

OUR VISION

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

OUR 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.

Don Bosco International PYP Language Policy

2021 - 2022

PHILOSOPHY:

As language is the key to all learning, all teachers at DBIS are teachers of language. Language learning at DBIS refers not only to the learning of a specific language, but it includes all activities which bring about learning. Language, we believe, is acquired, and developed 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.

Purpose of the Language Policy:

The 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.

BELIEFS AND AIM:

The language policy addresses the diversity of students' language needs through the teaching and learning process. The aim of the school's language policy is to provide guidance to facilitate learning and to develop the language skills of each student. It also aims to guide the students to appropriately use the languages available to them. We strive to address the 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.

Through the Teaching and Learning of languages, the students:

- acquire the ability to think, to learn, develop social and communication skills, values and acquire knowledge through language.
- develop their home language or AND mother tongue, the acquisition of which is crucial for maintaining cultural identity.
- develop competency and effective communication through listening, speaking, reading and writing.
- learn an additional language to enrich personal growth, enhance first language development, and promote internationalism. Encourage, through the study of texts and celebrations, an appreciation of the different perspectives of people from other cultures; thereby fostering international mindedness.

DBIS LANGUAGE PROFILE:

Majority of our students have diverse cultural and linguistic backgrounds. All of our administrative and teaching staff speaks English and the majority is fluent in at least one other language.

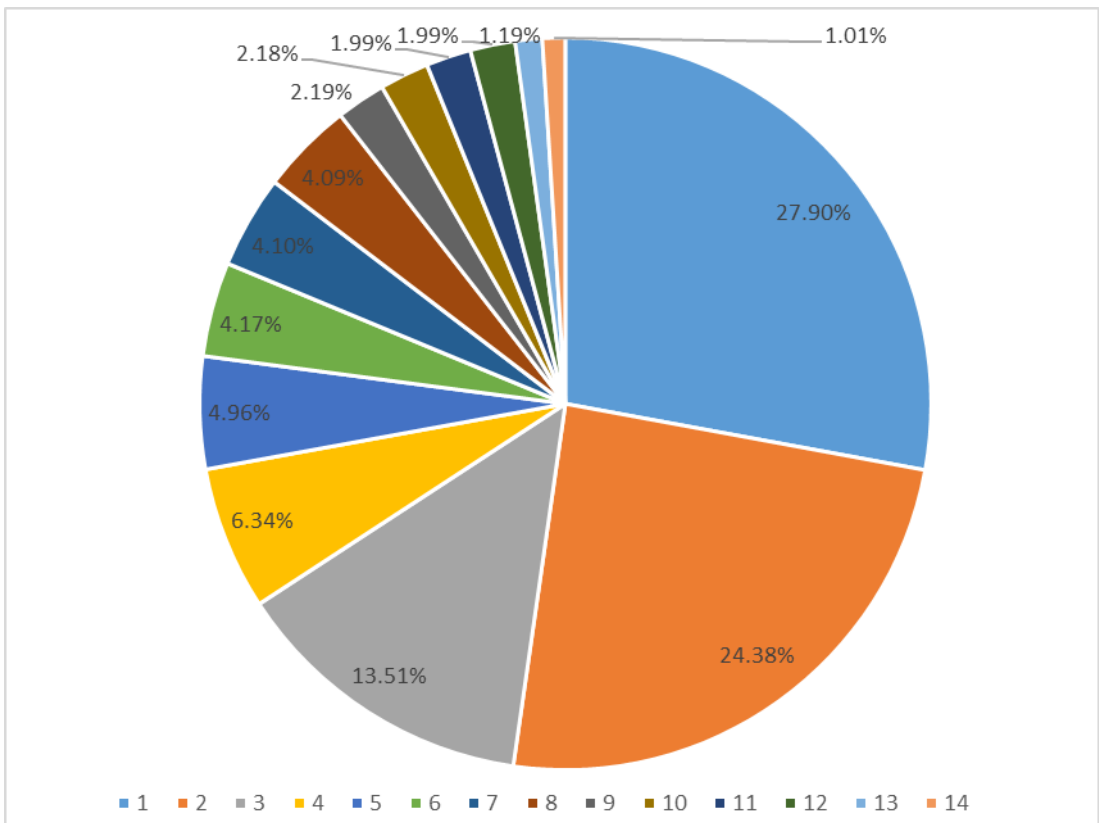
The school believes that multilingualism will enrich the personal development of a child and enhance intercultural understanding and international mindedness.

The following Table summarizes the language profile of the students currently studying at DBIS.

S. No.	Language	Percentage of Students with the following native language/Mother Tongue
1.	Gujarati	29.9 %
2.	Hindi	27.90%
3.	English	24.38%
4.	Marathi	13.51%
5.	Kutchi	6.34%
6.	Tamil	4.96%
7.	Marwari	4.17%
8.	Konkani	4.10%
9.	Telugu	2.19%

10.	Punjabi	2.18%
11.	Tulu	1.99%
12.	Bengali	1.99%
13.	Malayalam	1.19%
14.	Sindhi	1.01%
15.	Others	4.09%

Chart displaying the Language Profile of the Students at DBIS



LANGUAGE OF INSTRUCTION:

At DBIS English is the medium of instruction and is commonly accepted by all the stakeholders. The Language and Literature course 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 the Program offered at school.

Instruction in the Hindi and Marathi class in Grade 1 and Hindi and Spanish class in grades 2, 3, 4 and 5 is in the respective language supported by Bi-Lingual instructions where necessary. (MARATHI 1,2 AND SPANISH 3, 4 AND 5). English is also used in all internal and external communication, collaborative work, and planning. Hindi is used wherever necessary. e.g., newsletters, student feedback/instructions to cater to stakeholders with differentiated language needs.

In the Early Years Language learning emphasis is on phonemic 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 expressions through letter symbols, words, and pictures. They are given experiences to speak to familiar, unfamiliar groups/PERSONS and present to the audience, TO BUILD ON THEIR CONFIDENCE IN THEIR COMMUNICATION SKILLS.

All 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. Teachers utilize methods of differentiation to meet the needs of all students.

MOTHER TONGUE PROGRAMME:

The school organises many events and celebrations such as Hindi Diaw's, International Mother (tongue) Language Day and Literature Appreciation Week are observed across all grades. All stakeholders including parents and grandparents collaborate with the school community to design activities in their native language. This promotes multilingualism and International Mindedness at DBIS.

The school assembly sees a variety of presentations on various regional languages of India. These presentations showcase the richness and culture of the diverse languages through music, dance etc.

The school library also has resources of different languages to promote the language diversity in school and the school continues to add to this collection. The school Library has the available tools students need for understanding and developing their skills, like dictionaries and DIGITAL RESOURCES LIKE RAZ, HEADSPROUT, STORY WEAVER, READWORKS, GLOBAL DIGITAL LIBRARY ETC.

EAL LEARNING SUPPORT:

Although English is the language of instruction and operation in the school, some students may be admitted to the school without complete fluency in the primary section. The school offers an EAL programme (English as an additional language) to support students whose First language is not English. The Learning support department works with the homeroom teacher in conjunction with parents to ensure that the students receiving language support meet appropriate classroom expectations, thereby increasing access to engagement in learning. All teachers are language teachers and with the support from the Learning Support team, we aim at helping students cope with the needs of the mainstream curriculum and the school environment. There are procedures in place to identify and support the needs of the EAL students.

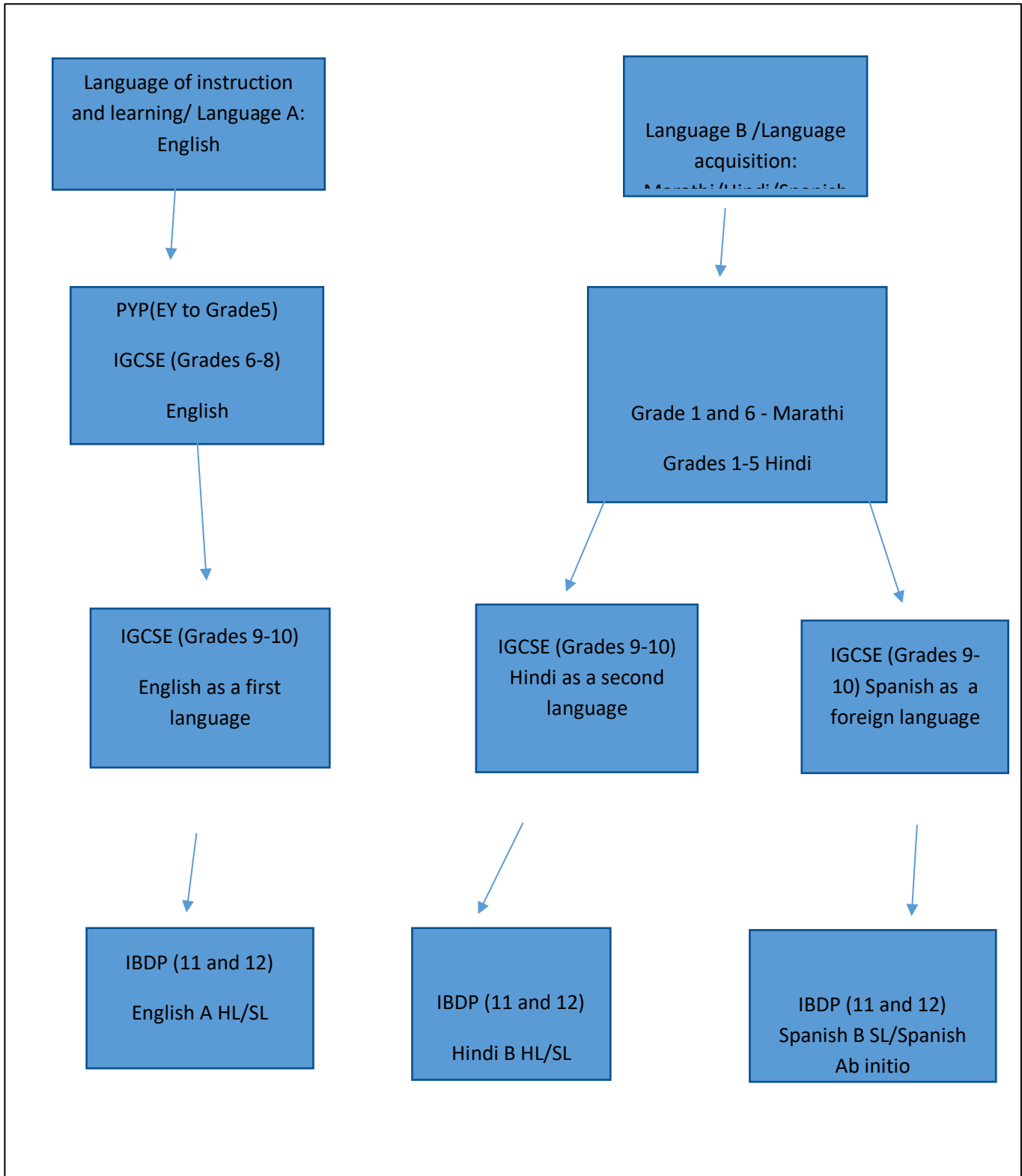
THE SCHOOL CONDUCTS HINDI SUPPORT CLASSES TO ASSIST STUDENTS WHO REQUIRE ADDITIONAL SUPPORT WITH THE LANGUAGE.

LANGUAGE ACQUISITION PATHWAYS:

Language acquisition promotes intercultural understanding and facilitates communication at local and

global level; hence it is integral to the philosophy of the school.

The language pathways followed at DBIS are:



tongue language and the host country language development through a variety of celebrations and events. HINDI WILL BE INCLUDED IN THE SENIOR KINDERGARTEN CURRICULUM

FROM JANUARY 2021 ONWARDS, FOCUSING ON STUDENTS' LISTENING AND SPEAKING SKILLS.

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

Language A - English

In each level of the school, students study English language and literature. When students begin the Early Years and the IB PYP 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.

ADDITIONAL LANGUAGES OFFERED

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

Language B - Marathi and Hindi

As required by the state the Marathi language will be initiated in grade 1 and grade 6 and a gradual implementation of the same across grades over the years.

Hindi, the host country language will be delivered from grades 1 to 8.

Third Language (Foreign 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. At DBIS students learn basic Spanish from GRADE 3 TO 5. In grade 9, students are allowed a choice between the language of the host country and Spanish as a foreign language.

The school will however, from time to time review the changes in the student's language demographics. As per the IB Policy the school will ensure that students are at least bilingual there by promoting internationalism.

PARENT ORIENTATION:

At Don Bosco International School, conscious efforts are made to build Parental awareness about the language programme through school literature, information from schoolteachers 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 THROUGH THE PARENT ORIENTATION, CURRICULUM FRAMEWORK, ALMANAC, AND NEWSLETTERS.

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 language learning and progress.

Newsletters - Teachers update the topics and events covered every 45 days and mention the student's learning engagements on all strands of language.

Monthly Newsletter: - Events and celebrations within the school aligning language are communicated with the parents.

Parent Conference and student progress reports- Parent Teacher Meeting/Student Led conference are formal meetings between students, parents, and teachers to share the students' continuous progress.

Language needs/resources will be shared with the parents for child's home support. The report presents the students' learning proficiency in all strands of language, and it is presented in a comprehensive manner. The narratives are supported with a continuum which ranges from emerging, developing, capable and strong. Students are marked based on the learning goals for each subject and their entry points.

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 a large extent. Language Instruction is planned to integrate with the ongoing unit. Instruction is planned with an inquiry approach to learning and focus on conceptual understanding.

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 teacher's 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 training.

Training by experts (TET INHOUSE - DIAGNOSTIC AND BOOK CLUB)

Teaching learning strategies, differentiation in Language teaching, elements of language learning like introducing phonics, sentence structures, reading strategies etc.

Sharing Sessions - sharing best practices within the team.

PARENTS AND COMMUNITY

Parents are an integral part of our community of learners and provide tremendous support for language learning at DBIS. Parents partner with the school and offer support in facilitating sessions involving the usage of varied mother languages. Parents recommend resources in the form of guest speakers for various celebrations thus fostering multiculturalism. Parent experts often volunteer to lend their expertise in training our students. e.g., debates. PARENTS VOLUNTEER AT THE EAL PROGRAMME TO HELP STUDENTS BRIDGE THE READING AND SPEAKING LEVELS IN ENGLISH.

IN RELATION TO OTHER POLICIES

Assessment Policy- Language learning differs from one individual student to another. Teachers will assess language skills - reading, speaking, writing, listening regularly and differentiating through guidance and enrichment if required. Ongoing and Formative assessments will guide the teachers, students and parents on the areas to work on.

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 Rs of education (reading, writing and arithmetic). With this the School Management can 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 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.

Academic Honesty Policy: The teachers will guide their students in the rightful ways of acknowledging prior work of others. Academic Honesty Policy may be referred for further details.

Inclusion Policy: (DBIS' Learning Support Programme): The inclusive access arrangements provided to a student are planned at the start or early on during the course of study and incorporated as the usual way to access classroom work and ongoing assessments. The school alongwith the Learning Support department makes every effort to ensure inclusive access provisions for various levels of language learning needs wherever necessary.

REVIEW

The language policy will be reviewed annually. The review committee will be led by a member of the Academic Leadership team and will also include the Librarian, the Teachers and Parents of the school.

This document is a work in progress and the review committee will ensure that any revision to the policy aligns with the standards of the IBO, the school's aim towards the language development and changes in the student and community demographics.

Members of the language policy development committee:

- Ms. Meena Saldanha
- Ms. Aarti Malik IBDP coordinator
- Ms. Gladys Gonsalves PYP coordinator
- Ms. Charlotte Fernandes EY coordinator

- Ms. Anita Antao CAIE coordinator
- MS. DIANA WADIA - PARENT
- MS. SWEDHA SHRIRAM - PARENT

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