



RUNGTA INTERNATIONAL SCHOOL

LANGUAGE POLICY 2017-18

RIS Mission Statement

The Rungta International School aims to develop the fullest potential in all of their learners. We are committed to providing a high quality education that is based on integrity and excellence. Our curriculum is a balanced and system based

IB 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 intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations 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.”

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 analyse 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 recognise 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.

Statement of philosophy

Every teacher at Rungta International School is a language teacher and recognises the importance of language as a way of knowing that communicates and

understands their thought processes which shapes itself as part of knowledge-making activities. It is a tool to connect the self to the external world through knowing, learning, thinking, reflecting and expression. Through language we appreciate the importance of culture, diversity, and sensitivity toward others, which in turn enhances one's personal growth and development.

Language learning: an overview

- Rungta International School promotes an enriched additional language philosophy whereby:
 - English is acquired in addition to home languages of the student.
 - For our English Language Learners, we offer a comprehensive programme through which they acquire skills and knowledge needed to access the regular curriculum.
 - We provide support to our students and their families to enable them to adjust to a new language, learning environment and culture.
- We promote maintenance and enrichment of the mother tongue by encouraging families to continue speaking, reading, and writing the language at home. We also recommend that families take advantage of the many mother tongue instructional opportunities available in our community.
- All aspects of our language programme require formal as well as ongoing informal assessments. These assessments are used to plan appropriate instruction and to evaluate student progress.
- Language learning at Rungta International School will follow the philosophy, practices, strategies and assessment as laid-out in this policy.

Language policy steering committee

The Rungta International School Language Policy steering committee comprises of the Head of School, IB Coordinators, members of the Senior management team, Librarians along with teachers, parents and student representatives. It is the responsibility of the committee to oversee the procedures needed to develop the language philosophy and policy of the school, communicate the same to all

stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

- Pedagogical Leadership Team
- 2 Teachers per programme.
- 2 Parents per programme.
- 2 Students per programme.
- Head of School
- Programme Coordinators
- Librarians
- Language Teachers

Essential agreements

#The time frame of the review.

The policy will be reviewed in every 2 years.

#Change in the committee.

Students and parents will change after every review. Three out of the Six representatives from the faculty (PYP, MYP, DP,) will give way to new members at the end of the 2-year cycle. The change will help us getting the feedback on the implementation of the policy from the teachers.

Any member of the steering committee can call for a meeting to discuss an issue or concern shared by any stakeholder regarding the working of the document.

It will be the responsibility of the members of the steering committee to ensure that the Language Policy is made available to all stakeholders of the community through school website, blogs and publications.

The outcomes of the meeting of the steering committee will be shared with all the stakeholders of the school community (Staff, parents and students)

School language profile

To compile the school language profile, the Rungta International School identifies the following points:

The diversity of language needs for all learners across the school. This should include information on the languages of teaching and learning, the languages of communication used in the school and outside the classroom, and the range and types of mother tongue in the community.

Medium of instruction- English (all subjects).

a) Inside the classrooms / home rooms- English. However in the pre primary & primary classes the students use their mother tongue to comprehend, read and express their understanding. The teachers too can avail the use of technology as well as print media (in mother tongue) to facilitate the understanding of a concept, or sharing their understanding. The students do have the opportunity to use their mother tongue / host country language to demonstrate understanding during an assessment task.

b) Outside the classrooms / home rooms- Students will be and are encouraged to communicate in the language that is comfortable to them. This will help us to create an environment, which will foster the development of Mother Tongue.

Languages learnt / offered at all levels-

- o PYP- French & Hindi as additional languages
- o MYP- French & Hindi for Language Acquisition
- o DP- French & Hindi for Language Acquisition

Language of communication

- a) Official communication- English
- b) Language of communication in classroom-English with mother tongue support (need based)
- c) Language of communication outside the classroom- English, Hindi, or Mother Tongue
- d) Wide range of mother tongue languages identified

Other language needs of the community.

a) Interacting with auxiliary staff-Most of the Auxiliary staff comes from local community. The mode of communication with them will generally be in Hindi.

b) Interacting with visitors-Visitors in school come with diverse language backgrounds. English will be used as the language of communication. But we may also use other languages based on the needs and availability.

c) Interacting with parents- Most of the Communication with parents will be in English. The school will also communicate in Hindi based on the need of the situation.

Working Language- English

Access Language- English and Hindi

Internal Working Language-English and Hindi

How do students choose and plan for language courses

PYP- all students will learn subjects in the medium of instruction-English. Additional Language is offered from Grade 1 and the students have to choose between 2 additional languages (Hindi, and French). The teaching & learning of additional languages revolve around the planning, which in turn is based on the Language scope & sequence. The importance of concept over content and application of language is more important in the curriculum. However, if a student exhibits higher applicability/ understanding / recall of the fundamentals of the language, then he / she needs to be challenged accordingly. The students listen, speak, read & write in the language. The Language of instruction is a part of the transdisciplinary programme of inquiry because we firmly believe that students learn language, learn through language and learn about language.

MYP – all students will learn subjects in the medium of instruction- English. The students will be offered two languages – Hindi and French. These Languages will be offered in different phases. Phases are decided on the basis of diagnosis and the course of study in the previous class. The information about subject selection will be shared with the parents and students through group orientations and individual counselling. Students need to continue the same additional language in each year of the MYP, or achieve a satisfactory proficiency in phase 4 in order to transfer to another language. Placement in Language acquisition course is informed by knowledge of the student’s language profile. The language profile helps the language teachers and all teachers to know and understand the language background, the language experience and the language needs of the student. RIS conducts a placement test to determine the phase and/or the language courses the student will follow at the school.

DP – all students will learn subjects in the medium of instruction - English. The students will be offered two Languages- Hindi and French. These Languages will be offered at different levels. Levels are decided on the basis of diagnosis and the course of study in the previous class and based on the discretion of the language teachers and Coordinator. The information about subject selection will be shared with the parents and students through group orientations and individual counselling. The school offer students the possibility of studying their mother tongue in the studies in language and literature subject area. Students study their other DP subjects in the language of instruction of the school, English. The school offers self taught languages at Language & Literature SL level. The self taught language need identified at RIS are Hindi, Urdu, Telugu, and Gujarati.

Support for students not proficient in the language of Instruction

Differentiation in language lessons is based on the requirements of the learners. All teachers respond to students' needs and may therefore provide individualized instruction guided in some cases by specific learning goals and Individual Learning Plans (ILPs). Teaching strategies may include working in small groups, using different resources with different levels of language complexity, as well as changing the level of questioning and tasks for individual students. Students may also have choices so they can follow their own interests or use a preferred learning style. The School also follows the IB recommendations on student placement. In addition to this, the School provides a range of specialist support including profiling, individual support.

All students' language needs are determined through initial and ongoing assessments throughout the year. Teachers differentiate for the range of students' needs in different ways. In the Primary School, students might for example be placed in flexible ability groups. In homerooms, students may be grouped by ability for reading groups, but work in mixed ability groups for other tasks.

In the Middle School and Secondary School, students are placed in classes according to the IB's continuum of language learning phases. The School has a flexible placement policy that allows student movement throughout the school year in relation to students' progression along this continuum. In Diploma Programme, students are inducted by a written task in English and the students who are identified as proficient will be followed up through differentiated instruction on reading, journal writing and oral skills.

Support for mother tongue

At RIS Language is looked at with a holistic approach. Each programme has specific learning outcomes for various skills required for language development. RIS promotes inquiry based authentic learning through an investigative approach of different genres. The school builds a team of professional language teachers for the language of instruction, host language and other languages.

Students are allowed and encouraged to use their mother tongue to access the curriculum. For instance they may complete class work and assessments in their mother tongue and they are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue through special assemblies and other school events.'

In PYP, MYP and DP we greatly value children continuing to learn in their mother tongue. We aim to place children in classes with other children who speak the same languages they do whenever possible. We encourage parents to talk, read and write with their children in their mother tongue, and we also host a MotherTongue classes and other languages Day each year during special assemblies.

If the School does not provide the student's mother tongue or strongest language (Language

A) in its regular course of study, then the School strongly recommends that parents opt to have this language be taught as a self taught language. The school uses available resources from the community to support these self-taught languages. These resources include parent community, teachers, organizations like Alliance Francaise etc., Embassies and other social groups.

Pedagogical attributes

Primary Years Programme

Promote inquiry-based authentic language learning

Through language students share and take further what they know, what they experience as well as construct meaning. The students at Rungta International School are involved in learning language, learning about language and learning through language. They listen and speak the language, look at how the language works and use it to share their understanding with the world. Students are encouraged to construct, think critically and express themselves in a language they are comfortable & confident in. They are encouraged to know not only the language skills but its usage, their interests and needs. The students are given opportunities to read books / texts, write, speak and present (using different medias) their thoughts & ideas as well as learning.

Focus on the transdisciplinary nature of language learning.

Language leads to inquiry and in an inquiry classroom (Home room or single subject) the teachers & students use language to research, share, present and appreciate learning. The school programme of inquiry looks at giving the students opportunities to exhibit, develop and use language. The students share their prior knowledge, research, reflections and present their understanding of the units through languages and in turn connect to how it works as well as further use it to express their understanding of new situations.

Incorporate the teaching and learning of language into the programme of inquiry.

Language learning is a developmental process. The school programme of inquiry gives scope for the strands of Language to be looked at, in the teaching & learning process- listening & speaking, viewing & presenting, reading and writing. These continuums are organized into 5 phases.

Provide for the teaching of additional languages at least from Grade 1.

The students have the opportunity to choose any one of the four additional Languages offered from Grade 1. The additional languages offered are Spanish, French, Hindi & Telugu. The students from Grade 1- 5 have Additional Language classes 4 times a week of 40 minutes each. The school appoints trained / qualified staff for teaching all the additional languages in the primary school. The pedagogy of the programme, the trans-disciplinary connections as well as assessment

philosophy is followed by these classes also. These teachers have access to all IB documents, OCC and are a part of school collaborative meetings.

Provides feedback to support learning.

Language (medium of instruction, mother tongue and additional Language) is a powerful tool for providing feedback to parents, students, teachers and administrators of the school. The students & teachers may choose to write, draw, use ICT, anecdotes or orally give as well as receive feedback for further learning or making adjustments in their teaching & learning process.

Middle Years Programme

- Use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- Develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- Develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- Engage with text from different historical periods and a variety of cultures
- Explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- Explore language through a variety of media and modes
- Develop a lifelong interest in reading.
- Apply linguistic and literary concepts and skills in a variety of authentic contexts.
- Understand the Interdisciplinary importance of Language

Diploma Programme

- Introduce students to a range of texts from different periods, styles and genres
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop the students' powers of expression, both in oral and written communication
- Encourage students to recognise the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning.
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature

Strategies to promote & support language learning and development

- Use of English as the primary language of communication.
- Ensure that policies and procedures regarding the language acquisition are developed and implemented and are regularly reviewed.
- Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
- Hold all stakeholders of the school accountable for the effective implementation of the Language Policy.
- Attract and retain highly qualified and experienced administrators and teachers.
- Provide academic leadership for the school.
- Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.

- Support teachers in their delivery of instruction. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
- Promote an embedded Professional Development Model enabling collaboration concerning curriculum; instructional techniques; assessment and student progress.
- Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
- Promote communication with parents concerning students' language development and provide translators when needed.
- Promote a co-curricular programme that encourages the use and development of the Language Policy.

Spelling & vocabulary protocols and preferred bibliographic referencing styles & rules

Age appropriate spellings and vocabulary protocols will be adhered to. But importance will be given to ideas and thinking.

The teachers of Rungta International School will guide their students in the rightful ways of acknowledging prior work of others when being cited or used as references within their coursework and assessments. This begins when students can understand the concepts of academic honesty and doing their own work. Students should normally follow the format provided by the Modern Language Association (MLA: www.mla.org). Proper techniques and examples are provided by subject teachers during class time, but the same is also accessible online. (Academic Honesty Policy)

Connecting language learning & beliefs to other policies in school

Admission policy- Rungta International School will accept students at all levels of proficiency in English Language. All applicants will complete background information that indicates their language proficiency (reading, speaking, writing) in the medium of instruction (English), Mother Tongue and additional language if different from mother tongue. The admissions department needs to notify/ inform/ share with the Coordinator, the details of the applicant and his / her language requirements for review. This information is then taken up with the faculty in charge of providing support to language learning in each grade level. For admissions into the Diploma Programme English Language and Critical thinking skills will be assessed in order to support the student's learning.

Assessment policy- Language learning follows distinct stages, students learning/ acquisition varies from individual to individual. Teachers will assess language skills - reading, speaking, writing, listening regularly and differentiating through guidance and extension if required. Assessments will provide information on language growth (English) and areas to work on. The support teachers in each grade level along with the Language teachers will provide this support. However the students can also express their understanding of a concept dealt within the classroom in their mother tongue/additional language. They will be assessed using different strategies and tools.

Library Policy- Based on the language profile of the students in school, the library and media centre will be equipped with resources to support language learning through books, reading programmes, software, videos, dictionaries, magazines, journals and newspapers (in English and mother tongue). The resources will cater to the diversity of the school community.

Learning Diversity Policy: A Student must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language of the school. This educational support is designed to make sure the inclusion model is in position that these students get adjusted to the regular classroom instruction. A Special Needs teacher undertakes responsibilities such as identifying the needs of a student, planning a programme that suits the child, communicating the student's requirements with the regular classroom teacher and having a follow-up programme for students with their individual needs. RIS gives a lot of hope for children having various kinds of challenges such as Learning disabilities, slow learners, Asperger's Syndrome, Mild hearing Impairment, ADD/ ADHD, Communication and speech disorders of which can be dealt with in an inclusive set up with an appropriate planning.

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