

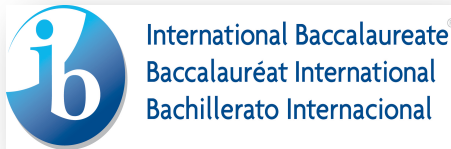


SILVEROAKS INTERNATIONAL SCHOOL BANGALORE LANGUAGE POLICY



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International Baccalaureate Organization

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.



Silver Oaks International School

Mission Statement

To integrate in teaching and learning, the goals for conservation and social justice to develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



IB Learner Profile

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 analyze 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 fore thought 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.

What is language!

A language, of course is not merely a set of grammatical rules or a vocabulary. It is a flash of human spirit, the vehicle by which the soul of each particular culture comes into the material world. Every language is an old-growth forest of the mind, a water-shed of thought, and an ecosystem of spiritual possibilities.

-From "The Wayfinders" by Wade Davis

At Silver Oaks, language is essentially about communicating thoughts, feelings and ideas. It is considered important to communicate the same in a positive and clear expression. To inculcate this, School developed a culture, which is an inside out approach to enhance all expressions and communications. While language is a set of words, school's culture is an underlying philosophy to develop language as a personality and attitude.

School's Culture

"Speak softly and pleasantly smile always be positive and progressive feel good look good and do good have and show confidence"

Aspiration: At Silver Oaks, we aspire to develop an ecosystem of learners, teachers, parents and visitors who communicate with each other with clarity, understanding and respect.

School's Motto: *Where the mind is without fear and the head is held high*

The motto is also applied in language learning and communication. Students are encouraged to read, write and speak without fear and shed inhibitions. Language is encouraged to be developed as a personality with focus on IB attributes and attitudes.

Languages carousel at Silver Oaks

From Early years to Grade VI in PYP, students learn English as a language, as medium of instruction and mode of communication. English therefore is the 1st language.

From Grade 1, they begin to learn one additional language of their choice. The carousel offers Hindi or Kannada or French. This is called 2nd language.

From Grade V, they learn one more additional language for introduction and familiarity into one more language. This is called 3rd language. Choice is between Hindi, Kannada and French. However, this is for a period of four years only. (This matches with the national requirement)

From Grade IX, which is MYP4, students continue with English & 2nd language.

When they graduate to Grade VII where the MYP begins in the school, they continue with the same language choices.

For students who join the school in MYP classes, language carousel helps them choose according to their proficiency of language from previous schools.

In English and 2nd language, focus will be on the aims of language acquisition and language & literature as recommended by PYP & MYP.

Phases of language learning as suggested in PYP & MYP documents will be used as reference guides to help the progression in learning.

IMP: Progression from one phase to the next will depend on the outcomes in formative and summative assessments.

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 heritages***
- 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 own and other cultures, leading to involvement and action in own and other communities***
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.***

Taken from: Language acquisition guide. Page: 7

The aims of MYP language and literature are to encourage and enable students to:

use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction

develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts

develop critical, creative and personal approaches to studying and analyzing literary and non-literary texts

engage with text from different historical periods and a variety of cultures

explore and analyze aspects of personal, host and other cultures through literary and non-literary texts

explore language through a variety of media and modes

develop a lifelong interest in reading

apply linguistic and literary concepts and skills in a variety of authentic contexts.

Taken from Language and literature guide. Page:6

Silver Oaks focuses on MYP language acquisition global proficiency table to help students stride towards global pathways of language.

Focus: Will be on using the MYP language acquisition global proficiency table, both as reference and a tool.

School will aspire to help students reach phase 6. However, students will be accommodated according to the phases they are in, based on a prior assessment, formative assessments and summative assessments. Progression from one phase to the next depends on the learner outcomes.

Language acquisition continuums will be used as teaching/learning/assessing tools.

Language & Literature

Each MYP language and literature course must include study of a balance of genres.

Each MYP language and literature course must include study of a range of literature.

Each year of each MYP language and literature course must include a world literature component.

Taken from Language and literature guide. Page 7

Novel Study from Grade 1 to 10

Silver Oaks uses '**novel study**' for developing language and literature from **Grade I to 10**.

To give diverse exposures and genres, students are recommended two novels per year level. In the two novels, one novel is by an Indian author and one by a western author. Besides these two personal copies, students are encouraged by a well-equipped class, home and school libraries. Teachers have clear plans for using these novels and other resources for the progression of learning.

Planning a progression of learning

Language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students' progress through their MYP language and literature studies, they are expected to engage with and explore an increasing **range** and **sophistication** of **literary and informational texts** and **works of literature** extending across **genres**, **cultures** and **historical periods**. These texts will also provide models for students to develop the competencies to communicate **appropriately** and **effectively** in an increasing range of **social, cultural** and **academic contexts**, and for an increasing **variety of audiences and purposes**.

MYP Language and literature guide. Page 9

Focus: Through novel study and other multiple resources, school will focus on the development of skills to meet language and literature course objectives.

Teaching, learning and assessing of the same will be done through: **'Oral, Written and Visual communication' by using Phases 1, 3 & 5.**

Language is a result of meaningful experience, engagement and thought

The school believes that meaningful experience and thought provide a stimulating platform for development of language.

All students

- Develop language through Inquiry based learning
- Learn language through stages in Bloom's taxonomy, making thinking visible and thinking routines
- Learn to listen, speak, read and write through diverse contexts within the curriculum and other school events.
- Can Use technology, resources, books and class room engagements to enhance language
- Encouraged to see language as a tool for thinking, inquiring and learning.
- Are encouraged to maintain and value their mother tongue and to value those of other students.
- Are given the opportunity to become proficient in more than one language.
- Exposed to a broad range of literature reflecting a variety of cultures and perspectives.
- Encouraged to develop a love of language and literature.
- Provided constructive and specific feedback from teachers and peers.

Authentic and diverse language and literature learning experiences in the school:

Creative writing policy: A fortnightly task for children to write creatively and assess their work through self, peer or teacher assessments on Monday mornings.

Speakers at Silver Oaks: A fortnightly event to encourage public speaking, oratory skills, confidence and fluency.

Respect for mother tongue: Children are encouraged to respect and appreciate all languages and mother tongue. And various events are created to celebrate mother tongue.

Language days: Hindi, Kannada and French days are planned in every calendar year to develop respect and appreciation for these languages.

School functions: Many Indian languages and foreign languages are included in the school functions to give exposure to students

Language support from the stage of Admissions

Students seeking admission in Silver Oaks go through multidimensional assessment procedures, including English-language proficiency. Past records, current levels in academic areas, language or language-readiness skills are identified and curated. Students are placed in appropriate instructional settings based on the outcomes from entry level tests. Students without English background or fluency are appropriately supported through support classes. Students are placed in the appropriate level based on their language proficiency. Student portfolio is maintained to track the progress in languages and students are given opportunities to reflect and rework.

Mother Tongue Support

Considering the importance of Mother tongue as a base to learning other languages, Silver Oaks encourages students to develop speaking skills in their mother tongue. Although Kannada and Hindi are taught formally, students are encouraged to seek help from home to develop their mother tongues. Parents and grandparents of students are invited to school to build respect and appreciation for different mother tongues. Wherever possible, reading and writing skills are also encouraged through home tasks with the help of parents.

The school celebrates its linguistic diversity by conducting language events during the academic year. Students present skits, poems, short stories, displays etc. to highlight the linguistic culture.

Silver Oak encourages parents and students to speak and develop their mother tongue at home. This strengthens the child's language skills while instilling a sense of importance about his/her culture.

Additional Support

Along with parents, teachers and students, school assumes a collective responsibility to equip the school library and classrooms with resources to support language development in all students. The school has a library and media center which is well stocked with books and provides students with adequate place and computers to research for material.

Role of School leadership

- Use English as the primary language of communication.
- Ensure that policies and procedures regarding language acquisition are developed, implemented and reviewed regularly.
- Share responsibility for development, implementation and revision of the Language Policy and curriculum efforts.
- Support teachers in their delivery of instruction.
- Provide teachers with opportunities for professional development to enhance their own language proficiencies.
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities. Provide funding, facilities, leadership and resources for the successful implementation of the language policy.
- Hold leadership team accountable for the effective implementation of the Language Policy.
- Ensure the planning, delivery, and evaluation of effective professional development to realize the goals of language policy.

Role of Teachers

- Use English as the primary language of instruction
 - Encourage speaking in 2nd and 3rd languages or foreign languages during the respective classes
 - Be aware of how language is learnt or acquired
 - Integrate language instruction with content instruction.
 - Make complex academic content instructionally comprehensible.
 - Create classroom environments that are rich in content and standards.
 - Create ample opportunities for students to read, speak, listen and write through interactive activities.
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- Support and encourage language self-assessment.
 - Give ongoing regular feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
 - Hold high expectations for all students.
 - Work collaboratively to develop culturally inclusive and age- appropriate and developmentally appropriate curriculum and teaching strategies.
 - Integrate appropriate technology that enhances language development.
 - Use a pedagogical approach that enhances language development.
 - Select resources that are linguistically accessible and culturally inclusive.
 - Teach English language skills for social interaction.

Role of Parents

Language, communication and thought begin at home. Therefore, it is imperative that parents are to be considered as partners in language development of children. Parents will be oriented to:

- Have a positive attitude towards English, Hindi and other modern languages.
- Promote the advantages of learning other languages.
- Maintain mother tongue literacy skills in the home or after school.
- Encourage and support their child's additional language acquisition.
- Communicate with other parents to exchange ideas and reduce isolation on ways to help language development.
- Support the expectation that students use English as the language of learning and social interaction on campus.
- Supply multilingual materials at home.
- Be knowledgeable about language program and the various language options available at different levels to help students make proper choices in order to support the schools' efforts.
- Be prepared to make the long-term commitments that is success oriented.
- Encourage language acquisition by providing opportunities and materials that enhance language development.

Role of Students

- English is the primary language of instruction and interaction. Students are encouraged to put in a conscious effort for effective communication in English and other languages.
- Students are expected to use English both in and out of the classroom.
- Language competence is developed through practice and use of the language.
- Importance is given to both students' mother tongue and Hindi which is commonly spoken amongst students.
- Therefore, the school has a flexible policy about the language students' use for social interaction with their peers.

Students are encouraged to:

Acquire information by listening to oral presentations; interpreting print and graphic material and observing and recording practical experiences. Read a variety of texts in the language. Develop speaking skills through activities such as storytelling, oral presentation etc. Convey information by telling stories and explaining ideas. Think logically through inference, hypothesis, analysis, prediction and evaluation. Accomplish practical tasks either individually or by collaborating in small groups. Work collaboratively in group activities that lend themselves to use of the language. Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions. Work creatively by using ideas and materials inventively. Demonstrate respect for others by using English in class as well as in social situations. Develop fluency in English for all forms of communication.

Development, implementation and review of the language policy

Director Education, Principal, PYP & MYP Coordinators and language specialists developed language policy collaboratively. The language policy was developed keeping in mind the cultural and linguistic diversity of the student population and the geographical context of the school. The pedagogical leadership team reviews the language policy annually, to ensure that the needs of students are met and at the same time they are prepared to connect with the dynamic world does annual review.

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