



## PARENT HANDBOOK BILINGUAL SCHOOL OF MONZA

Welcome to the Bilingual School of Monza. We hope that you will find the information in this pack helpful. Please feel free to contact the office if you have any further questions, via email [info@bilingualschool.it](mailto:info@bilingualschool.it) or by telephone, 039 231 2282 (Monza office) and 039 205 4043 (Villasanta office).



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## Welcome by Mrs. Eugenia Papadaki, Head Teacher

<p><i>"Children best learn in an emotionally secure environment; for learning to take place, including learning a second language as well as learning through a second language, we need to first focus and invest our energies in building trustworthy and caring bonds between adults and children."</i></p>		<p><i>"Adults are strong language models for children. Children bond to adults through language. It is important therefore that parents develop and maintain these affective bonds through the constant and consistent use of their mother tongue. Having a strong foundation in and learning to value one's mother tongue will facilitate and accelerate second language learning."</i></p>
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Dear parents,

I would like to extend to you all a very warm welcome to our school and wish you and your children many happy years, drawing on the benefits and learning experiences our Bilingual Programme has to offer. This handbook has been designed with the clear objective of being able to offer more information on our school; its organisation, structure, policies and procedures, enabling you to grasp an understanding of our school. The handbook has also been divided into subsections according to the different areas of school life. This document has been produced to help answer possible questions you may have, to serve as a reference when queries arise and assist you to integrate smoothly and gradually into our school community.

Please feel free to raise your questions at any time and seek further clarification as and when required. Both myself and all the staff are more than happy to help and provide guidance when necessary.

I would like to thank you for your interest in our Bilingual School and in the innovative model of education we provide for your child/ren. The Bilingual model of education and the programme design we offer is based on valid scientific research and world-wide studies and on an internationally recognised curriculum. Our approach to education does not limit itself to only creating knowledgeable learners, but looks at and caters for the whole child. We aim to develop internationally minded life long learners who through their learning experiences will acquire critical and higher order thinking skills, become good communicators in two or more languages and develop a flexible mind and approach to life so that they can appreciate, adapt and perform efficiently within a variety of contexts and situations.

Our school and all the staff create and provide a context for a community of learners, one where we hope you will feel comfortable to become an active participant with your child/ren.

**Welcome to the community of The Bilingual school of Monza.**

## Our Mission Statement

Play English and the Bilingual School of Monza aim to develop caring, empathetic, responsible world citizens who are competent in the use of both English and Italian for social and academic purposes.

To this end the school provides an international, bilingual education in a stimulating, interactive environment that promotes critical thinking skills, international mindedness and intercultural awareness while committing to on-going assessment and self-evaluation.

The school encourages the children, teachers and parents to be life-long learners and work together in the spirit of collaboration and mutual understanding.

## School Status

We are an authorised International school on Italian territory and an IBO-PYP (Primary Years Programme) candidate school, currently in the process of being authorised.

## School Population

The majority of our children are Italian, with either 1 or both parents being Italian. Approximately 10% of our school population are international, coming from a variety of countries, including the USA, South America, India, Denmark, Holland, England, Israel and South Africa.

Our staff come from various corners of the world, including Italy, England, South America, France, South Africa and the USA. Our staff are all qualified teachers with either English, Italian, French or Spanish as their first language.

## Parents as Partners



We firmly believe in a family-school partnership in order to maximise learning and help the children to make progress in all areas of their development. Our approach to education is **child-centred** and we see the child (in the centre) being guided along the path of new experiences; the school holding one hand and the parent holding the other.

It is vital for us to have as much information about your child as possible, as well as information on his/her routines and behaviour at home. In order to help us to achieve clear communication, we would kindly ask you to fill in as much information as possible on the forms provided within this brochure. We welcome parents taking an active role in school life and appreciate parental involvement within the classrooms as agreed with your child's class teacher.

## The School/Teacher/Parent/Child Agreement

This is a document that outlines the mutual commitment and expectations among the school, the teachers, the parents and the children. By signing, you are demonstrating your commitment and agreement to the school's educational philosophies. We would ask you to sign both copies and then return one to school (either to the office or to your child's class teacher) and keep the second copy for your own reference.

## Programme Design

The school offers a dual language partial immersion programme and the structure is as listed below:

- Day Nursery and Pre School have a language input of 50% English and 50% Italian.
- Transition have approximately 80% of their lessons in English and 20% in Italian.
- Grade 1 have approximately 80% of their lessons in English and 20% in Italian.
- Grade 2 have approximately 75% of their lessons in English and 25% in Italian.
- Grade 3 have approximately 70% of their lessons in English and 30% in Italian.
- Grade 4 have approximately 65% of their lessons in English and 35% in Italian.
- Grade 5 have approximately 60% of their lessons in English and 40% in Italian.
- Grades 6 to 8 have approximately 50% of their lessons in English and 50% in Italian.

These percentages do not include third language or language awareness lessons.

## Bilingualism and Bilingual Education Over View

**Bilingualism:** The terms “bilingual” or “bilingualism” tend to be often misused and people have different perceptions of what a bilingual person or a bilingual educational model might be. However, it is a proven fact that, today, most of the world population is bilingual leaving the monolinguals in the minority. Most scholars of Bilingualism would agree that it is hard to find one single definition of “Bilingualism” , and bilingual people can be classified in a number of categories; e.g. someone who can speak and understand two languages but is unable to read or write them or vice versa; some bilinguals can function in certain domains only in one of their two languages and in other domains only in their other language. Bilingualism could be therefore broadly defined as the ability to use two languages in varying degrees and contexts. The acquisition of a second language, can happen in many different ways, contexts and at different times and it is difficult to say which one would be more effective than the other. When browsing through the literature, the most common second language acquisition definitions one comes across are;

- a) simultaneous acquisition( i.e. from birth) and
- b) consecutive acquisition (i.e. after the age of three).

The Bilingual model of education we have created promotes and aims to develop bilingualism in the following ways; We strive for “**additive bilingualism**” which entails the acquisition of a second language while the first one carries on being developed and nurtured within the school context. One of the advantages of additive bilingualism is that by having the child’s primary language as one of the official languages of instruction, there is an explicit recognition and appreciation of the importance of the mother tongue as a key to learning, giving thus the due “institutionalised” support and value to this language which supplements and reinforces what is already happening at home. Research findings have shown that when a child’s mother tongue development takes place only within the boundaries of the family environment, the forms of bilingualism that will result from this will be limited and restricted.

In our school, we strive for a form of bilingualism which does not limit itself in developing competencies only in the areas of interpersonal communication(i.e. verbal skills), but will include the development of competencies in **academic language** and therefore will also encompass the skills of reading and writing(bi-literacy). It is our belief therefore that the provision for bilingual development we offer, will create all rounded bilinguals who will be able to function at high and broad levels of linguistic competencies in both languages.

**Bilingual Education:** Once again, it is important that the term of “Bilingual Education” does not get confused with other forms of “second language instruction” which in some instances may mean that two modern foreign languages are on offer in a monolingual program. Through a simple search in the literature on Bilingual Education, one will come across many different models and program designs. However, whatever model we are looking at, it is important that we ensure there is evidence of sufficient scientific research behind this model. In recent years, the term “Bilingual Education” has become of fashion, and as a result, many programs have sprung up calling themselves “bilingual” but of bilingualism they know very little.

Our Bilingual Education model, apart from having been founded on sound scientific research, and given the composition of our school population, is designed as a partial immersion model where the instruction of the different curriculum areas take place through the medium of two languages; Italian and English. We have invested time and money into looking at different types of Bilingual Education across the world, consulting with experts in the field,

attending conferences and seminars, bringing overseas and local expertise into the school for staff training and program evaluation. Our Bilingual Education model design is a result of all these efforts. The model design has been explained above and more detailed information on the curriculum can be found in another section of this handbook. In our school brochure and school website, you can read information on who can access this model of education and the multiple advantages one can draw from it. Our staff receives specific training and ongoing support in order to be able to fulfil the standards and meet the criteria of an effective bilingual program.

It is important for parents to understand that, in our school, all languages and cultures are valued and respected and as such children feel free and encouraged to express themselves in the language they feel most comfortable in. There are no rules about "obliging" the child to communicate in one language rather than the other, but children are encouraged and motivated to use the two languages in the appropriate contexts. Research findings on the effects of Bilingual Education, have shown that children who have gone through a bilingual program, will, in both linguistic and academic performance, outperform their monolingual counterparts provided they have had uninterrupted attendance in the program, of a minimum of four to a maximum of seven years.

We encourage our parents to be active participants in this experience with their children; celebrating the successes when they occur, by being patient and convinced that the outcomes will be positive in the long run, by not engaging into unfair comparisons, or premature and, at times, inappropriate measuring methods, by not insisting that their children use the second language outside the school environment (unless this is initiated by the child him/herself, of course) and by making every endeavour to keep well informed on the type of educational choice they have made for their children.

### Third Language Instruction and Language Awareness Courses



#### **THE LANGUAGE AWARENESS COURSE**

In Transition the children begin a 'Language Awareness' course. The course is organised in 4-week blocks over the year and introduces languages according to the following priorities: (1) those languages already being spoken by children in the classroom and (2) those languages spoken by the larger school community. We encourage native speakers to participate in this course and we may also invite parents to organise and teach the course.

#### **THE AIM OF THIS COURSE IS:**

- To offer children the opportunity to have a taste of different languages and cultures.
- To appreciate and become aware of the different languages spoken by other school friends.
- To encourage children who are speakers of languages other than the school's official languages, to bring and share their extra linguistic and cultural resources with their peers and teachers.
- To test the children's readiness for learning a third or fourth language, introduced in Grade 1.

#### **COURSE OBJECTIVES**

- To test children's readiness to take on board the study of a third language from Grade 1 onwards.
- To offer institutional value to other languages spoken in our community by introducing them as part of our curriculum.
- To encourage pupils who are native speakers of other languages spoken in our community by introducing them as part of our curriculum.

- To encourage pupils who are native speakers of languages other than the school's official languages, to share these languages with their peers and teachers, thereby fostering a positive self-esteem and self-confidence in the pupils.
- To explore any influences the "new" language may have had on Italian and English: e.g. borrowed words, similar words, other connections between languages, etc.
- To encourage positive attitudes towards less "common" languages and cultures.
- To offer an opportunity to share the feelings of learning a new language from scratch.
- To raise awareness of cultural differences and learn about the customs and traditions of different countries

### **COURSE STRUCTURE & PREMISES**

- Once a week with a flexible time session of 45 minutes to 1 ½ hours, for 4 weeks.
- Interactive, cross-curricular approach.
- Taught by a native speaker of the language (could be a parent).
- Start from the languages spoken within the classroom and then extend to the rest of school community.

Classroom teachers take part in the experience

### **COURSE SYLLABUS**

- Basic conversational language; e.g. greetings, introductions, family, school.
- Learning numbers and learning to count through games.
- The alphabet - how is it different?
- Script: experimenting in writing language plus phonological awareness.
- Geographical awareness: (1) Identity on the map where the language is spoken, (2) Where is the country in relation to Italy?, and (3) How can we travel there?
- Explore colours of the flag.
- Traditional tales and stories
- Links with other curriculum areas e.g. history or geography e.g. Greece, Egypt.
- Cultural information: Traditions, national costumes, dances, typical food, how birthdays and other festivals are celebrated.



### **Third Language Instruction**

In Grade 1 a third language is introduced as part of the curriculum and the children have 2 lessons of Spanish or French every week. As part of their learning the children have the opportunity to learn the culture and more information about other countries where the people speak Spanish or French

#### **THE AIM OF THIS COURSE IS:**

- To offer children from Grade 1 and onwards, to learn a different language and its cultures.
- To appreciate and become aware of and speak two languages spoken in Europe and in the Americas.
- To encourage children who are speakers of languages other than the school's official languages, to bring and share their extra linguistic and cultural resources with their peers and teachers.

#### **COURSE OBJECTIVES**

- To offer institutional value to other languages spoken in our community by introducing them as part of our curriculum.
- To explore any influences the “new” language may have had on Italian and English: e.g. borrowed words, similar words, other connections between languages, etc.
- To encourage positive attitudes towards less “common” languages and cultures.
- To offer an opportunity to share the feelings of learning a new language from scratch.
- To raise awareness of cultural differences and learn about the customs and traditions of different countries.

## **COURSE SYLLABUS**

- The children will learn vocabulary linked to the units of inquiry they are studying in the classroom. There is a Third language program of study for the different grade levels.

### **The School Curriculum**

The school follows the IBO Primary Years Programme (PYP) in all pre School to Grade 5 Classes. In the Day Nursery we implement the High/ Scope approach, while in the Middle school the curriculum is IBO-MYP inspired.

The IB Primary Years Programme (PYP) is designed for pupils aged 3 to 12. It is an inquiry-based programme, which focuses on the social, cultural, emotional and physical needs of the child, as well as academic achievement.

The IB **Learner Profile** represents the Action component of the curriculum and is incorporated in every aspect of teaching and learning and school life. Please refer to appendix 1.

### **IBO History**

The International Baccalaureate was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation.

A group of talented, forward thinking teachers at the International School of Geneva, with assistance from several other international schools, created the IB Diploma Programme. What started life as a single programme for internationally mobile students preparing for university, has today grown into three programmes for students aged 3-19.

### **The IBO Mission Statement**

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

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

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

### **General Information About The PYP Curriculum**

The International Baccalaureate Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.

The PYP draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children.

The PYP is one of three programmes offered by the International Baccalaureate (IB).

At the heart of the programme’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

### **Six transdisciplinary themes**

Six transdisciplinary themes of global significance provide the framework for exploration and study:

- who we are
- where we are in place and time
- how we express ourselves
- how the world works
- how we organize ourselves
- sharing the planet.

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries.

The programme can be illustrated by a hexagon with the six transdisciplinary themes surrounding six subject areas:



- language
- social studies
- mathematics
- arts
- science and technology
- personal, social and physical education.

The themes and subject areas outlined above form the knowledge element of the programme. Five essential elements—concepts, knowledge, skills, attitudes, action—appear at the centre of the hexagon.

### Five essential elements

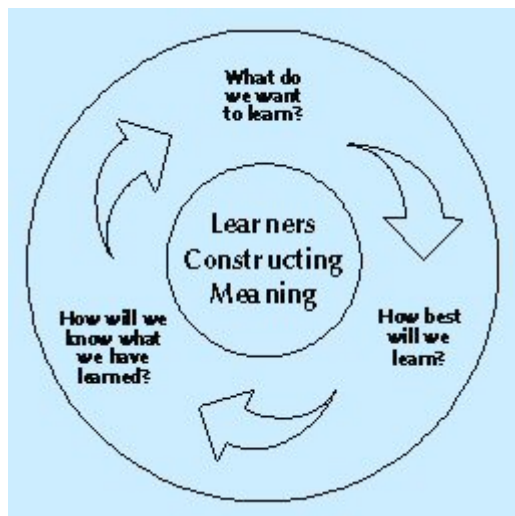
The five essential elements listed above are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning.



The curriculum framework is further structured around three interrelated questions.

- What do we want to learn? *The written curriculum.*
- How best will we learn? *The taught curriculum.*
- How will we know what we have learned? *The learned curriculum.*



Only IB World Schools (schools authorized by the IB) and candidate schools can offer the Primary Years Programme (PYP).

There are three phases to becoming an IB World School, authorized to offer the PYP.

### Consideration phase: feasibility study and identification of resources

The school makes an in-depth analysis of the philosophy and curriculum, and identifies the resources needed to deliver it.

### **Candidate phase: trial implementation period**

The school puts in place all the processes and resources needed to deliver the programme, including the training of teachers. The school must then implement the full programme for a minimum of one to three years.

### **Final phase: school visit by an IB visiting team**

At the end of the trial period, a delegation appointed by the IB visits the school and evaluates the school's capacity to deliver the programme. If the outcome is positive, the school becomes authorized to offer the programme and attains the status of IB World School.

The school's delivery of the programme is evaluated by the IB three years after authorization and then every five years.

### **Teachers receive training before and after a school becomes authorized to teach the programme.**

Before a school becomes authorized to teach the programme, the principal, coordinator and teachers involved are required to undergo training; either by attending IB workshops or by participating in school-based training organized by the IB.

After a school becomes authorized, the teachers are encouraged to engage in an ongoing process of professional development by:

- attending IB workshops and conferences
- participating in online discussion and special events on the IB's website for teachers, the [online curriculum centre](#) (OCC)
- reviewing relevant support materials published by the IB online and/or in print
- responding to appeals from the IB for teachers to participate in other curriculum-related activities (eg curriculum reviews, collecting samples of students' work).

For more information on the PYP Curriculum you can visit [www.ibo.org](http://www.ibo.org)

### **IBO Information For parents**

Parents of current and future IB students are involved in an important decision-making process regarding the education of their child and may be keen to understand the IB programmes as well as the challenges and advantages they may bring.

IB World Schools aim to provide parents with enough detailed information to answer any concerns, and we encourage parents to contact the IB coordinator of their child's school in order to discuss any doubts or queries they may have.

### **Candidate schools**

Schools that are preparing to be authorized are known as 'candidate schools' and as stated earlier, this is the current status of our school.

### *What is so special about IB programmes?*

- IB programmes are recognized around the world and ensure an increased adaptability and mobility for IB students.
- The curriculum and pedagogy of [IB programmes](#) focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.
- IB World Schools must undergo an exhaustive authorization process in order to offer one or more of the programmes, which includes a study of the school's resources and commitment to the IB [mission](#) and philosophy.
- IB teachers participate in a wide variety of [professional development](#) opportunities to constantly update their knowledge and share their expertise with colleagues around the world.
- Many students graduating from the Diploma Programme find that it enhances their opportunities at tertiary institutions. The IB works closely with universities around the world to gain [recognition](#) for IB programmes.
- The core components of IB programmes encourage students to participate in creative and service-oriented activities, while at the same time emphasizing the importance of reflection on a personal and academic level.
- The IB produces publications for schools to inform and support them as they offer IB courses. It is now beginning to produce material for use directly with students and to work closely with selected publishers and providers to offer material for students. These materials only will carry an IB logo.

**NB** The above information has been taken by the IBO website and publicity material

### **The delivery of the curriculum in two languages**

The curriculum is delivered in two languages, in accordance with the percentages of teaching time in each language listed above. There are 2 full time teachers assigned to each grade, one is an Italian mother tongue speaker and the other is an English mother tongue speaker. The two language contexts are kept distinct by a carefully thought out weekly time schedule and by subject allocation. Both teachers teach to the same curriculum, plan in a collaborative manner and with shared learning objectives in mind. Curriculum coverage and progression takes place in all areas of learning regardless of what language the subject is taught in. Teachers do not repeat the same lesson in both languages but they do ensure that pupils develop the necessary linguistic skills to express key concepts in both languages. Pupils feel free to use whatever language they are comfortable with when engaging in interactions as they negotiate and construct meaning. The teachers' role, besides being a "language model", is to also monitor language use in the classroom environment and through appropriate strategies to encourage students to use the target language.

The school employs specialist teachers for Spanish, French, Art, Music and PE.

Due to the nature of our student population and bearing in mind the future educational prospects of the majority of our pupils, our school has made every attempt possible to incorporate and align the Italian National Curriculum learning objectives into the main school curriculum. Parents need, however, to be aware that **content** as well as **methods and approaches to teaching and learning** will be different to the traditional Italian school system and be willing to accept that this is part and parcel of the choice they have made when selecting our school for their child.

### **Why an International Curriculum?**

After experimenting, in the initial years of school life, with the implementation of both the Italian and British national curricula, and given the growth and evolution of our school in terms of pupil population, teaching staff, curricular thinking and learning as well as taking into consideration the future prospects and developments of our school, the

decision to introduce a curriculum that best represented and catered for all the above, was taken in May 2005. The Primary Years Programme of the International Baccalaureate Organisation, seemed at the time to respond best to the needs of our evolving school. The IBO philosophy on education with its sound guiding pedagogical principles seemed to be aligned with and supported the Bilingual Education pedagogy we were promoting. The introduction of the IBO programs to our school could only reinforce our practice and create a solid foundation for a single and common curriculum to be taught through the medium of two languages. As our school was growing, the challenges of aligning two different curricula which needed to be taught by teachers of different training and experience backgrounds were posing a series of challenges to our day to day practice. The Bilingual model of education is an alternative model of education still pretty new and innovative for the Italian context. It was important for us therefore to search for a valid curriculum with international status which would also serve to validate the course of studies a Bilingual school like ours was offering. Our goal to obtain IBO authorised school status and become an IB world school, will offer our parents the reassurance that our school is part of an international schools network with an internationally recognised status. As such our program of studies will be subject to regular inspections and evaluations which will serve to guarantee the quality of education offered to our pupils. By making this choice, therefore, we are convinced that, apart from our pupils benefiting from a pedagogical valuable curriculum which will enable them become life long learners, we also offer them the opportunity to access, once they leave our school, **multiple** educational systems including the Italian national one. This opportunity of choice seems to be very appealing to many of our families when in the process of selecting a school for their child/dren.

## Assessment

Teachers assess students by following the PYP guidelines on assessment. Our school's beliefs and practices on assessment define the purpose of assessment as a tool for **LEARNING**. We assess for understanding and assessment has a direct impact on our approach to teaching and learning.

The prime objective of assessing students' learning and performance is to give feedback to:

- students—to encourage the start of lifelong learning
- teachers—to support their reflection on what to teach and how to teach it
- Parents—to highlight their child's learning and development.

In our school we have developed to date a variety of assessment strategies which include portfolio's, pupil reflection journals, rubrics, child observations, report cards, pupil-led conferences. This continues to be developed every year in accordance with the school assessment policy.

The formal reporting of pupil progress to parents happens five times during an academic year, as indicated on the school calendar; a Parent-Teacher conference and Pupil Report Cards in the Autumn term, Pupil-Led Conferences, Pupil Report Cards and Parent-Teacher conferences in both the Spring/Summer term.

## The role of the Atelier

The Reggio Emilia approach has influenced and enriched our teaching and learning practices as well as our general philosophy to education over the years. Our school has participated in many Reggio Emilia "study tour" events and our learning environment displays some Reggio Emilia influences. One of the most significant influences has been the introduction of the "Atelier" and "atelierista" concepts. This involves the use of a designated and well structured "art studio" area with a suitably qualified and experienced art teacher(atelierista). The purpose of the Atelier is to offer children the space and the opportunity to express their innate creativity as another language of communication.

Our children and teachers in both the Early Years and Elementary school engage in art projects which evolve within the PYP framework of Units of Inquiry and are supported in their learning and teaching by our school's qualified art specialist. The Early years pupils carry out their project work in small groups in the Atelier while the Elementary pupils do so in their classrooms.

### **Below are some of the aims and objectives of the Atelier**

To activate a child's hands, brain and emotions . . .

A possibility to help a child's great skills to emerge . . .

To cultivate imagination and strengthen a child's sense of possibility. ..

To light up fires and passions...

## **Aims**

A child comes across new realities daily. He/she sees them, feels them. Objects inspire feelings of admiration, curiosity, empathy.

A child feels the passion of knowledge, a powerful feeling that can give direction to his/her encounters and build up a dialogue.

The main objective is seeing children, boys and girls alike, using their very own individual or gender-related strategies, never uninterested.

## **Methodologies**

The child meets with different experimental materials: paper, fabric, clay, brushes and paints, buttons, wire, string etc.. Slowly he/she learns the technical properties that enhance those materials and unveil their vital energy.

## **Possible Journeys**

Imitation of a work of art

For a child, repeating a subject, something that will never be equal to itself, is renewing his/her sense of wonder, the enchantment and passion that he/she feels is translated and a new meaning is given to colours, smells, form, space. Rising emotions enhance, validate and give a sense of direction to a "new encounter".

Reproducing a work of art, in order to explain, to tell about simple and attractive realities: the countryside and the city, the sky and the sea, the wind and the trees.

"Corn Field" by Vincent Van Gogh

"Urban Landscape" by Mario Sironi

"The Bedroom" by Vincent Van Gogh

"Regatta in Argenteuil" by Claude Monet

"Clouds" by John Constable

"Libeccciata" by Giovanni Fattori

The child is inspired by a work of art in order to tell, for example, the story of a tree; building, drawing and painting a tree with a shape, a colour. The colour evokes a smell, a sound. The story takes shape and is enriched.

"Maybe the tree likes music?" – "The tree has a voice, a nice voice! Can you hear it singing?" – "The tree likes dancing too... its branches reaching the sky, swaying from side to side" – "It's a big tree, very big. Is it a boy or a girl? If it's a boy it will have a boy's name, if it's a girl it will have a girl's name. If the tree has a name it's because he has a family and certainly some friends . . ."

**Passions always lead in the direction of a new encounter.**

## **School Assemblies**

Our children in the Elementary School are involved in an assembly once a week. The purpose of our assemblies is to encourage a strong sense of community and to develop our abilities for reflection and sharing together important values and beliefs which help us become responsible and caring members of the community. Assemblies are organised in groups from Transition to Grade 3 in our Monza school and Grades 4 to 5 in our Villasanta school. The assemblies are prepared and delivered by the different classrooms on a weekly rota system and all of our children are expected to attend. The assemblies are a forum where the Learner Profile Attributes (see appendix 1) can be explored and celebrated and the school feels this is an extremely important part of the PYP curriculum and one that needs to be worked on by staff and children using a variety of strategies and situations. The children meet for approximately 20 – 30 minutes once a week.

## **Homework**

Our pupils spend a big part of their day at school and as such we feel that there is no benefit in extending their school day by adding homework on a daily basis. Recent research studies on the futility and potential negative impact of homework on the quality of life of the pupil and his/her family, has led our school to adopt clear guidelines with regards to this matter.

Teachers will not set homework unless a request for completing unfinished work at home is initiated by the pupils themselves. We encourage, however, reading at all times and our pupils may be asked to take library reading books at home or extend their "inquiry" in context outside school.

Children in Transition and Grade 1 will bring home reading activities on a weekly basis (including reading to a family member, being read to, playing reading games).

Children in Grades 2 to 5 will be given library books as well as reading scheme books for independent reading on a regular basis, and at times activities which complement and extend the classroom curriculum. While generally homework will be set on a weekly cycle (e.g. Wednesday to Wednesday), the time required should not exceed a daily equivalent of approximately 30 minutes over 4 or 5 days.

Children in Grade 7/8 will have daily homework tasks, a more detailed schedule will be organised by their teachers.

Parents will be kept informed of the homework set through the school diaries, and a system of ongoing reciprocal feedback should be established.

## School Policies and Procedures

### Admission Policy

#### Statement

At Play English and the Bilingual School of Monza we admit children from the age of 1 years old up to the age of 13/14 years old, regardless of gender, social status, ethnicity, linguistic or cultural background. We aim to meet the needs of each individual child and provide a quality bilingual educational programme.

#### Procedures

The school will admit children both at the beginning and during the course of the school year provided there are vacant places in the respective age groups.

For all school families there are set enrolment dates as stated in our school calendar.

All siblings have priority of places ahead of new families.

All children are placed in the relevant Grade levels, according to their chronological age, unless there are special circumstances which will be discussed and agreed upon with the child's family prior to enrolment.

An assessment of the child's/family's needs and family's expectations will be carried out prior to admission to ensure that our school structure, organisation, educational philosophy, provision and resources will offer the child and his/her family the best educational experience possible.

Language ability in one of the two school languages of instruction **does not** normally represent a barrier to the admission procedures. More specifically the school will admit children who may not speak one or either of the school languages of instruction up to Grade 1. From Gr 2 onwards language ability levels will be assessed through an informal interview and/or entry test in order to ascertain the need for extra support or resources. The family will be informed of the assessment outcomes and, in the case of confirmed admission, of school expectations, action to be taken and expected outcomes .

It is part of our school philosophy **not to** withdraw children from the classroom environment in order to offer additional language support (English as a second Language or Italian as a Second Language). The school curriculum is accessible for all children. Our school adopts the **sheltered programme** approach to support second language learners and to enable children to attain their full potential in all subject areas.

Parents are expected to provide previous school records for their child(ren) and a letter of attendance. It is at the school's discretion to contact your child's previous school for further information when and if necessary.

The school will endeavour to organise a **taster** session for your child in his or her new classroom before admission.

The Head Teacher will consult with the relevant staff members during the admission process. The family will be informed of the school's decision within a week of their application for enrolment.

Upon confirmation of admission the family will have to complete all necessary enrolment procedures and fulfil all the necessary financial obligations within three working days. Following this the school will inform the family of the date the child will start school.

## Class size and structure

### Early Years Department

The school aims to maintain the following class sizes and pupil-adult ratios:

Day Care (1 to 3 years old) : max 20 children adult / child ratio

1:6 for ages 1 to 2

1:8 for ages 2 to 3

Pre school (3 to 5 years old) max20 children adult /child ratio 1:10

### Elementary and Middle Schools

The school aims to maintain the following class sizes and pupil-adult ratios:

Transition: max 22 children

Grades 1 to 8: max 22 children

**N.B.1. In Transition only if numbers exceed 15 children a part-time classroom assistant will be provided to support the teachers and students, whereas a full time classroom assistant will be provided should numbers exceed 20 children.**

**N.B.2.** According to the National schools admission regulations, schools are allowed to enrol an extra 10% of pupils in order to make up for daily pupil absences. This may imply that although more children may be on register in each class, the established school adult-child ratio should almost always be maintained.

### Early Years Admissions by age

Children 1 to 3 years of age are admitted to our Day Nursery while children between the ages of 3 to 5 are admitted to our Pre-school Class(es).

The school will admit children as follows :

- a) In the **1 – 2 year group in Day Nursery:** children who are 1 year of age by the start of September and will turn 2 before the end of August for that academic year.
- b) In the **2 – 3 years old group in Day Nursery:** children who are 2 years of age before the start of September and will turn 3 before the end of August for that academic year.
- c) In the **3 – 5 years old group in Pre-school:** children who are 3 years of age before the start of September and will turn 4 or 5 before the end of August for that academic year.

**All children entering pre school must be toilet trained and will not be admitted if still in diapers/nappies.**

### Home visits for Day Nursery

As part of our admissions procedure we organise a home visit for all Day Nursery children prior to them attending our school. The home visits are a requirement for enrolment. Both Day Nursery members of staff will visit the child in their home environment. The appointments are organised by the school office.

## Elementary and Middle School Admissions by age

The school will admit children as follows:

- a) In the **Transition class**: children who are **5 years of age** before the start of September and will turn 6 before the end of August for that academic year.
- b) In the **Grade 1 class**: children who are **6 years of age** before the start of September and will turn 7 before the end of August for that academic year.
- c) In the **Grade 2 class**: children who are **7 years of age** before the start of September and will turn 8 before the end of August for that academic year.
- d) In the **Grade 3 class**: children who are **8 years of age** before the start of September and will turn 9 before the end of August for that academic year.
- e) In the **Grade 4 class**: children who are **9 years of age** before the start of September and will turn 10 before the end of August for that academic year.
- f) In the **Grade 5 class**: children who are **10 years of age** before the start of September and will turn 11 before the end of August for that academic year.
- g) In the **Grade 6 class**: children who are **11 years of age** before the start of September and will turn 12 before the end of August for that academic year.
- h) In the **Grade 7 class**: children who are **12 years of age** before the start of September and will turn 13 before the end of August for that academic year.
- i) In the **Grade 8 class**: children who are **13 years of age** before the start of September and will turn 14 before the end of August for that academic year.

These classes correspond to the following classes in the Italian and British school systems.

Bilingual School of Monza	Italian System	British System
Transition	Ultimo anno di materna	Year 1
Grade 1	Prima	Year 2
Grade 2	Seconda	Year 3
Grade 3	Terza	Year 4
Grade 4	Quarta	Year 5
Grade 5	Quinta	Year 6
Grade 6	I media	Year 7
Grade 7	II media	Year 8
Grade 8	III media	Year 9

### Criteria for admitting children:

- Parents should pay the school's fees and do so by the published deadlines.
- Parents have read and understood and signed the school/teacher/child agreement and will support the school in its work with their child/ren.
- Parents accept all the terms and conditions as explained in the relevant school documentation.
- Places in each group (other than siblings) will be filled on a 'first come first served' basis.

### Pupils may be refused admission if:

- The relevant class is full.
- If the school is unable to meet the educational needs of the child.

**N.B.1** The school may offer to admit the child on the basis that an individual support assistant be appointed. The cost of this assistant will be met entirely by the parents.

#### **N.B.2 4 Week Assessment Period**

When a new child/ren start attending our school, during their first month of school, they will all be observed and assessed both formally and informally, by their Italian and English class teachers. During this period the teachers will be able to assess whether the placement of your child is appropriate and beneficial, socially and academically. This period of time allows the teachers to make a professional and well informed decision regarding future arrangements for your child/ren's education.

We strongly believe that each child be treated as an individual and all our staff are trained to address the teaching and learning to the needs of all children. Each child is placed in the class where the educational provision best serves his/her needs.

The class teachers will meet with the parents and Coordinator/Head Teacher to discuss how the child has settled and feedback their observations and assessments. Only at this point will a joint decision be made to move a child from his/her age and Grade level.

### **Children with Difficulties – School Behaviour Policy**

Our school collaborates with an educational psychologist who works closely with teachers, and when necessary with parents too, in order to address issues of challenging behaviours and learning difficulties as and when these occur. Our school aims to develop in children socially responsible actions and behaviours within a caring, mutually respectful and shared control environment. All members of staff aim to adopt uniform practices and strategies when dealing with challenging behaviours and learning difficulties.

Our school behaviour policy states that no form of punishment, shouting, praise or rewards are implemented as tools for establishing positive behaviours. We consider these to be manipulatives of human behaviour, "quick fixes" and external motivators with no long lasting impact. Children are supported by their teachers to understand limits, to develop problem solving skills to conflict resolution, to reflect on their actions and the impact these may have on others and/or the environment, to make choices and actively engage in creating classroom agreements which promote positive behaviours. This approach requires investment of quality time on behalf of the caring adult and at times the desirable outcome is not as immediate and apparent. Our aim is to support children in internalising the codes of positive behaviour by developing their own understandings of what is right and wrong; in using their intrinsic motivation when choosing certain types of behaviour; in being reflective over and responsible of their choices and actions by building a positive self image, confidence and self esteem. These are long term goals which will give the desirable outcome over a period of time. We trust parents to understand, share and support us in this area of our work.

Whether dealing with a challenging behaviour or a learning difficulty, teachers, with possibly the assistance of the school psychologist, will develop an individualised learning plan (ILP) for each pupil in difficulty, will regularly monitor the situation and will set goals which will share with parents. Differentiated instruction is part of our normal classroom practice.

### **School Psychologist**

The school psychologist works closely with staff in order to support them in developing common and coherent strategies for dealing with challenging behaviours, through whole staff workshops and, if need be, individual tutorial sessions.

### **Classroom assistants and classroom support**

Classroom assistants are employed to work with our Transition class, on a part time basis for a class of 15 or more and on a full time basis should the class reach numbers of 20 plus. Where there are less than 15 children, extra support is provided by a member of our Italian teaching staff, to support the transition period from Early Years to Elementary.

When numbers are high or there is a particular need for support in other classes within the school, classroom assistants or special support will be provided as needed.

### Teacher Students and University undergraduates

Our school has been selected by a number of both Italian and overseas universities as a qualified institution for teacher student placements. Furthermore a number of university professors direct their undergraduate students to conduct their final year theses/research projects at our school.

These students and undergraduates are assigned a member of staff as their mentor, and can use our facilities to gain experience and collect data for their projects. Up to date, five university theses have been published on our school. Parents may notice therefore, that, from time to time, there is an extra person in the classrooms. Parents may also be approached by these students to fill in questionnaires or arrange for an interview. We trust our parents of being supportive of such an initiative.

### School Hours

- **Day Nursery and Pre school** drop off from 8.45am until 9.00am and pick up at 3.45pm.

**In the morning, parents with children in Day Nursery and Pre School must take their children directly to their classrooms. At the end of the day teachers will bring the children outside and meet the parents by the entrance gate, where they will hand over each child to the designated adult.**

- **Transition to Grade 3** drop off from 8.45am until 9.00am and pick up at 4.00pm.

**Parents with children in Transition to Grade 3 can drop their children off in the playground from 8.45am onwards and leave them with the member of staff on duty. Teachers will call each class into school at 9.00am. At the end of the day teachers will bring the children outside and meet the parents by the entrance gate, where they will hand over each child to the designated adult.**

- **Grade 4 to Grade 8** drop off from 8.30am until 8.45am and pick up at 4.15pm.

**Parents with children in Grade 4 to 8 can drop their children off in the playground from 8.30am onwards and leave them with the member of staff on duty. At the end of the day teachers will bring the children outside and meet the parents, where they will hand over each child to the designated adult.**

Please ensure that you arrive in school prior to 8.45am/9.00am according to the Grade your child is in. It is essential for all concerned that classes are able to begin on time, with the minimal amount of disruption. Please ensure that you collect your child promptly at the end of the day. It is distressing for children if their parent / carer is consistently late to collect them from school. If you are more than ten minutes late to collect your child, he/she will be taken to **dopo-scuola** in the Early Years section. Please collect your child from there.

Any parent or carer who knows that they will be late to collect children, even by 10 or 15 minutes, must ring the school office and make provision for them to be dropped off at **dopo scuola**.

For security reasons, the child may only be picked up by the people identified on the registration form and any changes to such arrangements will only be accepted in writing.

Please phone the appropriate office by 9:30 am if you will not be bringing your child to school or if you will be arriving late. If your child is going to be out for more than 2 days please call or email the office.

For safety reasons, once your child has been handed over to you please ensure that he/she remains with you at all times. Children are not allowed to return to the playground and use the play equipment.

## School Day structure

The school day is structured for the Early Years Classes as follows:

# Day Nursery

## How Our Day is Planned

<b>08.00 - 08.50</b>	<b>PRE-SCHOOL</b>
08.50 - 09.15	Greeting Time (one teacher at the door, one teacher on the carpet with the children)
09.15-09.25	Planning Time
09.25-9.55	Choice Time*
9.55-10.05	Tidy up Time
10.05-10.20	Recall and Snack Time
10.20 -10.40	Small Group Time (with Key Worker)
10.40 -11.05	Outdoor play and Tidy up
11.05-11.25	Large Group Time
11.25-11.35	Transition: Personal Hygiene (prepare for lunch)
<b>11.40-12.15</b>	<b>Lunch</b>
12.15-13.30	Settling children to sleep Quiet activities for non sleepers
13.30-14.50	Plan and choose activities with children as they wake up.
14.50-15.00	Tidy up Time
15.00-15.15	Recall and Snack Time
15.15-15.35	Large Group time and/or Outdoor Play
15.35-15.45	Transition Time: Get ready for home time.
<b>16.00-17.30</b>	<b>AFTER SCHOOL (up to 18.00 if pre booked) and AFTER SCHOOL CLUBS</b>

\* During Work Time children follow their choice of activities in the different interest areas and they are supported in their learning and explorations by the Day Nursery staff.

# PreSchool

## How Our Day is Planned

08.00 - 08.50	PRE - SCHOOL
08.45 - 09.15	Greeting Circle (one teacher on carpet, one teacher at the door welcoming children)
09.15 - 09.25	Planning Time in small groups
09.25 - 10.15	Work Time *
10.15 - 10.30	Tidy up Time
10.30 - 10.45	Recall and Snack Time in small groups
10.45 - 11:05	Small Group Time with Key Worker
11.05 - 11.35	Outdoor play and Tidy-up Time
11.35 - 11.45	Prepare for Lunch
11.45 - 12.30	LUNCH
12.30 - 13.30	Settling children to sleep Quiet activities for non sleepers / Outdoor play
13.30 - 13.40	Planning Time
13.40 - 14.20	Work Time*
14.20 - 14.30	Tidy up Time
14.30 - 14.45	Recall and Snack Time
14.45 - 15.05	Small Group Time
15.05 - 15.25	Outdoor play and Tidy up or Movement and Music
15.25 - 15.40	Large Group Time
15.40 - 15.50	Get ready for home time
15.50	HOME TIME
16.00 - 17.30	AFTER SCHOOL (up to 18.00 if pre booked) and AFTER SCHOOL CLUBS

\* During Work Time children carry out activities in the different interest areas, following their interests and plans being supported in their learning and inquiries by their teachers who assume the role of partners in play..

The school day is structured for the Elementary School Classes as follows:

- 1) Lessons are delivered in both English and Italian almost on a daily basis and the daily schedule will include both single subject instruction as well as lessons based on the units of inquiry.
- 2) Language, mathematics and Units of Inquiry are both planned and taught by the Italian and English class teachers.
- 3) Art, PE, Music, Spanish and French are taught by specialist teachers who plan with the class teachers using the theme and central idea of the units of inquiry.
- 4) All classes attend an assembly once a week.
- 5) Language is taught everyday, either English or Italian.

- 6) Mathematics is taught everyday, either English or Italian.
  - 7) Swimming is taught for the first term, once a week.
- Please refer to the timetable examples as recorded on appendix 2 and 3 for further clarification.

The school day is structured for the Middle School Classes as follows:

1. The curriculum requirement is for 32 lessons a week.
2. The English part of the curriculum (approximately 50%) is delivered by a single multi-subject teacher while the Italian part is taught primarily by subject specialists.
3. Double periods of single subjects have been inserted into the daily schedule to guarantee continuity and completion of unit work.

A sample timetable is attached to the appendix for reference and clarification.

### **Outdoor Play and Lunchtimes For Early Years**

Day Nursery have their morning break from 10.40am to 11.10am

Pre School have their morning break from 11.05am to 11.35am

Day Nursery have their lunch break from 11.40am to 12.15pm

Pre School have their lunch break from 11.45am to 12.30pm

Day Nursery have their afternoon break from 15.15pm – 15.35pm

Pre School have their afternoon break from 15.05pm – 15.25pm

### **Outdoor Play and Lunchtimes For Elementary and Middle School**

Transition - Grade 3 have their morning break from 10:45am to 11:00am.

Grade 4 - 7 have their morning break from 11:00am to 11:15am.

Transition and Grade 3 have their lunch break from 12:30pm to 13:45pm.

Grade 4 - 7 have their lunch break from 12:45pm to 13:45pm.

Transition – Grade 3 have their afternoon break from 14:45pm to 15:00pm.

All children need to have appropriate clothing for outdoor play regardless of weather conditions. There is no provision for supervision indoors at these times.

### **Lunch**

All meals have been carefully planned with the help of a qualified nutritionist ensuring a healthy, well balanced diet with lots of fresh ingredients.

The Local Health Authority does not approve of packed lunches; consequently we will have to comply with this regulation, however our catering service will provide special menus for children who suffer from serious allergies.

In our school teachers are present and active participants of lunch and outdoor break times.

Parents can purchase the lunch vouchers through the school office. Your purchase of lunch vouchers is automatically registered on the front desk computer and a receipt will be automatically issued. A daily electronic register is kept on the children having lunch and as such the corresponding amount will be deducted automatically from the total amount of lunches paid for. The school office will advise you in advance when your lunch vouchers are about to run out.

Please note that the school office needs to be informed, not later than 9.30 am, in case your child will be absent from school on that day.

Please note that in the case of your child feeling unwell in the course of the morning which may result to him/her not eating at school, the school will not be in a position of reimbursing the lunch voucher since the lunch would have been ordered by 9.30 of that day.

If your child suffers from a serious food allergy, it is school policy that a medical certificate is provided in order for the school to be able to request a special diet.

### Mid morning and Afternoon Snacks

The school will provide seasonal fruit, crackers, French toast, cake (twice a month) and water or fruit juices for the two snack periods during the day. Should your child have special dietary requirements please discuss this with the office.

### Parent Communication

- There is a parents notice board outside each classroom for general announcements.
- Most school communications are sent via email and rarely by hardcopy. It is extremely important that you check your emails on a regular basis in order to be kept up to date with school events.
- Please remember to always check in your child's bag or diary in case there is a letter from the classroom teachers.

### Meetings with Teachers as per school calendar

- During September parents are invited to an information evening where they can meet their child's class teacher and the specialist teachers.
- 2 PYP Curriculum evenings which may be followed by class meetings with your child's teacher.
- Parent and Teacher meetings are held twice a year in November and in June.
- Open classrooms occur twice a year.
- Student Led Conferences are scheduled during the Spring term.

**Details pertaining to the additional meetings will be communicated to you at the appropriate times in a letter sent to you via email.**

Additional appointments can be made throughout the year for you to meet with your child's class teacher if you have questions or concerns that cannot wait until the times stated above. These times can be made through direct discussion with your child's teacher and must take place before or after school.

The channels of communication in the school are as follows:

- Initial questions and concerns to be addressed to and by your child's class teacher.
- Should you still have concerns, please address these to the coordinator/deputy head teacher.
- Finally if after meeting with all of the above members of staff and you still remain unhappy, an appointment can be made to meet with the Head Teacher.

### Newsletters

You will receive a newsletter every fortnight, available in both Italian and English. These will contain important information about events, staffing, current school issues, articles regarding Bilingual Education and the PYP Curriculum.

### Portfolios and Report Cards

Portfolios are used to document and assess your child's progress. This is an ongoing document that both your child and the teacher create throughout the school year. They are used for consultation purposes during Parent and Teacher Evenings and for the children to talk you through their learning journey in the Student Led Conferences.

Report cards are sent out to you twice a year. The dates are to be found in the school calendar. They are a reflection of your child's progress and growth, celebrating their achievements and identifying future goals. The reports are written by your child's teachers and some comments will be in Italian and others in English.

### School Photographs

The school arranges for a professional photographer to visit the school in the final term of each academic year and be available to take individual, class and whole school photographs. Parents will receive a form explaining how to order the photographs and all parents wishing to purchase them need to complete and return the form to the office.

With respect to the privacy law, you will be required to fill in a permission form to allow the school to use your child's/children's photograph/s for internal or publicity purposes.

### School Supplies

You will receive a list of things that your child needs to bring to school with them from the class teacher during the first week of school in September. Please label all items clearly with your child's name.

### School Uniforms

You are expected to purchase the school uniform and this comprises of a school T-shirt and jumper. ***It is compulsory for your child to wear the school uniform.*** Your child also requires a set of clothes for physical education lessons (a t-shirt, shorts and gym shoes or trainers). Please label all of your child's clothes clearly with his/her name.

### Accidents and Illness

#### **Accidents**

Every effort is made to ensure that the children are safe and supervised at all times, however accidents may occur. These are usually minor bumps and scrapes which will be dealt with by our qualified First Aid staff. The staff will record these accidents and inform you of them when you collect your child.

In the case of more serious injuries, you will be contacted immediately. If, for any reason we are unable to contact you or any of your emergency contacts, the staff may seek medical advice and if necessary, treatment from the nearest hospital. Please make ensure you complete and sign your child's medical consent form.

#### **Fire Drills and Evacuation**

In the case of an emergency, teachers are trained to follow the school's emergency evacuation procedure to ensure all children's safety. The school administration team will then follow the emergency communication network and contact all parents to inform them of the given situation.

The school organises periodical staff training for safety and fire regulations. The school has a contract with a local authorised agency which assists us on any issues regarding fire and safety. By Italian law, two fire drills need to be held every year.

#### **Illness**

If your child is ill, please keep him/her at home until they are fit for school. Should your child be sick with a contagious illness, the school requires a certificate from your doctor, stating that the child is now able to return to school.

***A list of infectious diseases and exclusion times is included for your reference in your enrolment pack.***

Children with diarrhoea, vomiting, conjunctivitis (even if they may not run a high temperature) and head lice ***must*** abstain from school until fully treated.

#### **Medication**

It is school policy not to administer medicines such as tachipirina (paracetamol), cough mixtures or antibiotics. However in the case of life-saving medication, the school can request from the local Health Authority the permission to administer these under the following conditions: Parents will need to submit to the school office

a) a medical certificate on which it is clearly stated the child's name, the name of the medicine, the quantity and the frequency of administration.

b) a written request by the parent which authorises the school for administering the relevant medication.

For further information, please contact the school office.

#### **Vaccinations**

Early Years children who have vaccinations must remain at home for the first 24 hours and can be brought back to school when they have fully recovered.

### Swimming

- All children from Grade 1 to Grade 5 will participate in a weekly lesson during the first term of each academic year at a pool close to the school. This is a compulsory part of the curriculum and all children are required to attend these lessons.
- Swimming is scheduled in the time table and takes up one of the two weekly Physical Education lessons.
- A medical certificate is needed if you withdraw your child from the entire swimming program, and in such a case you will be expected to pick up your child from school at the time the classroom lessons end.
- If your child is unable to swim for a week, please write a note to the teacher or speak to them at the beginning of the day.
- Any child who is unable to swim should either be collected from school at 13:30 or will sit beside the pool with the teachers during the lesson. It is not possible for supervision to be arranged on school premises.
- Your child must have a swimming hat. This is a rule of the swimming pool.
- If your child needs to dry their hair after the lesson, please send money for hairdryer tokens with your child or hand the money to the class teacher at the beginning of the day.
- The boys only need one token per session. The girls usually use two tokens per session.
- Children will be transported to the pool by coach and the cost of this is not included in the school fees.

### Outings and School Trips

Trips and outings to places of interest will be arranged by staff throughout the course of the academic year. These form an integral part of the curriculum and all children are expected to attend. You will be required to fill in a parental consent form at the time of registration. This is kept with your child's school records.

Grades 4 – 8 will be expected to participate in Residential School Trips at different times during the school year.

The office staff will offer clerical support for the organisation of school trips and outings, including the booking and organisation of all transportation required.

### Pre and After School Care Service

- 8.00am – 9.00am in Monza school
- Should you require such a service for your child who attends school in Villasanta, please speak to the office to discuss possible arrangements.
- 3.45pm – 5.30pm in Monza school
- Should you require such a service for your child who attends school in Villasanta, please speak to the office to discuss possible arrangements.

**Long term bookings can be arranged at the start of each school year via the Monza office.**

**Any Short term bookings when at all possible need to be made 24 hours in advance.**

The fee structure for this service is available from the office.

### After School Clubs

These start in October and end in May. They run from 16:30pm to 17:30pm. Please ask in the office for details of the clubs available as these differ from year to year.

### Private lessons

Our school can organise a series of private lessons through our teacher specialists for a variety of subject areas; musical instruments, English, Italian, French, Spanish and Chinese language. These are open to both children and adults and the school office will be happy to assist you with more information.

### The Library- Media centre- Monza

The school library- media centre plays an important role in the whole learning process. The school libraries at both sites are equipped with a computer area, internet access TV, projectors and an interactive whiteboard where pupils can go during normal lesson time to carry out research for their inquiries. Students and teachers have access to a variety of resources, such as fiction and non fiction literature, journals, DVDs, and other audio-visual materials. Our vast variety of library books come up to almost 20,000 volumes and are accessible to the whole school community.

At the Monza site there is a full time school librarian who not only takes care of the general organisation and running of the library, but also works closely with the teaching staff and children.

The Library is open from Monday to Friday from 9,30 to 5,30 pm – with the exception of when library lessons are scheduled as indicated in the different class timetables.

Every child can access the Library at any moment and can borrow up to a maximum of 5 books for a 2 week duration. In order to extend the book loan period the librarian needs to be notified.

Parents are welcome to visit the Library during opening hours, and at the end of the school day with their children.

Missing or damaged books need to be replaced by families, and the librarian will explain what the procedure is.

Please, consult the Librarian in case you need any further information at : [library@playenglish.it](mailto:library@playenglish.it)

### The Library Villasanta

The Library is open from Monday to Friday from 9,30 to 12.00 noon for pupil access and after 3 pm for both parents and children, depending on the Librarian's availability at the Villasanta site. The loan regulations are the same as per Monza site. Given the age of the children at the Villasanta school, children will be taught how to use the library electronic loan system so that a degree of independence is built when borrowing books from the library.

Parents are welcome to visit the Library during opening hours, and at the end of the school day with their children.

Missing or damaged books need to be replaced by families, and the school librarian will explain what the procedures are.

### Safety and Internet use

The school has taken the necessary measures by installing appropriate filters which will ensure a safe use of the internet at school.

### Personal Belongings and Toys from Home

The school is not responsible for the loss or damage of any personal belongings or toys brought in from home. We advise parents to discourage children from bringing toys to school unless this is for a specific educational purpose.

### Lost Property

There is a lost and found property box in the entrance of the Elementary and Early Years sections of the school at the Monza site and in the corridor of the 1<sup>st</sup> floor at the Villasanta site.

### The PTA

Our school has a Parent Teacher Association(PTA) whose role is to organise parental involvement in the school through, events, fundraising and social occasions. The PTA committee is formed by elected classroom parent representatives and by teacher/staff representatives. All parents are welcome to attend PTA meetings – they are not just for committee members and these take place every month.

### The TBL Parent Association

Parental involvement in school has made it possible for a parent group to create a non profit making association under the name of "the Bilingual Library". The initial purpose of this group was to assist and support the school in its endeavours to open and maintain the Middle school section. The TBL association has since broadened its scope by promoting library activities on local territory, by organising fund raising events and by setting up special courses which

supplement the school's after school program and offer the children who are of school age within the local community, the opportunity to learn English at a low or no cost. The TBL association's mission is to promote and disseminate the values of bilingualism and multiculturalism throughout the local territory. Parents who wish to become members of this association or offer their support for any of the events are always welcome and should contact a member of the TBL governing body.

For more information please contact [info@tbl-italy.org](mailto:info@tbl-italy.org)

### **Insurance**

The school has an insurance policy for the whole school population. This offers a comprehensive cover for the times school community members are on school premises and during school trips and outings.

### **Parking and Transportation**

Please be aware that there are parking restriction times and zones during weekdays in the parking areas outside both Monza and Villasanta sites. Parents and carers are requested to pay attention to the traffic signs placed on the streets. For safety and fire regulation purposes, we ask parents not to park in front of the school gates.

The school does not operate a school bus service and as such parents use their own means of transport to bring and pick up their children to and from school. However for swimming, school trips and outings the school will book a coach through a local coach company and parents will be expected to meet the cost of this.

### **Special Events and Celebrations**

The school is a non denominational institution and as such respects and celebrates all cultural events and festivals.

Please find a list of the events below that the school organises on a yearly basis for all members of the school community. For specific dates please refer to the school calendar.

- European Day of Languages in September
- Harvest Festival- before Autumn break
- Christmas Bazaar and Festival of Lights
- Christmas Celebrations and Carol Singing
- Open Days and Open classrooms
- Carnevale
- Book Week
- Della Mason Rewards Day
- Chinese New Year
- Easter Bonnet Parade and Spring Festival
- Sports Day
- Summer Fair
- Spring Concert-Barbeque
- Summer Course
- Other fundraising events

### **Birthday Parties**

Please give class teachers at least 24 hours notice should you wish to organise a birthday party during normal school hours. We welcome birthday cakes (no home made cakes are allowed and please remember to submit a list of ingredients). Drinks and treats for these special occasions are welcome.

For a Birthday party organised on the school premises, we need at least a fortnight's notice. Please contact the school office in Monza for details regarding costs and organisation.

**Monza Office hours**

- Monday to Friday 08:30 - 09:30
- Mon/Tues/Thurs/Fri 15:45 – 16:30
- Wednesday 16:30 – 18:00

**Villasanta Office hours (mornings only)**

- Monday to Friday 08:30 - 09:30

We would appreciate your cooperation in respecting these hours.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

OfficeCoordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 1**

**The Learner Profile**

<u><i>Attribute</i></u>	<u><i>Description</i></u>
<u><i>An inquirer</i></u>	Inquisitive and asks questions. Enjoys learning
<u><i>A communicator</i></u>	Communicates thoughts and feelings with ease and listens carefully
<u><i>A Thinker</i></u>	Shows initiative, questions and solves problems
<u><i>A Risk-Taker</i></u>	Happy to attempt tasks that are unfamiliar and make mistakes
<u><i>Knowledgeable</i></u>	Shows an interest in the world
<u><i>Principled</i></u>	Responsible and has a sense of what is fair and just
<u><i>Caring</i></u>	Helpful to others and protects the environment
<u><i>Open-minded</i></u>	Listens to others and shows tolerance in a variety of situations
<u><i>Well-Balanced</i></u>	Organised, healthy and exercises regularly
<u><i>Reflective</i></u>	Tries to improve and understands own strengths and weaknesses

## Appendix 2



## *Play English/The Bilingual School of Monza*

### **“School-Teacher-Parent-Child Agreement”**

#### *The School will commit to:*

- Respect and acknowledge the parents' role as the child's first educators.
- Respect and acknowledge children's feelings and needs and cater for the whole child.
- Establish a safe, secure and nurturing environment within the whole school community.
- Offer an enriched bilingual model of education in English and Italian with a holistic and child-centered approach to teaching and learning where children are encouraged to reach their full potential .
- Provide a learning context in which English and Italian have equal status.
- Provide a developmentally and age appropriate bilingual curriculum based on scientific research findings and studies
- Promote a multilingual and multicultural environment where diversity is embraced, valued and respected.
- Provide a caring and active learning environment where children can develop self esteem, self confidence and grow into life-long learners.
- Nurture positive and collaborative partnerships among teachers, parents and child.
- Provide Parent Education programs with the aim to raise awareness of our educational model.
- Maintain effective ways of school-parent communication
- Offer effective administrative support, assistance and thorough information when parent inquiries occur
- Respect the environment we live in, and create a shared knowledge and understanding of important and current environmental issues.
- Hire suitably qualified teaching staff.
- Offer opportunities for staff professional development.
- Offer regular feedback to parents on their children's academic progress and development.

#### *The Teachers will commit to:*

- Establish a secure, safe, nurturing and respectful learning environment where children's natural curiosity is fostered and acknowledged as a key to learning.
- Establish a learning environment where multilingual and multicultural diversity is a source of learning.
- Respect each child as individuals and establish trustworthy relationships which are based on shared control and understanding
- Promote and cater for additive Bilingualism.
- Act as Language models and keep the two languages distinct.
- Respect and value the children's mother tongue and home culture
- Develop a sound understanding of the processes by which the children acquire both their primary and second language.
- Implement the school's curriculum through structured planning which addresses the needs of both the whole class and of the individual children.
- Promote the attributes of the PYP Learner Profile by incorporating them in the day to day teaching and practice.
- Adhere to the essential elements of the PYP curriculum and develop them through careful planning and implementation of the programme.
- Acknowledge, and show respect of others' feelings, ideas and opinions
- Plan differentiated-learning lessons and activities that are based on age appropriate and on sound bilingual education theory and practices.
- Adopt a holistic and child-centered approach to teaching and learning.

- Use teaching strategies that promote bilingual development.
- Monitor children's development and progress by adopting appropriate methods and assessment strategies for both primary and second language learners.
- Report and communicate to parents, children's growth and development through effective assessment methods and tools such as, parent-teacher conferences, pupil report cards, pupil-led conferences, portfolios etc
- Build positive and collaborative partnerships with parents and their child.
- Work collaboratively with both teaching and non teaching staff.
- Undergo professional development training.
- Respect and work within the school's policies and procedures

*The Parents will commit to:*

- Understand and share the school's philosophy and goals.
- Work in partnership/collaboration with the teachers and their child.
- Support and value their child's Mother Tongue development
- Develop an understanding of the different stages of second language acquisition and development.
- Understand and respect their child's developmental needs and use these to guide parent expectations
- Have realistic expectations of their child's development and growth in both language and academic domains
- Adopt a positive attitude towards their child's learning experiences and offer encouragement and support for their efforts
- Become informed and develop an understanding of the curriculum.
- Understand and respecting the minimum 4 to 7 year time line for their child's/children's attendance in a Bilingual Program before they start comparing or measuring their progress and performance.
- Provide their child with the necessary materials requested by the school.
- Attend parents' meetings and other parent training opportunities organized by the school.
- Respect drop off and pick up times.
- Agree and respect the school's policies and procedures.
- Be supportive and pro-active members of the school community

*The Child will commit to:*

- Accept and respect all members of the school community regardless of their role, race, nationality, gender, religion, political beliefs..
- Be caring and sensitive to others needs and feelings.
- Engage in self-reflection and evaluation as a means of self improvement.
- Respect others and their property.
- Show respect for opinions and ideas of others even if they may not agree with them.
- Be an active and reflective participant of their own learning.
- Be responsible of themselves and of their actions
- Take care of the school environment and look after equipment and other resources.
- Build a respectful and collaborative partnership between the teacher and themselves.
- Attend school consistently and regularly.
- Adopt socially responsible behaviors when dealing with conflict
- Asking for help and adult support when in need.