



## **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 any and 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 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 endeavour 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:**

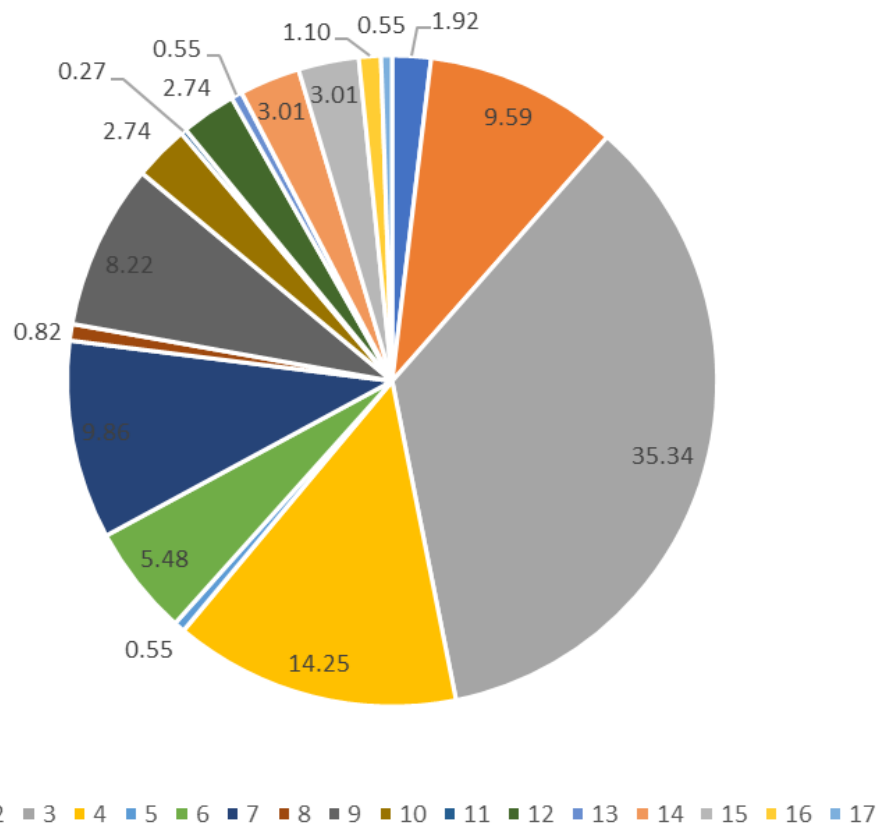
Majority of our students have diverse cultural and linguistic backgrounds. All of our administrative and teaching staff speaks English and the majority is fluent in at least one other language.

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 indicated native language/Mother Tongue |
|--------|------------|-------------------------------------------------------------------------|
| 1      | Bengali    | 1.92                                                                    |
| 2      | English    | 9.59                                                                    |
| 3      | Gujarati   | 35.34                                                                   |
| 4      | Hindi      | 14.25                                                                   |
| 5      | Kannada    | 0.55                                                                    |
| 6      | Konkani    | 5.48                                                                    |
| 7      | Kutchi     | 9.86                                                                    |
| 8      | Malayalam  | 0.82                                                                    |
| 9      | Marathi    | 8.22                                                                    |
| 10     | Marwadi    | 2.74                                                                    |
| 11     | Multani    | 0.27                                                                    |
| 12     | Punjabi    | 2.74                                                                    |
| 13     | Rajasthani | 0.55                                                                    |
| 14     | Sindhi     | 3.01                                                                    |
| 15     | Tamil      | 3.01                                                                    |
| 16     | Telugu     | 1.10                                                                    |
| 17     | Tullu      | 0.55                                                                    |

**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 class across Grade 1 to 5, Marathi class in Grade 1 and 2, and Spanish class in grades 3,4,5 is in the respective language supported by Bi-Lingual instructions where necessary. 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 in order 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 events and celebrations such as Hindi Diwas, International Mother (tongue) Language Day and Literature Appreciation 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 assemblies see 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 Plus, Headsprout, Story Weaver, Readworks, Global Digital Library etc.

### **EAL LEARNING SUPPORT:**

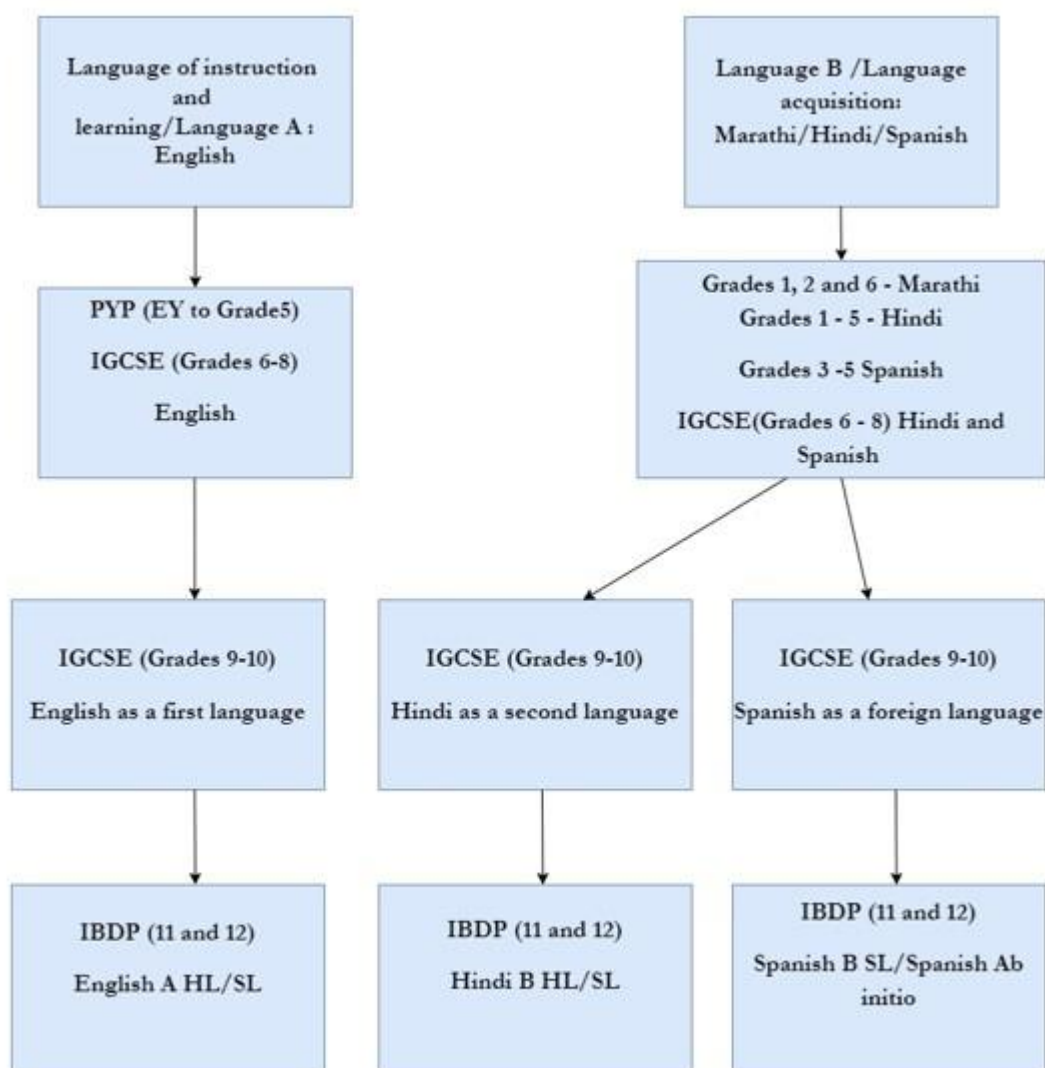
Although English is the language of instruction and operation in the school, some students may be admitted to the school without complete fluency in the primary section. The school offers an EAL programme (English as an additional language) to support students whose First language is not English. The 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 also conducts Hindi support classes to assist students requiring additional help with the language aiding in better acquisition of the language skills.

### **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:



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 is currently delivered in grade 1, grade 2 and grade 6, grade 7 and a gradual progression of the same will be implemented over the years as mandated by the state education department.

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. From grade 6, students are allowed a choice between the language of the host country and Spanish as a foreign language.

In the Early years, additional language instruction is informally delivered and supports the mother 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 Jan 2022 onwards, with focus on Listening and Speaking skills.

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 thereby 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 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 via the Parent orientation sessions, Curriculum Framework, the 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 the students' language learning and progress.

**Newsletters** - Teachers update the content and events covered every 45 days and conveyment 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 Teacher 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 (including Librarians) 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.

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.

Professional Development workshops in the field of language learning and teaching.

## **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 for language based events e.g. debates.

## **IN RELATION TO OTHER POLICIES**

**Assessment Policy-** In the PYP ongoing and formative assessments will guide the teachers, students and parents on the areas to work on. The DP assessment policy is linked with DP Inclusive Arrangements Policy as it mentions the access arrangement provisions for students with learning or physical barriers and the documentation required to that effect. For further information kindly refer [Assessment Policy](#).

## **Admission Policy**

DBIS, enrolls learners with learning difficulties or physical challenges. However, to best support our students, it is critical that honest assessment of special learning needs and our ability to adequately support these needs is determined prior to student acceptance. For early years an informal interaction to gain perspective of the students' dispositions is undertaken for those having attained 3.5 years of age. For enrollments from grade 1 upwards a personal interaction in addition to a diagnostic in the 3 R's of education (reading, writing and arithmetic) is undertaken when a learner seeks admission to DBIS. Let it be clearly understood that this assessment does not result in a refusal to admission. For further information kindly refer [Admission policy](#).

**Academic Integrity Policy:** At DBIS, each teacher takes care that the student is informed and groomed to inculcate the policy of academic honesty. The learner is made aware and implements the concepts of academic honesty by citing and acknowledging the sources referred to or wherever help has been sought. During the classroom interactions the teachers make it a point to appreciate the students' efforts of acknowledging the sources that have been referred to for the purpose of research. This in turn motivates the learner to persist with this value. For further information kindly refer [Academic Policy](#).

**Access and Inclusion Policy:** The assessment policy underpins the varied needs and abilities of all students. The school along with the Learning Support department makes every effort to ensure inclusive access provisions for various levels of learning needs wherever necessary.

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. For further information kindly refer [Inclusion Policy](#).

## **REVIEW**

The language policy will be reviewed every two years. 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.

**Language Policy Committee: 2021 – 2022**

**Principal – Ms. Meena Saldanha**

**PYP Coordinator - Ms. Gladys Gonsalves**

**EY Coordinator - Ms. Charlotte Fernandes**

**Grade Advisor (Gr 3,4,5)/HRT Gr 4 - Ms. Sabrina Mukadam**

**Grade Advisor (Gr 1,2)/HRT Gr 2 - Ms. Nupoor Valia**

**Math HOD/ Grade 5 HRT - Ms. Roanna D'mello**

**Ms. Diana Wadia - Parent**

**Ms. Swedha Shriram - Parent**

**Next review date is August 2023**

**Works cited:**

From principles into practice, “Language options and language support” section

Language and learning in IB programmes, 2011

Guidelines for developing a school language policy. IBO. Cardiff. Apr. 2008 Baccalaureate Organisation 2010.

Guidelines for school self-reflection on its language policy IBO. 2012

Learning in a language other than mother tongue in IB programmes. IBO. Cardiff. Apr 2008.

Making the PYP happen: A curriculum framework for International Primary Education. IBO. Cardiff, Dec 2009.