



VICTORIOUS KIDSS EDUCARES

Language Policy

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LANGUAGE POLICY

PHILOSOPHY

We, at Victorious Kidss Educares, believe that language is fundamental to learning. Development of language is critical component of the education of students; it also develops students as critical thinkers, risk-takers, inquirers and open-minded, principled and reflective global citizens. Howard Gardner, the Harvard Professor of Education has evolved the concepts of ‘Multiple Intelligences’ and ‘Learning Styles’. Learning languages helps in building linguistic intelligence; thereby strengthening other intelligence centres. Language is the medium of inquiry and is a key factor in intellectual growth. The acquisition of language is a dynamic, life-long process that permeates all learning. Languages enable us to communicate with and understand other people and to understand how the world works. Multilingualism fosters intercultural awareness and international mindedness. Mastery over one language automatically helps in building self-confidence and a charm or magnetism which draws people to what one speaks. This charm or magnetism enhances several folds or several times more if the mastery over several languages is a built up characteristic of a child. We ensure that students learn at least two languages during their school years and strive to learn more languages. We also emphasise on maintenance of students’ mother tongue, since it plays a major role in students learning and inter-cultural awareness. We acknowledge the cultural identity and background of the students and provide opportunities to obtain skills required for building language. Our language philosophy is aligned with mission statement of our school.

At Victorious Kidss Educares we believe that all teachers are language teachers and that language is essential component of teaching and learning. The school recognizes that language, a major means of thinking and communicating, is fundamental to learning, underpinning and permeating the whole curriculum. It is not only about ‘learning the language’, but more about learning through language and learning about language. We believe that Language should be nurtured and that students should develop an appreciation for the richness of language and a love for literature.

Learning language is a complex and developmental process. Different students may be at different stages of language development in each class. Teaching and learning at school must cater for this differentiation by using the Phases provided in IB Language Guides.

“Effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world, and with the self. Such learning is relevant, engaging, challenging and significant. (IBO)”

STATEMENT OF PURPOSE

This language policy is a working document developed by staff and administration from each school programme (FY, IBPYP, IBMYP and IBDP) in conjunction with the Steering Committee. The policy is consistent with the stipulated principles and practices of the IB. This document outlines our school’s linguistic and academic goals and defines the programme designed to help our students attain these goals. This policy is intended to provide an overview and guiding principles for language learning at Victorious Kidss Educares which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment.

LANGUAGE PROFILE OF THE SCHOOL COMMUNITY:

The learning community at Victorious Kidss Educares is diverse having students, parents, teachers and staff from various cultural and linguistic backgrounds. An overwhelming majority of students are Indian from various regions of India, each region having its own regional language. Hindi is the national language of India. All the students use English as the language for communication. Almost all the Indian students and parents are bilingual or multilingual and speak English, Hindi and their regional language.

LANGUAGE COURSES OFFERED BY SCHOOL

To cater to these diverse cultural and linguistic needs school has made the following provisions for teaching languages:

- English is used as Language of instruction and language of communication for entire school learning community.
- English is taught as first language in PYP and in 'Language and Literature' group for MYP & DP. Hindi is also offered as part of 'Language and Literature' group.
- Hindi/French is taught as second language in PYP. Hindi, French and English options are given as part of the Language Acquisition group in MYP/DP.
- School also offers other foreign languages as extra-curricular activity through Optional Language Club.
- Support for mother tongue is provided through resources and mother tongue clubs
 - Survey is conducted at the beginning of every year for identifying mother tongue needs of students
 - Resource provision through library with the help of parent community
 - Mother Tongue Club conducted by group of teachers, parents and students to give opportunity for students to develop their mother tongue.
- English language learners who are unable to fully access the academic curriculum delivered in English receive specialised instruction in English language acquisition from qualified staff on a regular basis.
- The library and media centre will be equipped with resources to support language learning through books, reading programmes, dictionaries, magazines, journals and newspapers (in English and mother tongue). The resources will cater to the diversity of the school community

LANGUAGE POLICY IN FOUNDATION YEARS (FY):

Language learning has been a major component to encourage lifelong learning which is necessary to start from preschool. It forms a unique instrument catering for the need of all participants of the learning process-the learner (toddler), parent and the teacher.

Says British psychologist Tony Buzan: "At the moment a child is born it's already really brilliant. It picks up language, much better than a doctor of philosophy in any subject, in only two years. And it is a master at it by three or four".

Aims and objectives:

- To learn language through easier, entertaining and most importantly in a natural way.

- To become skilled at modifying and expressing their emotions to fit into different social situations
- To help the child to become more fluent and articulate with their speaking skills
- To develop multiple intelligences of each child to the highest level.
- To strive to foster in students the ability to think and explore themselves with clarity, confidence and imagination in at least two-three (2-3) languages.

LANGUAGE POLICY IN PYP:

Language plays most important role in all the learning in PYP. It is the connecting element for within the programme of inquiry and subjects. It is also an essential vehicle for inquiry and construction of meaning. It helps student's conceptual development and development of critical thinking abilities.

Language development (English and Hindi) is the responsibility of all teachers, specifically the home room teachers. Towards maintenance of high standards of creative reading, writing and speaking, we, as and when required, involve a language specialist to assist the homeroom teacher. For developing French as the second language school hires specialists in French who collaborate with the homeroom teachers for integration.

Language teaching and learning in PYP is informed by the latest IB publications. The language learning happens as per the developmental phases mentioned in 'PYP Language Scope and Sequence'.

LANGUAGE POLICY IN MYP

The language learning in school provides students with opportunities to consider issues from various perspectives so that they develop international mindedness and learn about own and other cultures. Communication is both an objective and an assessment criterion in all the MYP subjects offered in the school.

AT VKE, students are provided with a sustained opportunity to learn at least two languages in every year of MYP.

Language and Literature Course (Language A)

Study of quality literature allows student to become proficient in language learning, understanding and its appreciation. This rigorous course develops linguistic, analytical, critical and communication skills which help in conceptual development across the subjects.

Language and Literature course is normally offered in the best language of the student who is a native or near-native speaker. Besides English the school offers the host country Language as an option in Language and Literature course. Students who are proficient in Hindi can opt for Hindi as Language and Literature course in MYP

Language and Literature Course Options

- English (Language of Instruction)
- Hindi (Host Country Language)

Language Acquisition Course (Language B)

Through this course students are provided with a sustained opportunity to learn one more language. The main aim of this course is to encourage students to gain competence as critical, competent communicators over the five years of study. Language Acquisition objectives allow students to become multiliterate. The Language Acquisition subject area is organized in six phases. For the purpose of planning, teaching and assessment, there are objectives according to these phases.

Language Acquisition in MYP at Victorious Kidss Educares offers Hindi, French and English. Learning an additional language fosters communicative abilities/ communicative skills and appreciation and understanding of other cultures. In keeping with the philosophy of the IB, these options are available to the students from MYP year I to MYP year 5.

Language Acquisition (Language B) Options

- French
- Hindi
- English

LANGUAGE POLICY IN DP

The DP can be taught in the working languages. Language courses are offered in two of the subject groups:

Language and Literature Course – Group 1**Language and literature - English and Hindi**

VKE offers language and literature course which aims to develop in students skills of textual analysis and the understanding the texts. Students who are proficient in Hindi can opt for Hindi as Language and Literature course in DP.

Language Acquisition Course – Group 2

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. VKE offers following as Language B in IBDP:

- Hindi - HL and SL Level
- English – HL and SL Level
- French SL
- French Ab initio
- Spanish SL (Online)

(Language Ab Initio: It is designed for students with little or no experience of the target language. VKE offers following as Language Ab Initio in IBDP)

Bilingual Diploma:

IB emphasizes On Mother Tongue Development of the students. One's cultural identity is a by-product of one's interaction with one's social environment. The school environment, hence, contributes heavily in shaping a student's sense of self, stemming from deep-set cultural pride.

English is an instructional language of the school and due to huge parental demand English is offered as Language A. However VKE promotes bilingual Diploma and offers DP students, Hindi as an option for Language A, as it is the host country language and Mother Tongue of most of the students thus enabling a student for a bilingual Diploma.

For bilingual Diploma the school offers Hindi and English languages in Group 1.

Self-taught Option:

In order to further support mother-tongue entitlement, the school ensures provision for self-taught course. This ensures that, even if the school is unable to provide a teacher for a language A subject, a carefully planned self-taught course can be followed, with the student's work being accurately assessed to the same standard as students who have followed the course with a teacher.

Where a student's mother tongue cannot be supported through a taught language A class, the school supported self-taught option is available at language A: literature SL.

The term "school supported self-taught student" is used to stress the vital role the school plays in supporting students who undertake the study of language A: literature at SL without the assistance of a teacher of that language. Even when a student is referred to as "self-taught", the school must still provide support and assistance.

The programme of study for self-taught students is almost identical to that of the language A: literature SL syllabus but with the requirement that all the works studied must be taken from the prescribed list of authors (PLA) and the prescribed literature in translation list (PLT) or, for special request languages, from the approved book list and the PLT (details are given in the Handbook of procedures for the Diploma Programme). There are also differences in procedures for carrying out assessment tasks.

MOTHER TONGUE CLUBS:

Maintenance of mother tongue is central to our cognitive, affective and cultural development. The school offers Mother Tongue Clubs to engage the student in their mother tongue. To this end the library builds resources to support the mother tongue. Parents and community members are invited to help the school in building activities, recognize and support each and every aspect of mother tongue development. Additional languages taught at VKE, enrich our linguistic, intellectual and social growth thereby guiding the students towards higher confidence and self-respect

LANGUAGE CLUBS:

We believe that students should be given a platform to study languages over and above their curriculum. At school we offer a scope of learning one additional language through optional

language club. Students can choose one language from Hindi, French, Sanskrit, Japanese or German offered as a part this club.

INCLUSION / LEARNING DIFFERENCES / LANGUAGE SUPPORT PROGRAMME:

When a student has been identified with language difficulties support is provided through Language Support Programme. These students are given support and resources, so that they reach a certain level of Proficiency in English Language.

The Learning Support department works with teachers to help them meet the needs of students identified with special language learning needs. This support may be formalised through an In-class Support Plan or an Individual Education Plan and may involve short and long term interventions. If the identified student speaks English as an additional language, the Language department works closely with the Learning Support department and other teachers to provide the best service for the individual child.

ESL Support:

The ESL (English as a Second Language) Department supports the needs of students from vernacular backgrounds or the students who have limited skills in English.

Students are assessed at the time of admission for their English proficiency. Also, in the beginning of the academic year teachers assess the English Language skills of the existing students. In Diploma Programme students are assessed by the ESL department using standardized tests. Depending on the result the student is given the opportunity to receive learning support from the ESL department. This includes reinforcement in grammar, vocabulary, writing and reading.

ROLE OF TEACHERS IN DEVELOPING LANGUAGE:

All Teachers at VKE are language teachers and have a responsibility to develop student language through their curriculum. In their day-to-day teaching and learning they develop the language of students through scaffolding of command terms and terminology, connecting present knowledge with prior knowledge, developing self-affirmation in student and by extended learning.

PROFESSIONAL DEVELOPMENT IN LANGUAGE AND LEARNING:

As it is an expectation for all teachers to be language teachers, on-going training focused on integrated language instruction will be offered throughout the year. The school is committed to providing embedded professional development for language learning across the curriculum. The school recruits teachers who are fluent with English (Reading, writing and speaking) and often conducts Language Learning Training for non-academic staff. For specialist subjects the school recruits staff proficient in that particular language. The school works closely with British Council and sends the teachers for professional development workshops.

ROLE OF PARENTS IN STUDENT LANGUAGE DEVELOPMENT:

Parents play significant role in student's language development. School involves parents to develop the language profile of the child. Parents are given option to choose the languages that the student will learn at the time of the admission and when graduating from PYP to MYP and then to DP.

Parents are also encouraged to help the school build up resources for mother tongue development. Parents who are proficient in their mother tongue are requested to help the school in the mother tongue clubs.

The school language policy is published in the parent handbook and on the school website. All communication is sent home in English. Parents can access the school website for assignments and current news as well as learning resources. Parents have regular meeting with the respective programme coordinator to share the student's score and to set goals together for language acquisition.

Parents are an integral part of our community of learners and provide tremendous support for language learning at Victorious Kidss Educares. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency.

LANGUAGE POLICY LINK TO OTHER POLICIES

This policy is a working document and is actively linked with the other policies of the school which include admission, assessment and academic honesty policy. This policy has been made considering the latest IB documents.

Admission Policy

- Applicants are required to complete a Student Background Survey that indicates their proficiency in their mother tongue, English and other languages.
- We screen applicants through various assessment procedures which include English language proficiency test.
- We conduct on-going assessment of students' academic and language accomplishments and needs.
- We collect samples of students' work to document linguistic and academic growth in language.

Assessment Policy

- Language learning follows different stages, students learning/ acquisition varies from individual to individual. Language teachers will assess language skills - reading, speaking, writing, listening regularly and use differentiated strategies if required. Assessments will provide information on language growth and areas to work on. Following the IB requirement, subject teachers use variety of methodologies to build subject specific terminologies, vocabulary, command terms etc. The support teachers in each grade level along with the language teachers will provide this support. However the students can also express their understanding of a concept dealt within the classroom in their mother tongue/additional language. They will be assessed using different strategies and tools.

Academic Honesty Policy

- We at Victorious Kidss Educares aim at building students' critical and analytical skills and therefore it is mandatory for the students to support their articles, written assignments and essays with references and bibliography. The entire library team conducts bibliography and referencing sessions with the students regularly to keep the school community updated on the format of referencing.
- All teachers may help students with the subject specific language support as they all are language teachers.
- All assignments submitted for grade marks have to be authentic and students' original work.

STEERING COMMITTEE AND REVIEW CYCLE

All Policies in Victorious Kidss Educares are reviewed every year. Steering Committee, which includes Principal, Programme Coordinators, Head of Departments, Librarians, Parent Representatives and Student Representatives, Administrators, share and discuss the progress of the policy implementation. Latest relevant IB publications and developments are taken into consideration. The school policies are then reviewed and changes/modifications are proposed. These changes and modifications are discussed with all the teachers, staff and parents (if applicable). Their inputs are taken into consideration and the policies are finalised and sent to the President for approval. After the approval from the President the policy is finalised.

COMMUNICATION OF LANGUAGE POLICY

The language policy will be communicated to the VKE community through multiple pathways including Orientation, staff meetings, PTA meetings, grade level meetings, E-mails, ERP and school website. New staff will be familiarised with the document during induction.

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