

Scots College

Language policy 2022

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Language policy

Rationale:

Scots College draws on its founding presbyterian heritage in the Scottish tradition; is situated in a modern Aotearoa New Zealand context; aims to educate caring citizens who think globally and act locally.

More than a communication tool, languages express students' cultural understandings, new learnings, and sense of communities. All these are enhanced and broadened by mastering mother-tongues languages and acquiring additional languages to the highest possible level.

Scots College's language profile:

For the most part, English is the language used as the medium of instruction and communication, both internally and with the wider community. The college employs staff as special liaison persons with families/whānau of the Māori and Pasifika communities.

The college embraces the use of Te Reo Māori and New Zealand sign language.

In the Junior School, Te Reo Māori is taught to all students as an additional language.

In Year 7, students experience a class carousel of four languages (Te Reo Māori, Spanish, French, Chinese) over the first half of the year. For the rest of their Middle School years, students choose to study one of those four languages or English acquisition - for those who have mother-tongue language other than English (*MTLOTE*). Having a language acquisition subject is compulsory in the Middle School.

Continuing with the study of an additional language in Senior School is encouraged, but it is not compulsory (other than for IB Diploma students). In the IB Diploma years, students may continue to study an additional language from previous years, begin learning a new language and/or (where possible) study literature in a language that the student has a native speaker or near-native speaker level of proficiency.

The college actively seeks ways to support the development of mother-tongue learning for *MTLOTE* students.

Foundation in Special Character:

Acts, chapter 2, recounts what is considered the birth of the church. Language (and multilingualism) plays a major role in these events. On the day of Pentecost, the followers of Jesus “were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.” (Acts 2:4)

A central tenant of the Protestant Reformation is reading and hearing the Word of God in the common language. As a Presbyterian School, we follow this tradition of valuing language-enabling learning and reflection.

Our faith suggests that language is about more than simply giving direction, it is about inclusion.

Purpose, procedures, and guidelines

Section 1 – Aotearoa New Zealand official languages – Te Reo Māori and NZSL

Purpose

This section of the policy recognises that Te Reo Māori and New Zealand Sign Language (NZSL) are the two official languages of Aotearoa New Zealand. Access to these official languages should be available to all.

Procedures and guidelines

1. The College’s Rautaki Kura strategic statement and the IBO mission statement stress the development of global citizens, which necessarily includes a sense of a student’s own culture and the cultures of Aotearoa New Zealand. Te Reo Māori and NZSL should have a purposeful presence in the day-to-day life of the school.

Fundamentally, the staff of the college are encouraged in the use of Te Reo Māori in their interactions with others, in their classroom practices and documentation. Staff are encouraged in the use of NZSL.

The College will continue to use both official languages in large group settings, such as assemblies, chapel services and other official functions/gatherings such as prize giving.

The College will encourage and provide opportunities to staff members to acquire and practise the use of both official languages.

The college will actively seek to employ staff with an openness towards incorporating the NZ official languages in their work. This includes mātanga reo.

Staff should be generous in sharing their knowledge of te reo, tikanga and mātauranga Māori.

The professional learning committee will engage external providers for occasions of whole school development in NZSL, Te Reo Māori, tikanga and mātauranga Māori, so as not to tax the time and energies of its own mātanga (experts).

Note 1: For a number of years, it has been common practice, at the end of each chapel service, for the grace to be both signed in NZSL and spoken in Te Reo Māori. Often the grace is then repeated in English and signed in NZSL at the same time.

Note 2: At the time of drafting this policy, the college employs, through the benefit of a grant, a NZSL interpreter in support of a profoundly deaf student. The interpreter's presence and mahi (work) are an important part of assemblies and chapel services. All students benefit from the interpreter, at the very least as a lesson in inclusion.

2. The use of Te Reo Māori should be evident campuswide and most particularly in classrooms. The use of te reo is integral to the development of mātauranga in the context of the NZ curriculum.

Efforts should be made by teachers to develop a learning environment in the classroom that actively makes use of te reo. This can be through the spoken word and classroom displays.

Where te reo is part of the poster resources in the room, those resources should be points of reference in lessons from time to time.

Where teachers have developed their own displays, care must be taken to ensure that meaning is preserved – direct translations do not always capture meaning, and words and both English and Te Reo Māori can have multiply meanings. This can be a rich learning opportunity for ākonga (students). Teachers should engage with tikanga as an important part of the use of Te Reo Māori.

Department should plan for the purchase/development of resources that capture mātauranga. This has budgetary implications.

The College celebrates Te Wiki o Te Reo Māori as a special event that sees the increasing use of Te Reo Māori and its integration with NZ English.

Teaching staff are encouraged to make full use of Te Kete Ipurangi when planning for NZ curriculum delivery. <https://www.tki.org.nz/>

Bilingual signage should be developed for the campus.

3. The use of NZSL should be regarded a part of everyday campus life.

The use of NZSL is encouraged in both hearing and hearing-impaired groups.

The College celebrates NZSL week as a special event that sees the increasing use of NZSL and its integration with both Te Reo Māori and NZ English.

Where there is a need, the College will engage with community groups with hearing-impaired members and Ko Taku Reo: Deaf Education New Zealand.

4. The College will actively support Te Reo Māori speakers and learners.

The staff are expected to follow tikanga related to te reo.

Staff are encouraged to make use of fundamental te reo through mihi (greetings), tautoko (support), whakatauki (wise words/sayings), whakahau (encouragement), waiata (singing/song) and pepeha (introduction in the Māori tradition).

Te Reo Māori and Te Ao Haka will be taught. The College will commit resources to ensure the ongoing delivery of these subjects. Te Reo Māori will be taught to all students in the Junior School as a PYP language. Te Reo Māori will be taught to all Year 7 (MYP Year 1) students in the language acquisitions subject carousel.

The library will maintain sufficient quality reading material (pukapuka) in Te Reo Māori as part of its collection.

5. The College will actively support participation in calendar events related to Te Reo Māori and NZSL.

Te wiki o te Reo Māori will be included in the school calendar with planned activities and events.

Matarangi will be celebrated with activities and events leading up to the national celebrations.

New Zealand Sign Language Week will be included in the school calendar with planned activities and events.

Section 2 – Language Acquisition

Purpose

Learning language is fundamental to the development of global citizens, which is central to the College's Rautiki Kura strategic statement and the IBO mission statement. Language acquisition, particularly new languages, is a key part of the IBO programmes and is one of the key learning areas of the New Zealand curriculum.

Procedures and guidelines

1. Much of the learning in the Junior School, particularly in the junior syndicate, centres on language acquisition. In addition to English, which is the main language of instruction and medium for learning, Te Reo Māori will be taught and learned.

Language and culture go hand in hand. Junior School teachers will use engaging pedagogy, such as song, rhyme and storytelling to develop language.

Timetable lessons will be dedicated to Te Reo Māori and a specialist teacher will be employed to deliver those lessons. Junior School classroom teachers will build on and reinforce this learning through tohu (classroom instructions), waita and te ao haka.

In addition to English language needs Junior School teachers will plan in collaboration with specialist teachers and the librarian to ensure an effective programme for Te Reo Māori.

Junior School teachers will collaborate with Middle and Senior School humanities and history teachers to plan for the delivery of New Zealand histories giving consideration to the te reo elements.

It is acknowledged that for a small number of students in the Junior School English is not a home language. The needs of these students are addressed in Section 4 of this policy.

The PYP Co-ordinator and the Deputy Principal Curriculum will keep Junior teachers and specialists updated with IB developments and initiatives related to language acquisition.

2. Half of the student cohort at Year 7 (MYP Year 1) are enrolled from feeder schools. MYP language acquisition teachers acknowledge the prior learning of the other half of the cohort that has continued from the Junior School.

Middle School language teachers should be familiar with the PYP language teaching and learning practices in the Junior School.

Middle School teachers should use diagnostic practices to determine the level of language acquisition skills for newly enrolled Year 7 students.

3. Year 7 (MYP Year 1) students will complete a carousel programme of language acquisition subjects offer in the Middle School.

The language acquisition subject teachers will deliver a 5-week taster unit for each of the four languages for the first two terms of Year 7.

Teachers will have to necessarily differentiate for students who may have some background in the use of each language.

At the end of the second term, Year 7 students will decide on which language they will continue learning for the duration of their time in the MYP. See procedures about home/mother-tongue languages in section 4.

4. The College will provide for the teaching and learning of languages for the MYP.

Sufficient learning time will be provided in the development of the timetable. The current structure will allow for three hours of language learning per week.

The College will provide for five MYP language acquisition subjects: English (ESL), Chinese (Mandarin), French, Spanish, French and Te Reo Māori. Language acquisition teachers will complete MYP training and professional development

The Learning Area Coordinator for languages, the MYP Co-ordinator and Deputy Principal Curriculum will keep MYP language acquisition teachers updated with IB developments and initiatives related to language acquisition. Teachers will follow the MYP framework in the planning and delivery of the teaching and assessment.

The structure of classes and the placement of students within those classes allow students to move through the MYP phase structure with the aim of students reaching MYP Phase 4 in Year 10 (MYP Year 4), for those students who began their middle schooling in Year 7. Where possible the College will provide lower phase level classes for students who enrol after Year 7.

5. Language acquisition learning will contribute to holistic learning in the MYP.

Teachers and learners of language acquisition subjects will participate in the framework elements of the MYP. These include but are not limited to, transferable approaches to learning skills (ATLs), concept-based learning, enquiry approaches, IB learner profile characteristics and interdisciplinary learning.

The College will provide for five MYP language acquisition subjects: English (ESL), Chinese (Mandarin), French, Spanish, French and Te Reo Māori. Language acquisition teachers.

6. Language acquisition learning in Year 11 will prepare students for one of the two qualification pathways in Years 12 and 13 (except for Te Reo Māori, which is currently not offered in the IB Diploma).

Students are given the opportunity to continue their language learning from MYP into Year 11. Beginner-level classes are not available to Year 11 students for the subjects taught in the MYP.

Year 11 students may choose to study a language not offered at the College, at the discretion of the Deputy Principal Curriculum. Those students will be offered a line of study on their timetable to complete a full language course offered by Te Kura (NZ distance learning school). Enrolment in Te Kura courses is facilitated by the Assistant Principal Curriculum. There is a significant additional fee charged by Te Kura for these courses, which is charged to students' parents.

Teachers and learners of language acquisition subjects will be mindful of the two assessment regimes in the final years of Senior School: IB Diploma and NCEA levels 2 and 3.

Students will be provided with opportunities in Year 11 to experience assessments aligned with the nature of each regime.

Students may continue learning te reo by taking Te Ao Haka NCEA Level 1.

Note: IB World Schools in New Zealand have carried out a feasibility review to determine if Te Reo Māori can be offered as a school-based syllabus allowed by the IBO. Currently, there are insufficient numbers across all those schools to implement this. IB diploma students have the opportunity to pursue learning Te Reo Māori as the creativity component of CAS, which is part of the IB Diploma core.

7. The IB diploma requires students to study two languages. One of those two will most likely be a language acquisition subject. Language acquisition learning will contribute to the learning of the IB diploma core.

The College will provide for four DP language acquisition subjects: English B, Chinese (Mandarin), French, Spanish, and French. Language acquisition teachers will complete MYP training and professional development. Any of these languages can be taken as a Language A subject. See the section on mother-tongue for procedures related to that choice.

Students may explore learning other IB language acquisition through online learning with an IB-accredited provider. This option is at the discretion of the Deputy Principal Curriculum.

Students will have the opportunity to study the languages at either standard or higher level.

For students wishing to begin the study of a new language for the IB diploma, Chinese, Spanish and French will be offered each year as the ab initio standard level course. The Deputy Principal Curriculum will determine, each year, if there are sufficient numbers for any or all of the ab initio classes to run and how the classes will be structured – this may be as a separate class or a composite class. Enrolment in an ab initio language is at the discretion of the Deputy Principal Curriculum. Generally, exclusions would be for students who have studied the language in Year 11 or for more than one year in their middle schooling. It should be acknowledged by those counselling students wishing to take an ab initio course that it is a faster-paced course - the assumption being that they have acquired language learning skills earlier. Ab initio language courses should not be regarded as the easier option, in that respect.

Language teachers should use teaching and learning opportunities to address theory of knowledge. Language teachers should provide support to students who choose language acquisition as a subject in composing the TOK essay and be willing to supervise extended essays that relate to the language they teach.

The Learning Area Coordinator for languages, the IBDP Co-ordinator and Deputy Principal Curriculum will keep IBDP language acquisition teachers updated with IB developments and initiatives related to language acquisition. Teachers will follow the IBDP syllabi in the planning and delivery of the teaching and assessment.

8. Students will be provided with the opportunity to study NCEA Level 2 and 3 languages.

The College will provide for NCEA language acquisition learning in all the languages offered as taught classes for the IB diploma. Students taking NCEA Level 2 will be in a composite class with IB diploma Year 1 students; students NCEA Level 3 and/or NZ Scholarship will be in a composite class with IB diploma Year 2 students.

NCEA Level 2 and 3 students may choose to study a language not offered at the College, at the discretion of the Deputy Principal Curriculum. Those students will be offered a line of study on their timetable to complete a full language course offered by Te Kura (NZ distance learning school). Enrolment in Te Kura courses is facilitated by the Assistant Principal Curriculum. There is a significant additional fee charged by Te Kura for these courses, which is charged to students' parents.

The Learning Area Coordinator for languages and Deputy Principal Curriculum will keep NCEA language acquisition teachers updated with NZQA developments and initiatives related to language acquisition. The new NCEA embraces key competencies, big thinking and significant learning of the NZ curriculum.

9. Students may not take a language acquisition subject if that language is their home/mother-tongue language.

Almost without exception, the language learning needs of a student developing mother-tongue or home language cannot be met in a language acquisition class. Further, research shows that learning of both mother-tongue/home language learners and language acquisition learners is compromised when the former group are included with the latter following a language acquisition course.

It is acknowledged that access to language acquisition classes may be reasonable for students who claim a home language but in reality have only listening and not reading as a receptive mode, and neither productive modes (speaking nor writing). Inclusion of those students in a learning acquisition class is at the discretion of the Deputy Principal Curriculum.

Access to Te Reo Māori is important. It is acknowledged that the particular pedagogy and tikanga of Te Reo Māori and Te Ao Haka classes allow for a fully inclusive model.

For procedures related to mother-tongue other than English learners, see section 4 of this policy.

Section 3 – English acquisition in an English medium school

Purpose

The College recognises the unique needs of students who do not have English as a first language, and whose successful access to the curriculum depends on their command of the English language. Meeting the needs of these students is complex and important. It is acknowledged that this group of students is largely, though not exclusively, made up of the international student cohort.

The College recognises that some staff members, including teachers, do not have English as their first language. These staff members, and the teachers in particular, are a valuable resource and role models for the student outlined above.

Procedures and guidelines

1. Students for whom English is an additional language will complete diagnostic testing of their English language capabilities, upon enrolment or arrival at Scots College.

The ESOL (English as a second or other language) department will administer appropriate diagnostic assessments for these students. This made happen in partnership with the International Students department.

2. The Deputy Principal Curriculum, in consultation with the TIC ESOL, the Director of International Students, deans and other Scots staff members (where appropriate) shall determine a programme of study for students who have completed their English language assessment.

Scots College programmes for ESOL students may include:

A fully integrated mainstream programme with mainstream English; teachers of these students will be provided with their English language profile.

A fully integrated mainstream programme with English acquisition (Senior School students in the main); teachers of these students will be provided with their English language profile.

A fully integrated mainstream programme with both mainstream English and English acquisition (Middle School students in the main); teachers of these students will be provided with their English language profile.

A fully integrated mainstream programme with English language support provided by a teaching assistant (Junior School students in the main); teachers of these students will be provided with their English language profile.

Placement in the *Nest*. The programmes provided by the *Nest* are tailored to the individual needs of students. The *Nest* programmes are designed for intense English language acquisition. *Nest* students, generally, will have limited access to mainstream classes. Their transition into mainstream classes is the goal of their individualised *Nest* programme. It is acknowledged that students initially placed in the *Nest* have a command of English not yet sufficient to allow them to access the mainstream curriculum. As such, their transition into the mainstream may be gradual and subject targeted.

3. Teachers, tutors and deans (and the Director of International Students where appropriate) will be provided with language profiles for mainstreamed ESOL students based on their enrolment/admissions assessment.

The administrator (usually TIC ESOL) of the diagnostic test will ensure the results of the tests are made available to the teachers, tutors and deans for the students. This may be achieved through notes in PCSchool and an indication of how to access the information

4. Teachers, tutors and deans (and the Director of International Students where appropriate) will be provided with detailed information regarding students being transitioned from the *Nest*.

The *Nest* teacher will include detailed information to teachers, tutors and deans throughout the period of transition into the mainstream for *Nest* students.

5. Teachers will differentiate lessons to accommodate the needs of ESOL learners in their classes.

Differentiation may include but is not limited to vocabulary lists, key words displays and language-rich activities that require repeated use of concept and process language.

Extra time to allow for language processing, in addition to concept and skills processing.

Teachers will actively seek support for ESOL students when necessary.

6. Teachers will track the language development of their ESOL students.

In addition to commenting on and providing feedback on concept and skills development, teachers should provide feedback to ESOL students on the progress made in their command of the English language.

Section 4 – Mother-tongue languages other than English

Purpose

The College recognises the importance of providing opportunities for students with mother-tongue languages other than English. Those opportunities can be both on campus and through community engagement. The College acknowledges that maintaining mother-tongue languages is inexorably linked to students' cultural expression. Students should have the opportunity to express their conceptual understanding in their mother-tongue though the learning may have been done in English.

Procedures and guidelines

1. Through the curriculum office, opportunities will be sought to help maintain students' mother-tongue or home language.

Placement in language acquisition classes does not provide suitable learning opportunities and outcomes for mother-tongue speakers. It is acknowledged that parents often request this without fully comprehending the needs of their child.

NCEA Pacific language courses are designed for mother-tongue speakers to develop receptive and productive modes alike. This can be arranged on an individual basis. In 2022 a relationship with Rongotai College was established to allow for Samoan language to be supported.

Students with Mandarin as a home language are encouraged to enrol in the Wellington Chinese Language School, <https://www.wcls.ac.nz/>.

Students with Japanese as a home language are encouraged to enrol in the Japan-New Zealand Joint Venture School, https://www.nz.emb-japan.go.jp/visiting_japan/visiting_japan_08_j.html.

Students with French as a home language are encouraged to engage with Alliance Française, <https://www.french.co.nz/>.

Students with German as a home language are encouraged to engage with the Goethe Institut, <https://www.goethe.de/ins/nz/en/index.html>.

Students with Spanish as a home language are encouraged to engage with Wellington Spanish Hub (which offers C1 and C2 courses), <https://www.goethe.de/ins/nz/en/index.html>.

2. The study of home languages is encouraged in the IB Diploma.

Students may study literature in their mother-tongue/home language in the IB Diploma. This choice is encouraged and will be supported by IB curriculum team.

Chinese literature is currently run as a taught class with other languages catered for by the self-taught option. For the latter, the IB Diploma Coordinator and the Assistant IB Diploma Coordinator, will ensure students receive the support needed to complete the self-taught option. This will include liaising with a tutor for the subject (sourced and funded by students' parents) and providing the required information about reading lists. Students considering a self-taught option must first check with the IB Diploma Coordinator to ensure their choice of language is supported by the IBO in the years of their study.

3. Mother-tongue languages are to be celebrated and showcased in official language weeks throughout the year and culturally significant dates.

Where possible, significant cultural events and dates will be celebrated through student activities and events.

The College has already established activities and teacher/student engagement with Chinese Language Week (as well as Lunar New Year), Samoan Language Week, Tongan Language Week. Student and staff are encouraged to further develop these initiatives.

4. With assistance, students should develop conceptual understanding in their mother-tongue/home language.

Teachers should encourage students with a mother-tongue/home language other than English to further research concepts covered in lessons within their own language. This will benefit all in class, when students are able to offer alternative descriptions and understandings related to their home cultures.

5. The college will make provisions for students who require demonstration or validated grades of their mother-tongue for further education outside of Aotearoa New Zealand.

New Zealand education provides very little support for the needs of students who must demonstrate a command of their mother-tongue/home language. As such the College will enrol students in NCEA Achievement Standards for foreign language learners only to provide a validated set of grades related to their school qualifications. This is most notably done for students wishing to study in Germany. *Abitur* equivalence requires validated grades in German (*Abitur* is the German university entrance qualification). Scots College students needing this requirement will be enrolled in Level 3 external German achievement Standards to meet the requirement. This solution is only intended to meet overseas tertiary entrance requirements and is not intended to supplement the credit count for NCEA or UE qualification for use in Aotearoa New Zealand.

Section 5 – Language as a curriculum focus

Purpose

In every potential learning situation, language is the medium for building conceptual understanding and articulating the development of skills. Language-based skills (such as commenting, describing, debating, discussing, and explaining) are common to many curricular and extra-curricular areas.

Procedures and guidelines

1. Scots College will focus on structured literacy as a development tool for learning the receptive and productive modes of language.

The Junior School will develop and use pedagogical practices that help develop the skill of reading, writing, listening, and speaking. The practices will be differentiated to meet the needs of groups and individuals.

The Middle School will build on the practices of the Junior School, recognising that embedding language is key to providing students with the necessary foundation for conceptual learning.

2. Scots College recognises that language has multiliterate facets. Students will be required to demonstrate many types of literacy.

Information is shared in many forms; all can be considered language. All teachers are teachers of language and will provide opportunities for students to develop multiliterate learners. Typically, teachers should plan to develop students' standard literacy (reading, writing, listening and speaking) as well as numeracy, statistical literacy, visual literacy, digital literacy, scientific literacy, cultural literacy, information literacy, financial literacy and media literacy.

3. Planning and teaching will recognise the different language needs of the students at Scots College and use them to enhance learning.

Teachers will be aware of the language profiles of their students. This will include mother-tongue/home language, reading age and any diagnosed learning difficulties. Teachers will utilise tools to determine students' language access to learning materials, in particular, the use of online tools to analyse readability and suggested reading age of resources (<https://readabilityformulas.com/free-readability-formula-tests.php>; https://www.online-utility.org/english/readability_test_and_improve.jsp)

Students with specific learning needs related to language will have suggested accommodations suggested by Āwhina Learning Support, for teachers to use in their differentiation of learning and assessment material.

Teachers will differentiate their lessons and assessments to accommodate the language profiles of students in their classes.

Teachers should use students' language profiles to explore cultural perspectives of concepts and content.

4. For consistency command terms as defined by the IB programmes' guides will be used in years 1 – 11 and for the IB Diploma pathway. For NCEA Levels 2 and 3 the command terms' definitions are provided by NZQA in subject glossaries.

Teachers will be aware of the command terms related to their curriculum delivery in the IB guides.

Teachers will be aware of the command terms provided by NZQA for the delivery of the NCEA Level 2 and 3 pathway.

Teachers will, from time to time, explicitly teach the meanings of command terms.

5. The College will provide resources to cater for the different language profiles of learners.

The College library staff will regularly evaluate the College's library collection to ensure that it caters for the needs of staff and students.

Curriculum departments will regularly assess departmental resources to ensure they support curriculum delivery and access for all students' language profiles.

Links to other policies

This policy should be read and implemented in conjunction with Scots College's

- Copyright policy
- Inclusion policy
- Numeracy policy

References

1. Te Reo Māori: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/tau-mai-te-reo/>
2. Mother-tongue: <https://ie-today.co.uk/comment/the-importance-of-mother-tongue-in-education/>
3. ESL learners: <https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/>
4. Language acquisition (dense research): https://www.educationcounts.govt.nz/_data/assets/pdf_file/0008/6983/instructed-second-language.pdf
5. Language acquisition (the why debate): <https://www.sk.com.br/sk-krash-english.html>
6. Curriculum focus (extended and IB): https://resources.ibo.org/data/g_0_learn_amo_1109_2_e.pdf
7. Curriculum focus (Pacifika focussed but transferrable): <https://pasifika.tki.org.nz/LEAP/Supporting-language-development>

Executive ratification statement

This policy was ratified by Scots College Executive on 8 February 2023.

Review date

This policy will be reviewed in terms 1 – 3 of 2027