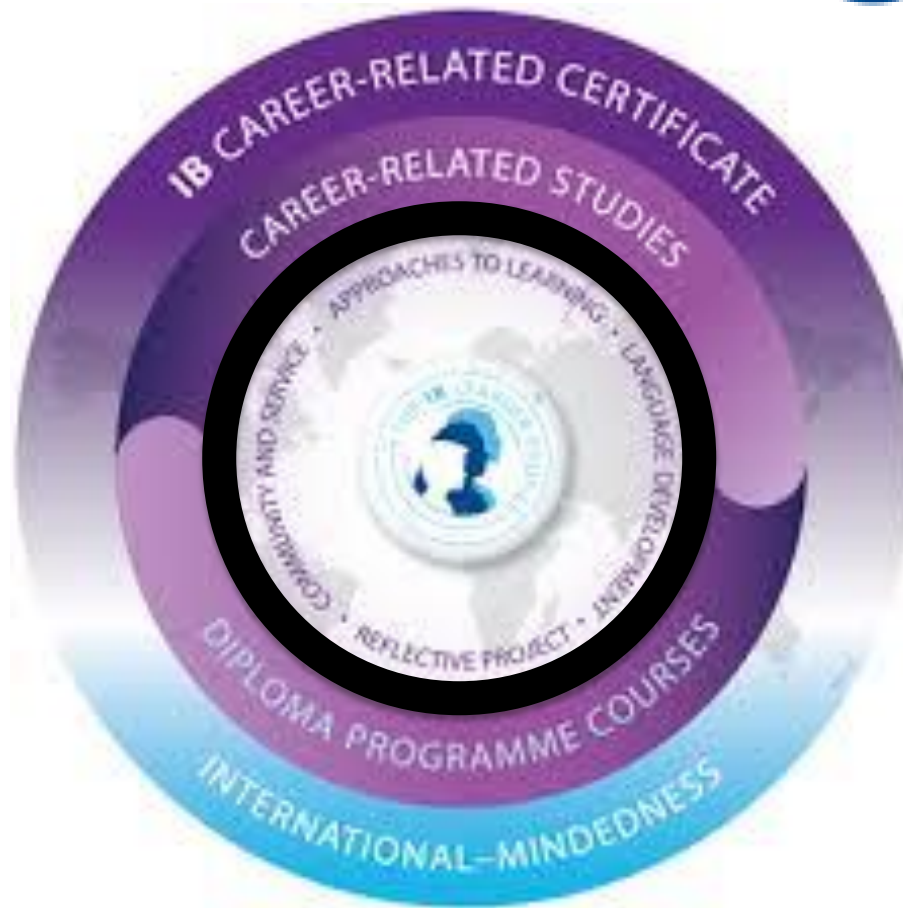




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Career-related Certificate





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IBCC - language development?

- The IB acknowledge the crucial role of language skills in all IB education programmes.
- IBCC students develop key language skills and intercultural understanding to communicate in the environment of their chosen language, furthering their understanding of the wider world.



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What is - IBCC Language Development:

- Part of the IBCC Core:
 - Approaches To Learning
 - **Language Development**
 - Community & Service
 - Reflective project
- The Language Development course encourages students to improve or develop their language proficiency in a language other than best language or mother tongue.



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The requirements of Language Development:

1. Language studied cannot be the student's best language
2. Minimum duration is 50 hours
3. School administers the LD
4. Student produces a language portfolio
5. The school ensures satisfactory LD course completion and advises the IB



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The language development course can be:

- an extension of a diploma course in groups 1 or 2
- a non-diploma course designed by the school for further development of a student's additional language
- a self-study course monitored by the school
- an online course



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IBCC language development:

- All students are required to maintain and complete a ***language portfolio*** as evidence of their engagement with language development.
- The portfolio is used by students to reflect on their learning and is used to chart a students progress in developing language skills and intercultural experiences.
- It is not formally assessed



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IBCC Language Development Portfolio:

- The language portfolio has 3 sections:
 - Profile
 - Experiences
 - Evidence
- Each component of the language portfolio has a vital role in assisting students to understand their level of language competency and reflect on their developing language skills.



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IBCC Language Development Portfolio:

- **Section 1 - Profile**
- Students map their language skills against the language learning phases to identify their current language capabilities.
- Students identify their short and long term goals of their language development.
- At the conclusion, students use their language objectives to demonstrate progress in their target language.



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IBCC Language Development Portfolio: Section 1 - Profile

- The IBCC Core uses the MYP global proficiency tables.
- These provide students and teachers with statements indicating what a student should be able to do by the end of their language development.
- Students are able to identify if they are an emergent, a capable or a proficient communicator.



Receptive	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p>When I listen, read or view, I can:</p>	<ul style="list-style-type: none"> understand simple phrases, statements and questions identify basic messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand simple spoken and written texts identify messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand a limited variety of spoken and written texts understand specific information, main ideas and some detail. 	<ul style="list-style-type: none"> understand a variety of spoken and written texts interpret specific information, main ideas and some detail draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a wide range of spoken and written texts analyse specific information, ideas, opinions and attitudes infer information, draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a comprehensive range of spoken and written texts evaluate important information, details and ideas analyse information, draw conclusions make inferences about implied ideas, opinions and attitudes.



Emergent communicator	Phase 2	<p>Emergent communicators in phase 2 understand and respond to simple spoken and written texts.</p> <p>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.</p> <p>They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts.</p> <p>They are aware that language varies according to purpose and audience.</p>
	Phase 1	<p>Emergent communicators in phase 1 understand and respond to simple phrases, statements and questions.</p> <p>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.</p> <p>They convey 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.</p> <p>They begin to be aware that language use is connected to a purpose and an audience.</p>



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Capable communicators	Phase 4	<p>Capable communicators in phase 4 understand and respond to a variety of spoken and written texts.</p> <p>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.</p> <p>They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts.</p> <p>They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class.</p> <p>They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.</p>
	Phase 3	<p>Capable communicators in phase 3 understand and respond to a limited variety of spoken and written texts.</p> <p>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.</p> <p>They engage in conversation and write structured text to express their ideas, opinions and experiences on a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts.</p> <p>They understand that they can speak and write in different ways for different purposes and audiences.</p>



Proficient communicators	Phase 6	<p>Proficient communicators in phase 6 evaluate the important information, details and ideas presented in spoken, written, and visual language, in social and academic contexts.</p> <p>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.</p> <p>They engage actively in conversations in social and academic situations to contribute substantial information and give detailed analysis and explanation.</p> <p>They organize 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>
	Phase 5	<p>Proficient communicators in phase 5 analyse specific information, ideas, opinions and attitudes presented in oral, visual and written language.</p> <p>They draw conclusions, infer information and recognize implied opinions and attitudes.</p> <p>They respond and react to questions and ideas in a range of spoken, visual and written texts.</p> <p>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.</p> <p>They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance.</p> <p>They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.</p>



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IBCC Language Development Portfolio:

- **Step 1:**
 - Students self assess their language proficiency
 - Complete a language profile and place in the language portfolio
- **Step 2:**
 - Students complete a questionnaire on their language & culture.
 - Student identify and set initial goals



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IBCC Language Development Portfolio:

- **Step 3:**
 - Students are made aware of the objectives –
 - Oral communication
 - Visual interpretation
 - Reading comprehension
 - Writing



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IBCC Language Development Portfolio:

- **Section 2 – Experiences**
- Students document their ‘journey’ in language development.
- Students are engaged in a variety of reflections on the activities/tasks/assessments they have been engaged in.
- The experiences section enables students to demonstrate their involvement in language development.



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IBCC Language Development Portfolio:

- **Section 3 – Evidence**
- Students are required to document their work and achievement in language development.
- Evidence should be/include examples of tasks, assignments, letters, emails, etc.
- Students are required to manage their portfolio with regular consultations with the language teacher or their supervisor.



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IBCC video here



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Language Development at



Greenfield
Community
School



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UK, Thailand, Denmark, Jordan, Syria, Syria, India, Mexico, Holland, South Korea



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IBCC @ GCS

In Grade 11:

- Pakistan
- Saudi Arabia
- India
- UK
- Iran
- Norway
- South Africa
- German
- Spain
- Slovak
- Emirates



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Language Development @ GCS

- Students are guided through the self assessment process & questionnaire
- Students identify their language phases
- Students identify their chosen language to develop



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Language Development @ GCS

- With such a diverse range of first languages the course offers:
 - English
 - Arabic
 - On-line courses in French, Spanish, German, Dutch.



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Language Development @ GCS

- Language Portfolio includes:
 - Student profile
 - Self assessment
 - Language proficiency tables
 - Questionnaires
 - Culture analysis
 - Individual short & long term goals
 - Assignments used
 - Reflections
 - Feedback from teacher



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Questions

Domande

Preguntas

الأسئلة

Vrae

Vragen

Cwestiynau

Ceisteanna

คำถาม

Sorular

Frågor

Вопросы

Pytania

質問

Kérdések

spørgsmål

Ερωτήσεις

Fragen

Language Development

ib Career-related Certificate

The graphic features three photographs of students in a classroom setting, one at the top left, one at the top right, and one at the bottom center. The text 'Language Development' is written in a large, blue, sans-serif font, enclosed within a large blue bracket. Below the photos is the IB logo (a blue circle with 'ib' in white) and the text 'Career-related Certificate' in white on a purple background.



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감사합니다 Natick
Grazie Danke Ευχαριστίες Dalu Obrigado
Thank You Köszönöm
Спасибо Dank Tack
谢谢 Merci Seé
ありがとう