

Meg. Languages.
Culture.
Technology.



JourneysLive

Meg Languages Supporting IB Schools

Fully accredited by:



UNIVERSITY
OF
CALIFORNIA





Who we are

Meg Languages (Meg) has been a World Languages provider globally for over 15 years, focusing specifically on schools.

We understand the education and compliance requirements of schools as well as how to successfully embed a learning program within a school environment.

We are WASC and Cognia accredited.

Our programs

Meg is supporting IB PYP/MYP schools deliver on their World Languages requirements through two programs:

1. *Journeys*: a self paced language learning platform
2. *Journeys Live*: delivery of live lessons over video conferencing technology to the whole classroom with teachers based in Colombia/China 2-4 times a week along with support from the *Journeys* platform

Alongside writing a curriculum, teaching and assessing against ACTFL standards, *Meg* provides a support team that works directly with classroom teachers of participating classrooms to ensure the schools are equipped with the documentation to support the IB mission in achieving programme requirements.

Supporting IB schools

Meg understands the requirements for school candidacy and approval and has built its program around them, including support for IB programme implementation in schools.

Collaborative Planning with school teams: Meg regularly meets with school IB coordinators and teachers to align school IB units of MYP and PYP programmes. Documentation and planning collaboration is provided to support the delivery of MYP Global Contexts and the PYP Six Transdisciplinary Themes. Meg's live instruction and *Journeys* self-paced platform incorporates learning experiences that foster the development of the learner profiles' attributes, approaches to learning skills and global contexts, and support the school's educational vision.

Assessment to align with IB: Meg uses a variety of formative assessment methods to guide learning experiences and analyze student progress. Assessment examples during live instruction include paired discussions, polling, and the use of hand signals to gauge student understanding. *Journeys* includes open-ended responses that can be completed through oral or written expression, as well as reading and listening tasks designed to evaluate language proficiency in alignment with IB command terms. These assessments support the development of all ATL Skills: thinking, communication, social, self-management and research. Meg assesses across Speaking, Listening, Reading and Writing criteria through both online assessments through the *Journeys* platform as well as live oral assessments. These are delivered as summative assessments, and can be used as portfolio artifacts at the conclusion of every 10-lesson module, as well as at mid-year and end-of-year assessment periods.



Teacher training: *The Guide to Program Evaluation, Appendix 1, Table 9* recognizes that all teachers are, in practice, languages teachers with responsibilities in facilitating communication and Meg supports school classroom teachers as the 'language teacher' through the support it provides directly to classroom teachers, as well as the resources it provides.

Meg's IB School Client Success Manager is IB trained in Category 3 Role of the Coordinator and has worked as a teacher within an IB school to provide comprehensive and hands-on support to classroom teachers in their role as 'language teacher'. Our Meg curriculum leads work closely with schools to support collaborative planning and ensure alignment with the units of inquiry. Rather than language acquisition sitting separately, the intention is for the curriculum lead to integrate into the school's planning process behind the scenes, so that what's delivered in the language classroom connects meaningfully to transdisciplinary units and aligns with the IB framework for all supported programmes.

To further support schools, the Colombian/Chinese teachers providing the live lessons are IB trained in Category 1 workshops in Language Acquisition at the MYP and Building Your IB Programme at the PYP level. Meg's policy is to train new hires who deliver to an IB school to receive training at the 6-month mark of the year, with all other teachers holding Category 1 training.

Detailed documentation of Meg's alignment to IB

Greater detail relating to different parts of the program can be found in each of the following documents:

[Meg_program_outline](#): general outline and understanding of the Meg products as a preface to the following alignment documentation

[IB Languages Policy](#): shows how the Meg programs map to the IB Language Policy

[IB Standards Mapping](#): demonstrates how Meg aligns to the IB Programme Standards, Practices and Evaluation for MYP and PYP programmes.

[Subject Guide Overview](#): example of our MYP mapping for Spanish to IB

[Unit Plans](#): IBMYP Unit Plans for example modules

[Example Rubrics](#): IBMYP Rubrics for Oral, Online and Writing Assessments example for a module

Current Schools it is supporting:

Below are a list of the following schools Meg is supporting in the US - it is also supporting IB schools in other countries.

- Austin Elementary School, Harlingen, TX
- Bronx Park Middle School, Bronx, NY
- CIS 303: The Leadership and Community Service Academy, Bronx, NY
- Cultural Arts Academy Charter School, Brooklyn, NY
- Gateway Elementary School, Nashville, TN
- Helen Keller Elementary, Royal Oaks, MI
- Houston Elementary School, Harlingen, TX
- Legacy Academy of Excellence Charter School, Rockford, IL
- Lucero Elementary School, Bronx, NY
- Madison International Arts Magnet Middle School, Madison, TN
- MS 266: Park Place Middle School, Brooklyn, NY
- Neely's Bend K-8, Nashville, TN
- PS 333, Manhattan School for Children, New York, NY
- Southgate Elementary, Anne Arundel County, MD
- Stratton Elementary, Nashville, TN
- Sunset Elementary, Anne Arundel County, MD
- Thompson K-8 International Academy, Southfield, MI
- Vernon World Language, Harlingen, TX



Here at *Meg*, we believe technology makes it easy to inspire the next generation of global citizens.

We believe that learning a language can open doors that may otherwise remain shut. Learning should not be limited to the four walls of the classroom, and it doesn't have to be.

