

Don Bosco International School Language Policy

➤ VISION,MISSION; PURPOSE AND AIMS

Vision

- To be a vibrant community of learners, innovators and transformers who build a just and caring global society.

Mission

- To create a dynamic learning space where every student and educator practices the attitudes, knowledge and skills to be a happy, socially responsible global citizen.

Core Values

- Trust in a Caring God
- Valuing every Person
- Joy and Optimism
- Innovation and Creativity
- Responsible freedom of Expression
- Integrity, Justice and Equality
- Respect for Nature
- Transformation of Self and Society

Philosophy

As language is the key to all learning, all teachers at DBIS are language teachers.

Language learning at DBIS refers not only to the learning of a specific language, but it includes any and all activities which bring about learning. Language, we believe, is acquired and mastered through holistic practices that reflect the transdisciplinary nature of language.

Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge. Language reflects the values, history, and way of thinking of those who use it, learning another language is a particularly effective means of understanding and respecting others. According to Hornberger (2010), “[i]t is language policies, after all, that have the power to affirm or undermine the language and intellectual resources learners bring to the classroom, and thereby to empower or contain them as future citizens of our globally and gloriously multilingual world”

➤ **Language Profile and Admission Policy**

1. DBIS LANGUAGE PROFILE

Most of our student body speaks English as an additional language. All of our administrative and teaching staff speaks English and the majority is fluent in at least one other language.

2. THE ADMISSION POLICY

Irrespective of the child's age group, an element of assessment is in place when the learner seeks admission to DBIS. The informal assessment takes place through a personal interaction, and a formal assessment is conducted through a diagnostic from Grade I onwards. In the diagnostic the emphasis is laid on assessing the competence in the three R's of education (reading, writing and arithmetic). With this the School Management is able to ascertain the capability and the attitude of the learner as well as the cultural and academic background of the student. This helps in devising appropriate interventions if and when required for the smooth integration of the child in the academic environment of DBIS, as also the child's growth and progress, academically. Let it be clearly understood that this assessment does not result in a refusal to admission.

3. PURPOSE OF THE LANGUAGE POLICY

This language policy is a working document developed by staff and administration from the (IBPYP) school programme. 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 DBIS which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which the staff and the DBIS community are asked to commit to so our school can achieve its mission.

4. BELIEFS AND AIMS

We aim to nurture an appreciation of the richness and diversity of language. Language development in more than one language enriches personal growth, provides cognitive advantages and is essential to the development of international mindedness. As language, by its very nature, is integrated into all areas of the curriculum every teacher within the school is considered a language teacher.

At DBIS, we aim to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages. We strive to address the particular challenges of those students who are learning in a language other than their mother tongue by providing an integrated, well-implemented English program at the early years and primary section. We endeavor to integrate students' cultural and linguistic heritage throughout the curriculum.

5. LANGUAGE OF INSTRUCTION

Don Bosco International School's primary language of instruction is English. All students are enrolled in a Language and Literature course that focuses on the importance of Oral, Visual and Written Language. The course provides students with a guaranteed and viable curriculum that aligns the Indian National and State Board Standards, also with the aims and objectives of Program offered at school.

Early Years Language learning emphasis is on Phonic awareness, reading and listening comprehension, verbal and non-verbal communication encouraging learners to use appropriate words and speak in complete sentences. They are introduced to written expression through letter symbols, words and pictures. They are given experiences to speak to familiar, unfamiliar groups and present to audience.

Primary Years students focus on English Language phonology, morphology, structure and semantics. Learners are empowered to use oral, visual and written language in various academic and social areas of life. They are introduced to different forms of writing, reading strategies and engaged in listening comprehension.

Middle school students are enrolled in the Language and Literature course with objectives focused on reading comprehension and literature studies. In Language and Literature courses, teachers explicitly teach reading, writing, speaking, listening, thinking, viewing, presenting and technology skills to prepare students for success in a global environment.

- Teachers focus on mastery of standards and use appropriate assessments to document student growth.
- Teachers establish high expectations and academic rigor while engaging students.
- Teachers utilize research-based instructional strategies.
- Teachers utilize methods of differentiation to meet the needs of all students.

While the Language of instruction across school is English, students learn additional languages and use of mother tongue is encouraged.

6. LANGUAGE AND MOTHER TONGUE PROGRAMMES

All students are required to study a language in the IBPYP. DBIS offers English, Hindi and Spanish as languages. It also offers other mother tongue languages within their programme. The school believes that developing a child's mother tongue can accelerate the rate of English language acquisition, support achievement in all subject areas, increase self-esteem, and enhance intercultural understanding and international-mindedness.

A. ENGLISH

In each level of the school, students study English language and literature. When students begin the Early Years and IBPYP programme, they study English as their language, as their skills in all four language areas (reading, writing, listening, speaking) enable them to access this curriculum.

B. LANGUAGES OFFERED

At DBIS, the medium of instruction is English. All students will have to study more than one language up to Grade 10.

These may include:

Second Language refers to a language that the student may or may not be familiar with before beginning any academic work in this subject. The level to which the student will study this language will be akin to the First Language (English), except that it will not be the medium of instruction. As far as possible, students are encouraged to continue studying the same Second Language through the Primary and Middle School to prepare them for the forthcoming Board Exam or further studies beyond. This is available to students from Grade I.

Third Language: After students have developed familiarity with at least two languages (English and any other), they are encouraged to try and develop language skills to enable a basic working knowledge of another language as well. Students are encouraged to study an International language. This language option is available between Grades 4 and 5. Crucially, availability of and exposure to languages are dependent on curriculums selected.

Purpose of learning an Additional Language: Learning an Additional Language provides a means of communicating with people from another culture and exploring one's own personal world. Languages link people locally and globally.

As per the Language Policy of the school, Don Bosco International School offers:

- National Language, the national language of the country where the school is located.
- One International Language.

DBIS offers the following Languages as options for II and III Language study:

- Hindi – National Language
- Spanish - International Language

The Languages are taught/learnt with an emphasis on 3 strands:

- Oral Language – Listening & Speaking
- Written Language – Reading & Writing
- Visual Language – Viewing & Presenting

The Language curriculum is designed to serve the regular stream language learners, i.e., the students who fit into the grade level course content as well as the mid-time language learners and/or students who join either in the middle of the year.

OTHER MOTHER TONGUES

Mother tongue development opportunities are offered for students on a regular basis from Jr. Kg through to Grade 5. The school will review the language needs of the students on an annual basis.

PARENT ORIENTATION:

At Don Bosco International School, conscious efforts are made to build Parental awareness about the language programme through school literature, information from school teachers and formal orientation sessions with parents soon after the academic session begins. The main objective is to bring in awareness among the parents about the aims, objectives and opportunities provided at school for Language development.

The Orientation to Language programme is conducted:

- By the Counsellor, during the first interaction with parents when the admission of the child is in progress.
- By the management team, before the beginning of the academic session
- By the homeroom teachers after school begins.

Communication with Parents: DBIS as a school believes in having effective communication with parents. Below are the various ways of communicating with parents to update them about their child's learning and progress:

- **Fortnightly Newsletter:** - Teachers update the topics and events covered during the fortnight and mention the student's learning engagements on all strands of language. The evidences are then collated by the administrative department and sent out to the parents as a consolidated newsletter for the class.
- **Monthly Newsletter:** - Events and celebrations within the school supported with articles by the Senior management and teachers are consolidated in a newsletter and sent out to parents.
- **E-mail/Phone communication** – The school share its official email and phone number. In case of any query, parents are free to contact the school through email or phone between 8.00 a.m. and 4.00 a.m. All the email or phone queries will be answered within 24 hrs. On important communications, teachers will keep the Home room Teacher and Associate Principal in the loop.
- **Parent Conference-** Parent Teacher Meeting/Student Led conference are formal meetings between parents and teachers to discuss children's continuous progress at school and find solutions to academic or behavioural problems. These are scheduled in the school calendar. Ideally for PTMs, the parents meet the Class Teacher as per the time slot to discuss the progress of the child. Meetings are held in the respective classrooms. The teachers communicate about the Consultation Record and progress of the learner during the scheduled Parent Teachers Meets.

During the PTM:

- The Consultation Record and the Progress Report will be discussed in detail.
- Language needs/resources from the web will be shared with the parents for child's home support.
- Motivate the parent to buy/utilize the resources for that particular language at home.
- Special Appointment - Parents who wish to meet the teacher will have to take an appointment with the teacher notifying the time and venue for meeting on any working day. Teacher need to keep the relevant persons apprised of discussions held during such meetings.

Reporting:

The Consultation Records and Progress reports are mailed to parents. The report presents the traits and sub-traits of the children's learning proficiency in all strands of language and it is presented in a comprehensive manner. The comments are supported with a continuum which ranges from emerging, developing, consolidated and proficient. Students are marked based on the learning goals for each subject and their entry points.

➤ LANGUAGE PROGRAMMES OVERVIEW

A. PEDAGOGY:

At DBIS, we recognize that all teachers are also language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and content area classes.

B. CURRICULUM DESIGN:

The Primary School Academic Team which includes all the teachers teaching Early Years and Primary years develop the Language Scope and Sequence defining the conceptual understandings and learning outcomes for the Oral Language, Written Language and Visual Language considering the vertical and horizontal alignment across the Early years and Primary School till Grade 5. The focus is on why we teach/learn what we teach/learn through Language Program in continuous progression. The Language Scope and Sequence is developed with relevance to school philosophy, program objectives and with reference to National Curriculum Framework for Language Development. The Primary School Language curriculum ensures the learners are prepared for Middle School Language courses. The Middle School courses are designed and implemented to prepare students for future learning courses.

C. INSTRUCTIONAL DESIGN:

The Grade Level teachers relook at the Language Scope and Sequences, propose changes if any and create a year plan as per the Unit Timeline. All the Learning Outcomes are mapped through the year to be integrated to large extent or taught as standalone concepts. Language Instruction is planned to integrate with the ongoing unit. Instruction is planned with an inquiry approach to learning and focus on conceptual understanding. Practice and application to real life is the emphasis.

D. ASSESSMENT:

While language acquisition follows distinct stages, students' rate of acquisition varies greatly from individual to individual. Therefore, language teachers assess all language skills (reading, writing, listening and speaking), regularly differentiating through scaffolding or extension as required. Formative and Summative assessments in the classroom provide information on language growth. Language teachers regularly standardize students' work to ensure a fair application of assessment criteria.

Students who are identified as requiring additional support in English to access the curriculum will be assessed regularly to monitor progress. A support team comprising of the homeroom teacher, counselor and department heads with Principal will work towards creating an Individual education program to help meet the needs of the student.

Objectives of Assessment Policy:

Assessment, as already stated, is complementary to the learning outcomes, curricular demands and student capability centric. In a way the major objective of assessment is evaluation, information, correction and reinforcement of concept, content and context.

We provide the students, an opportunity to be assessed holistically. Hence, we implement multiple modes of assessments strategies to consider the overall achievements of the child.

Formative Assessment:

This type of assessment supports learning during the learning process and is at the heart of our school's teaching-learning framework. Our teachers are constantly assessing the child's understanding through a range of formative assessments targeting various skills. This helps us to check for understanding along the way and also provide feedback to students so they can improve their performance.

Summative Assessment:

At Don Bosco International School, we believe that periodically it is essential to evaluate the student's assimilation of knowledge and understanding based on pedagogic philosophy. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and improves student learning and the teaching process; it measures understanding of the central idea; and prompts students towards action.

E. TEACHER TRAINING:

At Don Bosco International School, we believe in the significance of teacher training for the progress of the learner and success of the program.

The objectives of teacher training are:

- To equip the teachers with the relevant program information for planning curriculum and instruction.
- To enhance the teachers ability to facilitate Language learning.
- To empower the teachers to deal with multi ability learners.
- To update with the recent developments in the field of Language learning and teaching.

The teachers are provided with many learning opportunities in multiple forms. To mention some-

- Planning and working in collaboration with Language experts within school and outside.
- Team Reading Sessions or Peer trainings.
- Trainings by experts
 - Role of Language learning in Early years, Primary years.
 - Teaching learning strategies, differentiation in Language teaching.
 - Elements of language learning like introducing phonics, sentence structures, reading strategies, listening
- Comprehension engagements, creative writing etc.
- Sharing Sessions - share the best practices with in the team.
- Teacher Projects – Each teacher chooses to research on one component of language teaching and present to the team.

As all teachers are considered responsible for the language learning and development in learners, Language teaching trainings are provided to all teachers irrespective of the subjects they teach. It is important for the Librarian to be trained to ensure value to the resources procured, provided and planned for Language teaching learning at various levels. The whole team's involvement and efficiency in the conduct of various Language Enrichment activities like Reading, Spelling, Creative Writing or Public Speaking with in school can get better with training.

➤ PARENTS AND COMMUNITY

A. PARENTAL INVOLVEMENT

Parents are an integral part of our community of learners and provide tremendous support for language learning at DBIS. The school uses multiple methods to communicate to parents the critical importance of maintaining academic proficiency in the mother tongue. Parents are involved as mother tongue teachers, buying resources for the library and providing resources for the mother tongue programmes. Parents often volunteer in the classroom, provide support for EAL students or serve in the Reading Next Door Programme. Other parents translate documents and interpret during meetings.

Members of the language policy development committee:

- Ms. Aruna Shetty
- Ms. Shruti Sacheendran (Parent)
- Ms. Shermin Gheesta
- Ms. Lovina Pinto
- Ms. Riddhi Gandhi
- Ms. Jalpa Doshi
- Ms. Vandana Tandon

Next Review: April 2018