Smart Innovations School

Language Policy at SIS

(Revised in April 2024)

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SIS Language Policy

Following IB standards were kept in mind while drafting the policy

Standard and Practices (2014)

A.7: The school places importance on language learning, including mother tongue, host country language and other languages.

B1.5a: PYP requirements: The school has developed and implements a language policy consistent with IB expectations.

C3.7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than their mother tongue.

C3.8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

School Mission, Vision and Core Values

https://www.smartinnovationsschool.com/

Our Language Philosophy:

At Smart Innovations School, our mission and vision is the foundation of our language policy. We believe language is a fundamental part of our shared experience and is at the centre of our relationships with each other, our community, and our world.

We recognize that as individuals and groups we communicate in many ways and that we use language to connect and communicate with each other and develop an understanding of our world. We embrace multilingualism to foster personal and cultural identity and international mindedness.

We believe everyone is a language teacher and learner, and that teachers will adapt materials and teaching styles to meet the needs of all students. We engage in authentic language experiences across the curriculum throughout the day and believe that language is best learned through authentic speech as well as specific teaching of the fundamentals of the language (s). We use language to learn more about content, become inquiries, to think critically and to apply our learning as fundamental to lifelong learning.

We value the development of language experiences by promoting and celebrating the host country language and the mother tongue of our students and teachers. We encourage the members of our school community to draw knowledge from their personal experiences to further their language development.

We believe that it is through language learning that we develop the tools to show respect and be open minded.

Our Approach to the Language of Instruction (English):

The language of instruction is English and all students are taught in the language of instruction from Early Years to Grade 7. Students who join SIS with limited skills in the language of instruction are provided EL support in order to access the curriculum. It is recognised that all teachers are considered as language teachers, and reinforce learning of the language of instruction in all classes.

Admission Policy

Applicants complete a student background survey that indicates their proficiency in their English and Bengali. As part of the admissions policy, EL support will be provided to the students who are developing proficiency in English language.

Our Approach to the Development of the Mother Tongue /Host Country language:

At Smart Innovations School we recognize the cultural, personal, and academic importance of a student's mother tongue and therefore Bengali, the language spoken by the majority of the student body, is taught in the PSP. We believe that by creating a rich language environment in a student's mother tongue will stimulate their cognitive, linguistic, and social development, and will enforce their literacy skills.

Students whose mother tongue is not Bengali, are encouraged to use their mother tongue including the other minority languages of Bangladesh through informal means. SIS will work with the school community and all stakeholders to ensure the other languages are alive in the school through various ways such as events like International mother language day. The library will have books of all the languages represented at SIS.

- All students attend Bengali 3 days a week.
- Children will be exposed to age-appropriate books and literature in the Bengali language and other mother tongues represented at SIS.
- Language teachers are provided with opportunities to meet with classroom teachers and identify connections between their curriculum and the various units of inquiry.
- Bengali is supported and encouraged through cultural school events and assemblies.

<u>Supports for Mother Tongue</u>:

- Independent reading in a student's mother tongue.
- Use of curriculum materials in mother tongue when available and appropriate.
- Use of national / Bangladeshi curriculum materials when available and appropriate.
- Performance of songs and plays from countries from different parts of the world through music class.
- Visits by family members and community to share language and culture.

- Participation in school events which celebrate our diverse community
- Building multi-language classroom libraries

Our Approach to Additional Language Learning:

At Smart Innovations School we promote multilingualism and international mindedness as we believe our students will grow to be life-long language learners and demonstrate curiosity and knowledge about intercultural awareness. We strive to reflect and explore cultural perspectives by learning multiple languages. Our students will be able to apply a variety of skills and cultural knowledge to communicate effectively.

Our Approach to English Language Support (ELS):

To develop proficiency in the English language (reading, writing, speaking, and listening), we use the Common Core State Standards and recommended strategies through full inclusion in the general education classroom setting. Students who have been identified as having limited English proficiency are provided EL support inside their regular education classroom. Guided by staff who have EL knowledge/skills/certification, teachers use EL methodology to appropriately deliver instruction to those students who have limited proficiency in reading, writing, listening, and/or speaking English. English Language Learners are supported in the regular education classroom through differentiated instruction and EL support. Students may be pulled out of their regular education classroom for focused instruction as appropriate.

Entry to English Language support - Parents of students who are Non-native speakers request support in English at the time of admission. If it is observed that the student is unable to participate in class/cannot comprehend instructions/is unable to attempt differentiated and simplified writing tasks, the Form tutor draws the Principal's attention to the case. The classroom teachers fill in the referral form and the English Support Teacher observes the child and fills an observation record and conducts a few diagnostic tests to determine the need and extent of support. This report is submitted to the Principal and the parents are called in for a meeting with the Principal and upon obtaining their consent, an IEP (Individual education plan) is drafted and subsequently signed. Monthly reports are shared with parents to apprise them of their ward’s progress. The period of support varies from 1 year or more.

In case a language-related learning disability is detected (e.g. dyslexia, speech disorders, social communication disorders), the student is referred to the SEN teachers.

Exit Card from English Language support

At the end of the recommended period of support the classroom teachers, English support teacher and Principal discuss the student's performance in class and if it is felt that the student has achieved language proficiency sufficient to access the curriculum and handle written and oral tasks independently, a gradual release of support is planned out.

If it is felt that the student can benefit from extending the period of support, it is extended by 3-6 months and reviewed after the support period ends.

Learning Support /Special Educational Needs (SEN)

Children with suspected Learning Support need/ SEN will be observed by the Learning Support /SEN educator and they will then develop a course of action in collaboration with the class teacher and parents. The teacher uses strategies that promote essential language skills in an effort to maximize the potential of each student. Mother Tongue scaffolding is done to enhance the learning and understanding of different concepts. The special education teacher works with students using both "push in" and "pull out" models, as appropriate, and works with the classroom teachers to support the activities in the homeroom.

How we support students learning English:

- Identification of students with limited English proficiency through a home language survey.
- Assessments of English language proficiency by SIS staff.
- Differentiation and accommodations provided.
- Pictures and illustrations provided when possible.
- Books and materials will be provided in the native language when possible.
- Translation of school documents.
- Translation is available at conferences.

Role of All Stakeholders:

Show support and cooperation to implement the language policy in PSP.

Role of School administrators and Pedagogical team:

Provides leadership and oversight in academics by supporting teaching and learning; Providing professional development and mentoring for all staff; Promote co-curricular activities to encourage the use and development of languages; Observe teachers and provide constructive feedback, resources; Establishing organizational norms of continuous quality improvement.

Role of library:

The library plays a central role in SIS by being a hub of knowledge and storehouse for information.It is a centre for each facilitator to collaborate and plan their units. The purpose of SIS library is to provide a variety of resources – to support programmes; to help services in a variety of media; to meet the needs of individuals in the print industry; and to provide resources just for leisure reading or recreation.

Our library is based on transdisciplinary themes which have global significance and are explored using knowledge from six subject areas as well as skills with a powerful emphasis on inquiry. When students need to do research to find answers to the questions during the process of inquiry for their ongoing units. The library plays a central role by procuring and providing a range of resources both print and digital (E-library - RAZPLUS), from Kindergarten to Grade 7, to support the inquiry.

In the SIS library, students learn how to connect the attributes of IB learner profiles, approaches to learning skills and concepts to their Units of Inquiry. Our librarian plans various learning engagements to encourage the students to read and reflect. These planned sessions help learners not only to be a good reader but also to think critically and reflect on their reading. Our goal is to support multilingualism, which is required to support multiliteracies.

Additional Resources and Support:

At Smart Innovations School we strive to support all students by developing a library collection and additional resources reflective of our evolving student body.

Our library includes:

- Internationally minded collection of books.
- Bilingual books (English and Bengali).
- Electronic resources with a language translation feature.
- Regular additions to library collections to reflect incoming students' backgrounds.

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