



# 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 inter-cultural 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 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.

## 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 Way finders" 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.

## Language of instruction At Silver Oaks

**English** is the primary medium of instruction. A conscious yet subtle environment is created within the school to encourage students to develop English as a language, expression, thought and communication. It is aspired that through English, students will connect to the world and acquire global perspectives.

All students have the opportunity to become **proficient in English and one second language (French/Kannada/Hindi)**. Students are encouraged to study French, Hindi and Kannada as a second and third language.

## 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.

## Language & Literature

Language & Literature is limited to English as the language of instruction of the school, since students must meet English language requirements provided by the national standards. The development of Language & Literature is crucial as it allows students to make connections within and across subject areas, facilitated by key and related concepts, and Global Contexts. Therefore, all students are required to take Language & Literature in all grade levels.

## Foreign Languages

French is taught to students from PYP to MYP. This is to expose the students to nuances of languages and the omnipresent culture and tradition in each language. Teaching a Foreign Language in the school is to provide a coherent additional language learning experience.

## Language offered

**PYP:** French, Kannada & Hindi as additional languages

**MYP:** French, Kannada & Hindi for Language Acquisition

**DP: French**

All PYP, MYP and DP teachers recognize that language – which includes spoken, written and visual language – is central to learning.

## Languages in IBDP

Students entering in the Diploma Programme from Silver Oaks are expected to have English as their best language as a result of sustained instruction in English over the primary years and Middle Years Program. Thus, English is established as their preferred language, Language A, through which they access the curriculum.

### Group 1:

Silver Oaks has chosen to offer only English language and literature (HL and SL) as Group 1 choice. The choice between HL and SL for each student will be made on the basis of candidate's preference and school recommendation.

### Group 2:

**Hindi** being the host country language is recommended to students as a group 2 course selection in Grades 11 and 12. The school recommends that all students who have had 4-5 years of experience in learning Hindi study HL / SL as per the student profile.

**French** is the other language offered as an option to students who have 4 to 5 years of learning experience in French as HL/SL.



**\*In the 1<sup>st</sup> few years, School wishes to offer only Hindi and French and gradually wishes to include Spanish ab initio, French ab initio and Mandarin initio.**

### **Self-taught Languages:**

Where no teacher of a particular language is available, a student may be allowed to study his/her mother tongue as a self-taught candidate at the Standard Level only. In an International school, mother tongue needs may vary. Support is provided wherever possible.

### **Provision for students who do not have English as their best language for the Diploma programme:**

If there is a candidate who is not proficient in English seeking admission to the Diploma programme, the school will recommend hiring a shadow teacher/ interpreter who is comfortable with the best language of such a student. The student can choose a group 1 language as per his best language and the school will offer it as a school supported self-taught subject choice.

### **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 2<sup>nd</sup> and 3<sup>rd</sup> 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.
- 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-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 & DP 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.

## **Bibliography**

- Guidelines for school self-reflection on its language policy, Online Curriculum Centre, IBO 2012, Web access. 3rd February 2014
- Language and Learning in IB Programme, Online Curriculum Centre, IBO August 2014, Web access, 30th August 2014