



**SHAMBHU DAYAL GLOBAL**  
**SCHOOL**  
**MYP Language Policy**

## **IB 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.

## **SDGS MYP MISSION STATEMENT**

To build inquisitive learning with decisions that develop integrity, responsibility and enhance skills with honesty in knowledgeable and caring young people who connects with each other globally and respect others culture.

# IB Learner Profile

## As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

SDGS, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

### **Steering Committee**

The Steering Committee comprises a representative mix of faculty members, a parent representative, senior student representatives, members of the Governing body, Head of the School and the Coordinators. The role of this committee is to compile & establish, through collaborative effort, the language policy for the entire school. It also oversees the objectives, content, action plan and its implementation. The committee evaluates / reviews the Language Policy every year.

### **INTRODUCTION**

As language forms the basis of all learning, this policy is critical in helping guide our school to achieve its mission. SDGS' language policy has been developed around the needs of our specific school community, programs and local context, with our students at the center. Thus, our language policy document is constantly evolving. The purpose of this document is to serve as a guideline connected to key resources that we use in our language programs at SDGS. Our language policy is shaped by our core values, language ideologies, and our commitment as an IB World School. It is a statement of purpose and action, describing practices for achieving and evaluating our goals.

## **PURPOSE**

According to Hornberger & McKay, a school's language policy is shaped by the school's language practices, language management, and language ideologies (International Baccalaureate 2011). The IB requires authorized schools to have a language policy in place; this policy is to be derived from the school's language philosophy and outline goals for language teaching and learning. It is also a statement of action, describing practices for achieving and evaluating goals, which takes into consideration the particular language factors of the local context (International Baccalaureate 2011).

The specific IB standards and practices that relate to language are:

**Standard A.7** The school places importance on language learning, including mother tongue, host country language and other languages.

**Standard B1.5** The school develops and implements policies and procedures that support the programme(s). The school has developed and implements a language policy that is consistent with IB expectations.

**Standard C3.7** Teaching and learning addresses the diversity of students' language needs, including those for students learning in a language(s) other than mother tongue.

*The above statements are taken from the 2014 IBO Programme Standards and Practice.*

## **School Language Philosophy**

The school language philosophy is to-

- Use English language, in addition to Mother Tongue, as tool for promoting individual development and identity in the social environment
- Recognize and emphasize the use of English as medium of instruction and operations in the administrative functions of the school
- Consciously integrate inquiry through the Mother Tongue to scaffold proficiency in the

medium of instruction

- Sensitize the students to appreciate the world cultures and explore similarities with their own
- Support all teachers in their role as language teachers, considering language to be a primary tool of communication
- Encourage reviewing and introspection of the pedagogy through English Language to endorse collaborative effort and structured output
- Emphasize use of subject specific terminology through the four basic language skills (Listening, speaking, reading and writing)
- Facilitate inter and intra disciplinary learning and intersectional functioning
- Include all stakeholders in the shared responsibility of achieving English Language proficiency

### **CORE VALUES OF LANGUAGE TEACHING AND LEARNING**

<b>Core Value:</b>	<b>Therefore we strive to:</b>
Language is fundamental to learning and permeates the entire curriculum	Provide an appropriate language and learning program in order to allow all students to access their curriculum in a supportive environment
All teachers are language teachers	Ensure all staff members are supported to understand the needs of students learning in a language other than their mother tongue, particularly in English (the language of instruction)
Language learning best takes place in a meaningful context	Students are provided with opportunities to learn language, learn about and appreciate language, and learn through language
A proficient level of literacy in the mother tongue language facilitates the transfer of skills to other languages	Support the maintenance and development of mother tongue directly and indirectly
Language learning is shaped by each learner's background and experiences	Value the students' language and literacy backgrounds as the foundation for additional language acquisition and development
Language is a key component of enhanced cognitive development, cultural identity and self esteem	Foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in more than one language

<p>The acquisition of language links people locally and globally and promotes international mindedness</p>	<p>Ensure that relationship between language and culture is prioritized and explored through the language curricula and beyond in other subjects. Provide opportunities for all students to be exposed to the host country language and culture.</p>
<p>Parents are an intrinsic part of our community of learners and they provide crucial support for language learning.</p>	<p>Parents are involved as organizers and teachers of our mother tongue programs</p>

### **ENGLISH AS THE LANGUAGE OF INSTRUCTION**

English is the working language of SDGS. Although multilingualism and diversity are highly valued, English is the primary language with which SDGS communicates with its community and in which it is committed to providing instruction for learning.

### **ADMISSIONS AND ELL CLASSIFICATION**

SDGS seeks to offer educational opportunities to all eligible students who identify with the school’s mission and our desire to maintain a co-educational school with a diverse student population, representing a range of nationalities, languages, economic and cultural background and abilities

All students at SDGS are expected to be able to benefit from the formal curriculum and hence it is important to be able to determine the proficiency in English for all students during the admissions process.

### **ENGLISH LANGUAGE LEARNER (ELL) SUPPORT**

Our English Language Learners (ELLs) access the core curriculum in mainstream classrooms as we embrace the pedagogical underpinnings of Teaching ESL Students in Mainstream Classrooms. Learning and language support is provided to assist in the acquisition of the English language at all grade levels across the diverse course offerings in the MYP. ELL support is provided through:

- Offering professional development learning and training opportunities to teachers to develop and refine ELL instructional strategies;

### **MOTHER TONGUE SUPPORT**

Mother Tongue is the term used for the language that the student predominantly uses at home, and/or outside the school environment. SDGS recognizes the importance of

maintaining mother tongue languages and therefore offers a range of formal and informal mother tongue support. This involves:

- Presentations to parents and community groups;
- Educating all stakeholders on the vital importance of maintaining mother tongue language for our students;
- Through parent information sessions, encouraging Fee Supported Mother Tongue classes within the schedule during the World Language block within the MYP;

## **LANGUAGE ACQUISITION COURSES**

In the MYP, placement in Language Acquisition classes is made on entry through discussions between parents, students and relevant staff members

*Language Acquisition* (in the MYP) are curricular terms for a second or learned language for a student. SDGS offers the following Language Acquisition courses as a part of its formal curriculum: French and Sanskrit.

The aims of the teaching and learning of MYP Language Acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritage
- develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from their own and other cultures, leading to involvement and action in their own and other communities
- foster curiosity, inquiry and a lifelong interest in language learning, within an enjoyable setting.

*Language acquisition guide for use from September 2014 or January 2015 page 7*



## **PHASE DESCRIPTIONS**

Phase 1: Students understand and respond to simple phrases, statements and questions. They identify basic messages; facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.

Phase 2: Students understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience

Phase 3: Students understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.

## **CRITERIA FOR TRANSFER TO THE NEXT PHASE OR LANGUAGE AND LITERATURE COURSE**

In all three IB programmes, language learning is recognized as a developmental process where there are opportunities for students to build on prior knowledge and skills in order to help them progress to the next phase/course of language development. The following criteria and requirements will be used when transferring students:

1. When a teacher has gathered enough data about the student to support the transfer.
2. When a student is regularly achieving levels 7- 8 across most of the criteria or when the teacher trust that the student is ready to move to the next phase based on his professional judgment.
3. When the following phase in LA or the L&L course has enough space to transfer the student.

## **COMMUNICATION OF THIS POLICY**

A shortened version of this policy will be printed in the student handbook and parent handbook and on the website. The full policy will be made available to staff and faculty and will be part of the orientation at the start of each academic year.

## **POLICY REVIEW**

According to Hornberger and McKay, language planning includes language policy as both problem solving and an interactive democratic practice (International Baccalaureate, 2011). To this end, a representative group will review the SDGS Language Policy regularly. The Senior Leadership Team will regularly review the implementation of the policy in classrooms and throughout the school.

## **WORKS CITED**

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## **LANGUAGE POLICY COMMITTEE**

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