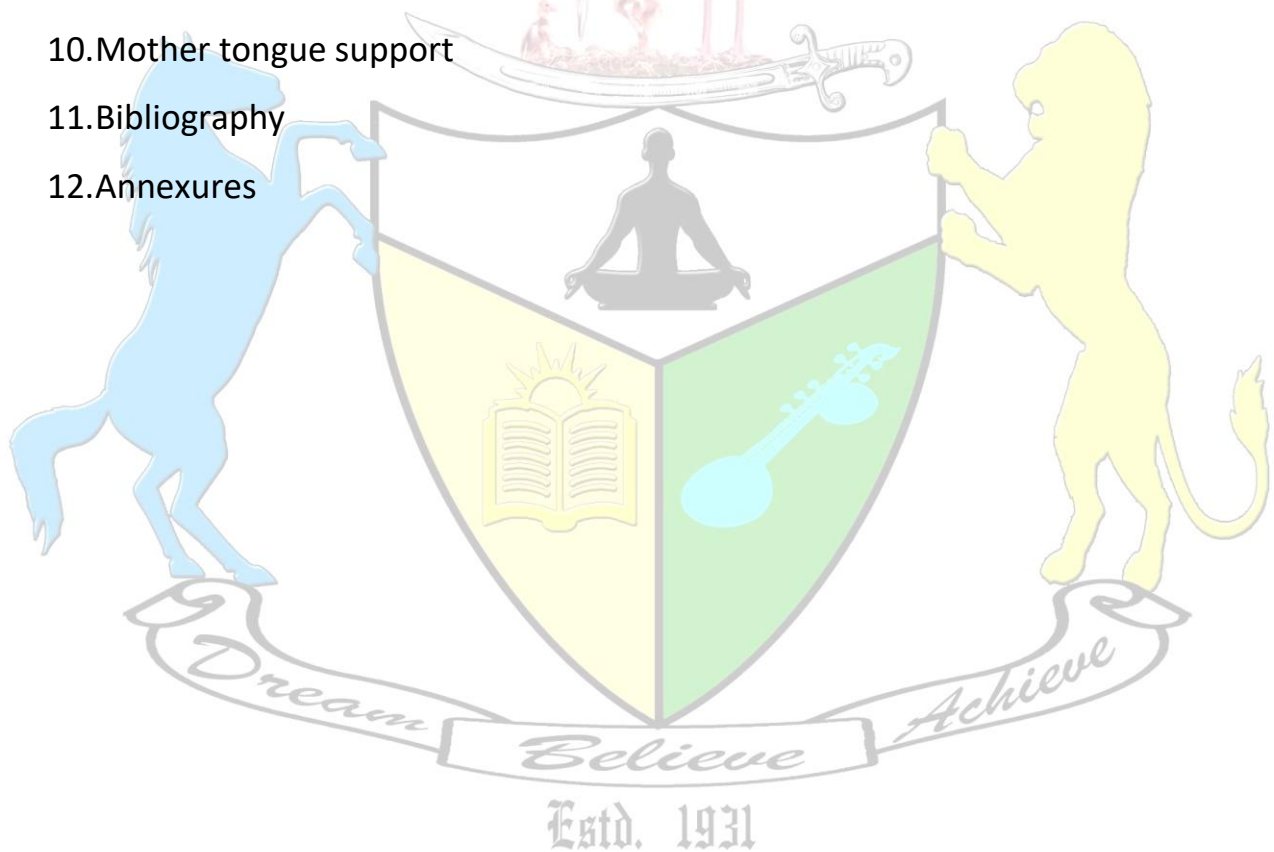


CONTENT

1. IB mission statement
2. SHS mission and vision statement
3. Philosophy
4. Language policy designing, monitoring and review committee
5. School language profile
6. Developing languages in PYP
7. Language resources
8. Language and the program of inquiry
9. English as the language of instruction
10. Mother tongue support
11. Bibliography
12. Annexures



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 organization works with schools, governments and international organizations 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.

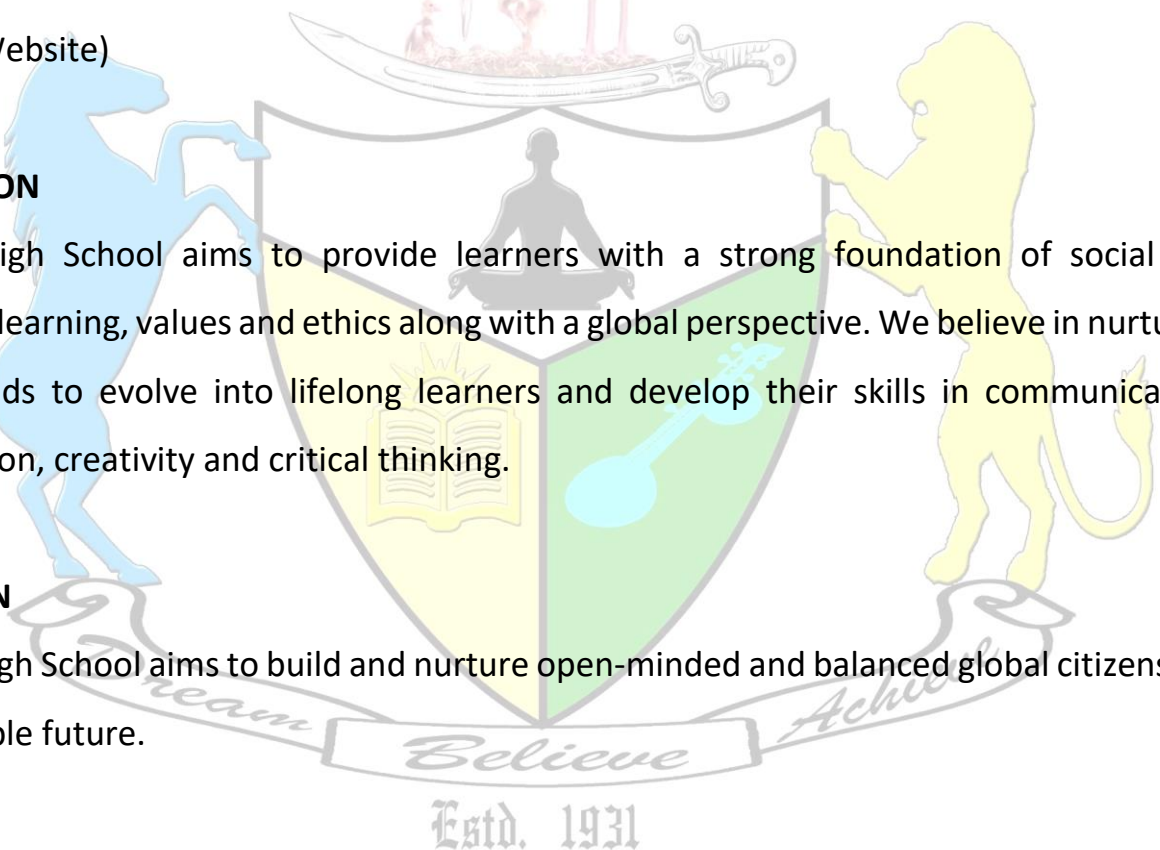
(From IB Website)

SHS MISSION

Sanatan High School aims to provide learners with a strong foundation of social and emotional learning, values and ethics along with a global perspective. We believe in nurturing young minds to evolve into lifelong learners and develop their skills in communication, collaboration, creativity and critical thinking.

SHS VISION

Sanatan High School aims to build and nurture open-minded and balanced global citizens, for a sustainable future.



PHILOSOPHY

At SHS, language permeates all subject areas, and is fundamental to learning. Language does much more than promote cognitive growth; it is crucial for maintaining cultural identity and emotional stability. Multilingualism, fostering of the mother tongue, and the development of critical literacy are considered important factors in enhancing international mindedness through the promotion of cultural identity, intercultural awareness and global citizenship. Language appreciation is established by the learning of, as well as learning about and through language. As language by its very nature is integrated into all areas of the curriculum, every teacher within the school is a language teacher. At SHS, every student has an individual and cultural set of experiences, skills and interests, which must be considered in the teaching and learning process.

LANGUAGE POLICY DESIGNING, MONITORING AND REVIEW COMMITTEE

The Language Policy steering committee comprises of the Principal, Programme Coordinators, members of the Senior management, Head of Departments along with the teachers and language specialists.

The committee will meet at regular intervals to update the language policy and it will be reviewed in every two years.

The committee is responsible 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 done collaboratively using a range of strategies. The members of the steering committee ensure that the Language Policy is made available to all stakeholders of the community through school website and official publications.

SCHOOL LANGUAGE PROFILE AND PRACTICES

The internal working language of the school is English, in which the most operational and development activities take place. It is also the language of its governance, management and academic committees.

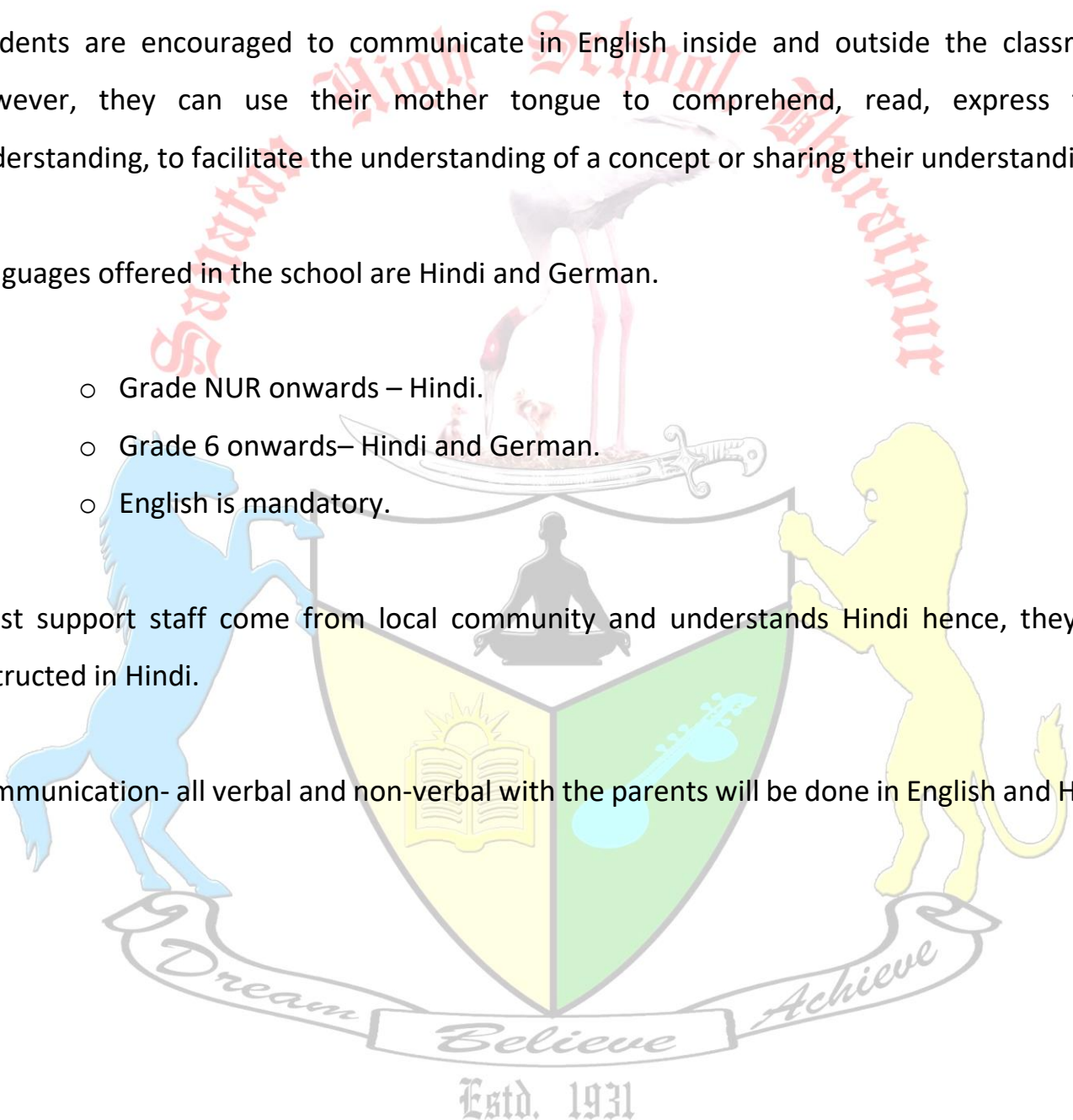
Students are encouraged to communicate in English inside and outside the classroom however, they can use their mother tongue to comprehend, read, express their understanding, to facilitate the understanding of a concept or sharing their understanding.

Languages offered in the school are Hindi and German.

- Grade NUR onwards – Hindi.
- Grade 6 onwards– Hindi and German.
- English is mandatory.

Most support staff come from local community and understands Hindi hence, they are instructed in Hindi.

Communication- all verbal and non-verbal with the parents will be done in English and Hindi.



DEVELOPING LANGUAGES IN PYP

Developing the Oral, Visual and Written aspect of language: PYP

Language scope and sequence is formed under the following areas:

- Oral- Listening and Speaking
- Visual-Viewing and Presenting
- Written-Reading and Writing

Language Scope and Sequence is planned horizontally and vertically and has aspects of teaching, learning, reflecting and assessing in both ways i.e. formative and summative. It is made collaboratively with teachers and language specialists, keeping in mind the national curriculum and language scope & sequence of Primary Years Programme.

The following strategies are adopted to ensure that every student is provided with an opportunity to explore his/her maximum potential:

- Using visible thinking routines
- Extempore
- Debate
- JAM sessions
- Writing persuasive articles/essays, imaginative stories etc.
- Making movies on socially relevant issues
- Public Speaking
- Celebrating various occasions and festivals
- Celebrating Language Week (National language, Mother tongue and English)
- Role Play

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 SHS 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.

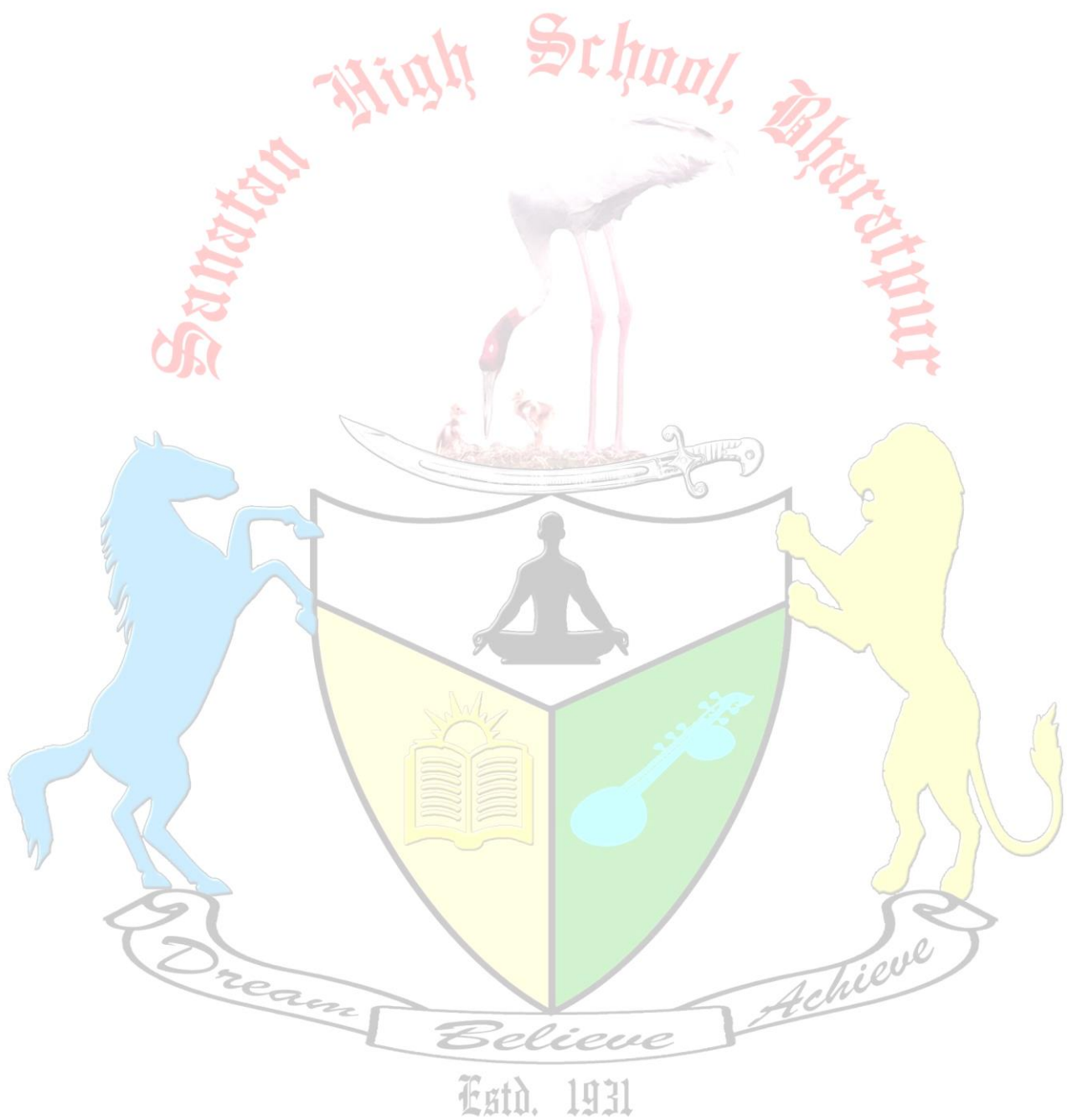
Incorporate the teaching and learning of language into the programme of inquiry

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.

Provides feedback to support learning

Language (medium of instruction and mother tongue) is a powerful tool for providing feedback to parents, students, teachers and administrators of the school. The students and teachers may choose to write, draw, use online tools/applications, anecdotes or orally give

as well as receive feedback for further learning or making adjustments in their teaching and learning process.



LANGUAGE RESOURCES

Right from the very beginning our goal is to increase language resources every year. We have built and continue to add to an extensive literacy library of levelled books that support our IB planners. Our library also has an array of fiction and nonfiction books. In addition, we use a variety of online resources to support student learning and research.

LANGUAGE AND THE PROGRAMME OF INQUIRY

Language is integrated throughout the Programme of Inquiry. All learning engagements oral or written are mentioned in the unit planners

ENGLISH AS THE LANGUAGE OF INSTRUCTION

Every teacher is a language teacher ensuring proper written and spoken language. English is the language of instruction within the school. Regular English lessons will play an important role in teaching and reinforcing linguistic skills required in all other subjects. Teachers need to adapt their teaching style according to the status of each student, meaning whether one is a native speaker of the language or not. Mother tongue or vernacular language is followed to make the instructions clear.

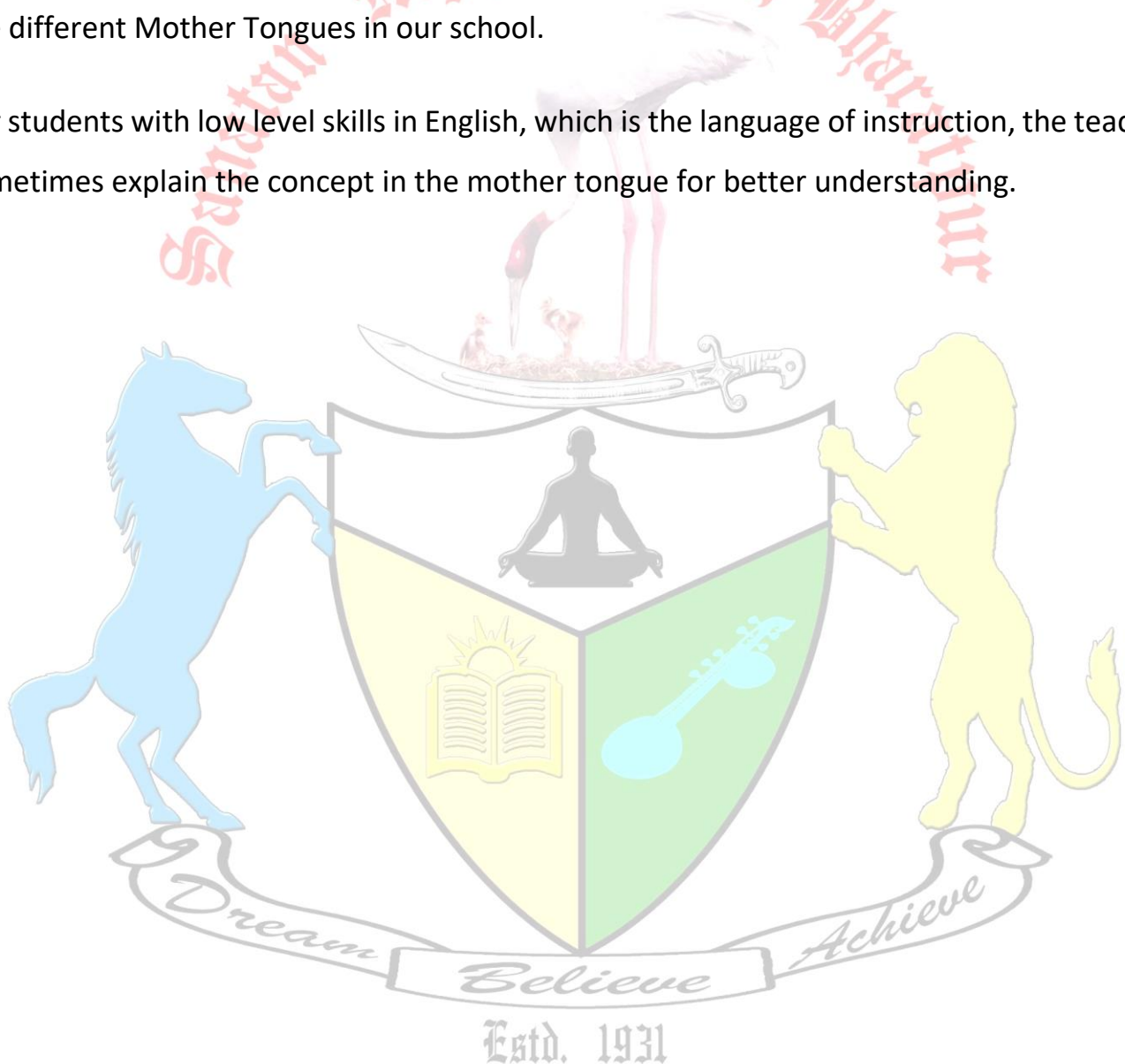
As a rule, students must converse in English during all classes except in German or Hindi classes. The vernacular language can be used to bring about clarity in comprehending tasks and instructions.

MOTHER TONGUE SUPPORT

The School firmly believes in inculcating a feeling of pride in the mother tongue. Since, students represent the diverse culture of the society, it becomes imperative to recognize the importance of the mother language and include it in the learning process.

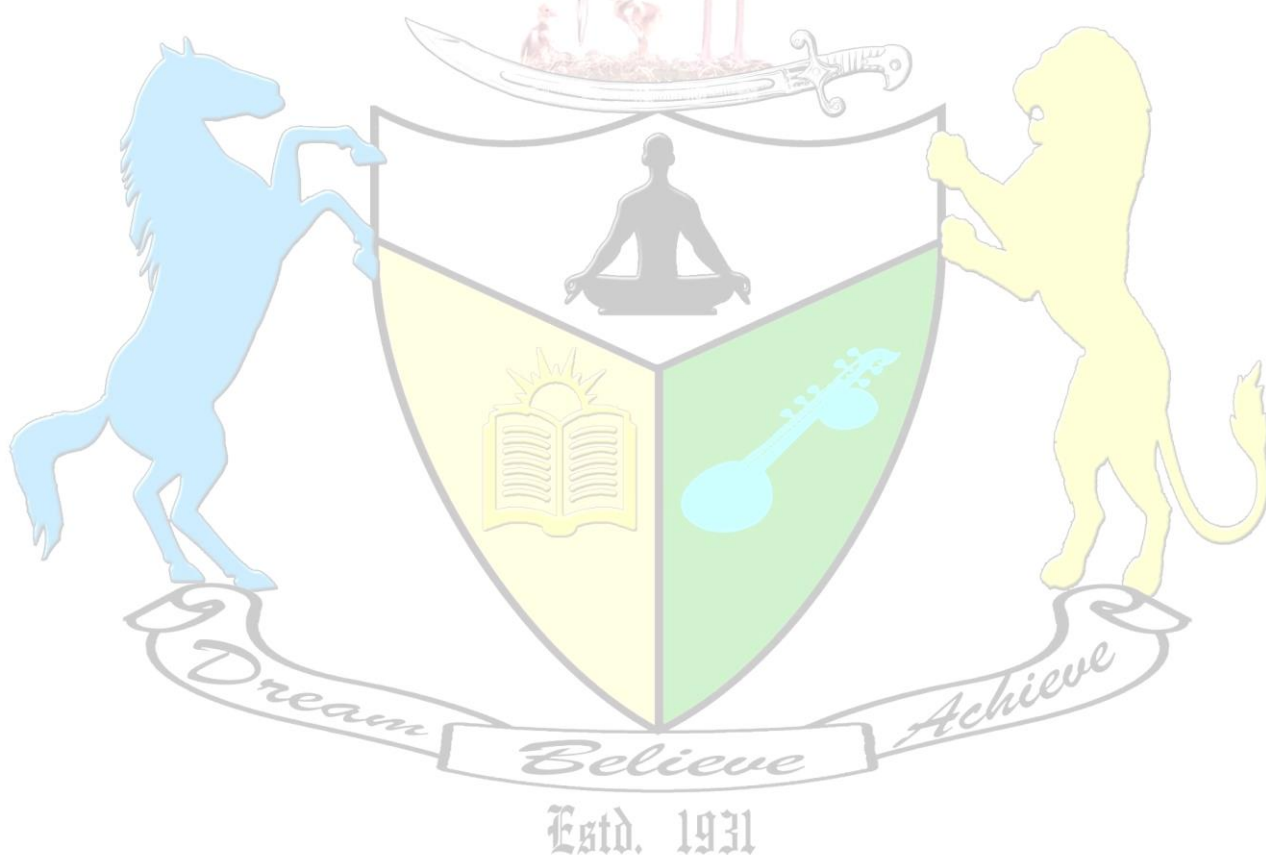
The Primary Years Programme actively involves the Parents in the learning process through an informal interaction (story telling sessions, puppet show, folk songs and regional music in their mother tongue or cooking) in the mother tongue. We also mark a day for celebrating the different Mother Tongues in our school.

For students with low level skills in English, which is the language of instruction, the teachers sometimes explain the concept in the mother tongue for better understanding.



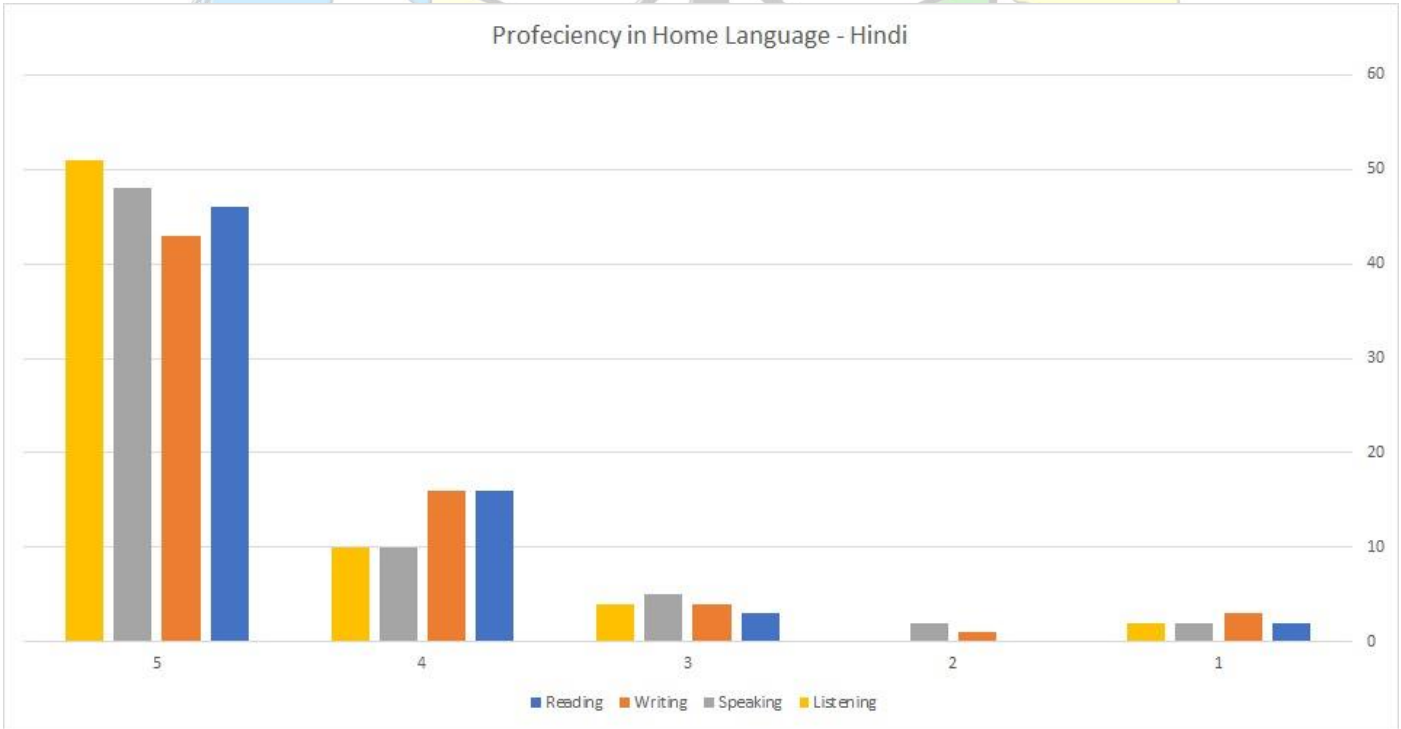
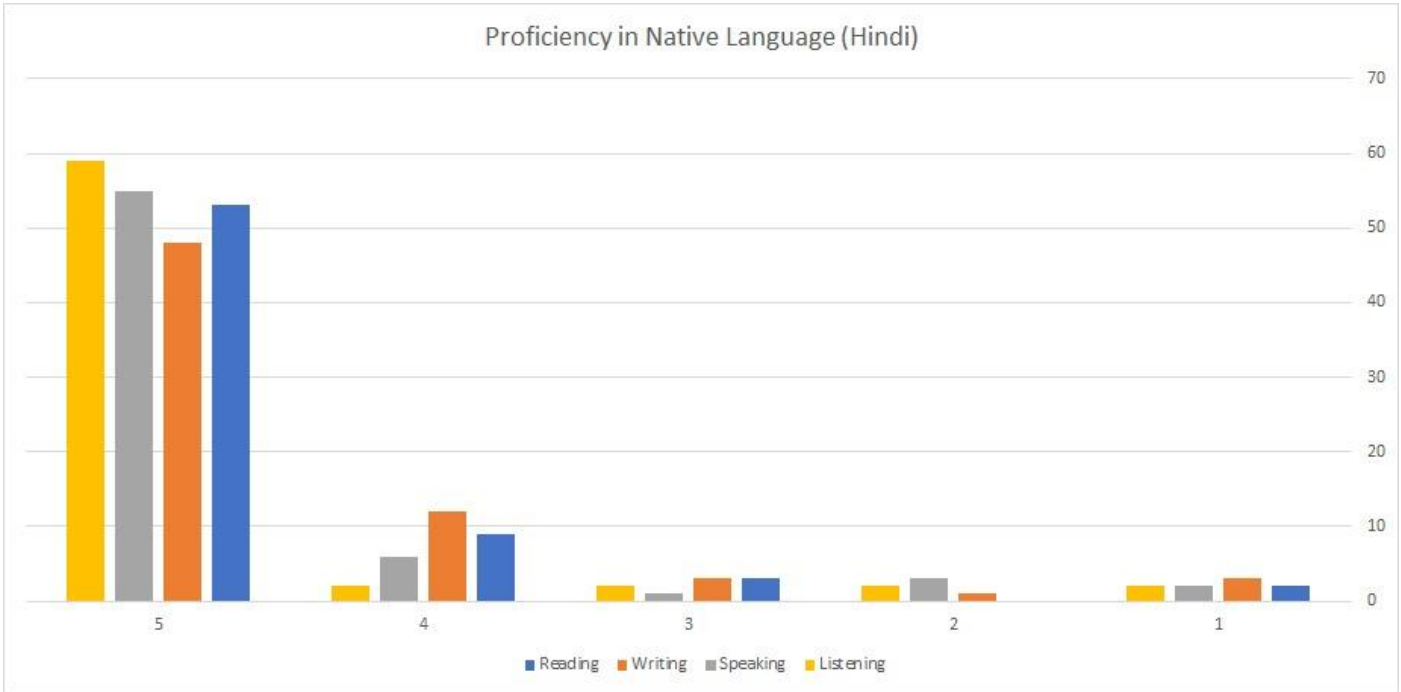
BIBLIOGRAPHY

1. Towards a continuum of international education (IB Publications)
2. The Diploma Programme from principles to practices (IB Publications)
3. Guidelines for developing a school language policy (IB Publications)
4. Learning in language other than mother tongue in IB Programmes (IB Publications)
5. Programme Standard and Practices (IB Publications)
6. Language policy- Genesis Global School and Amity Global School

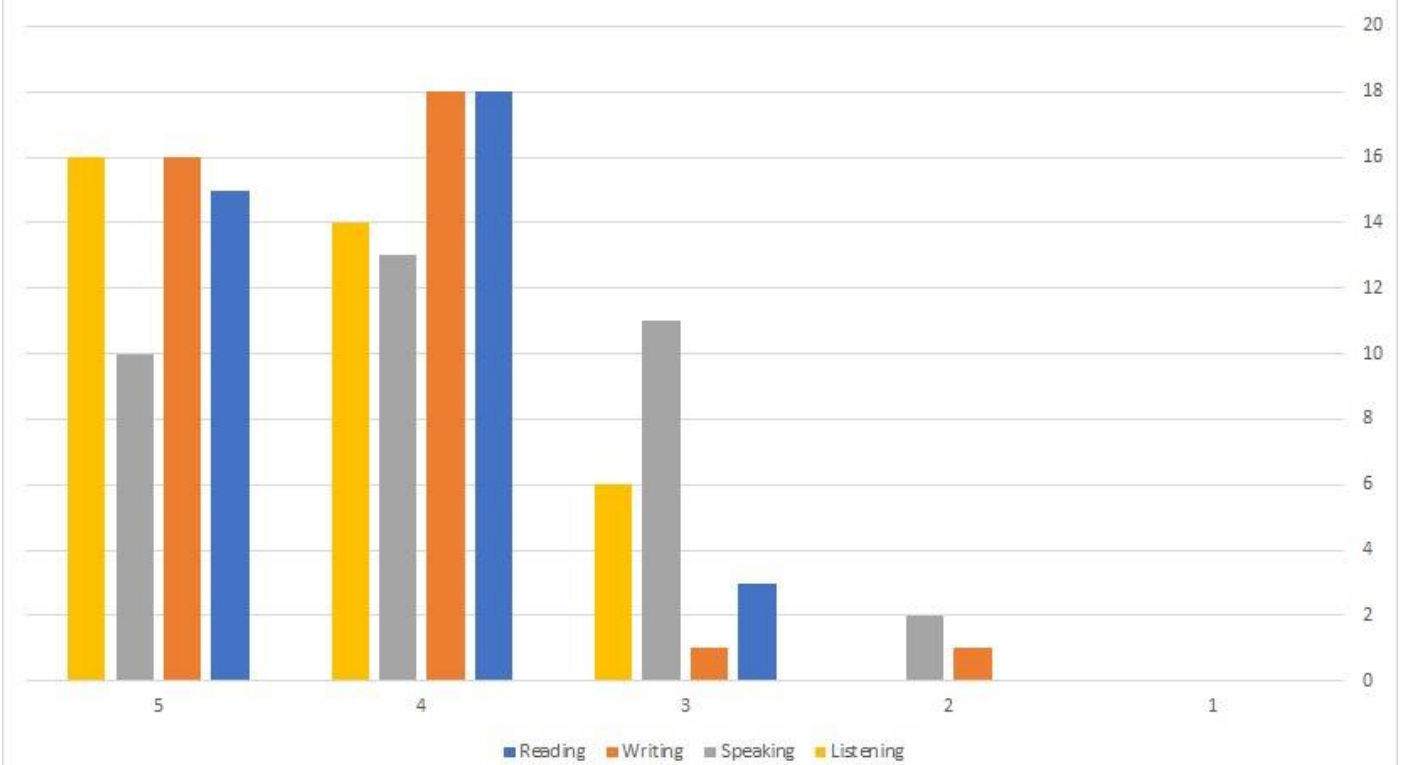


ANNEXURES

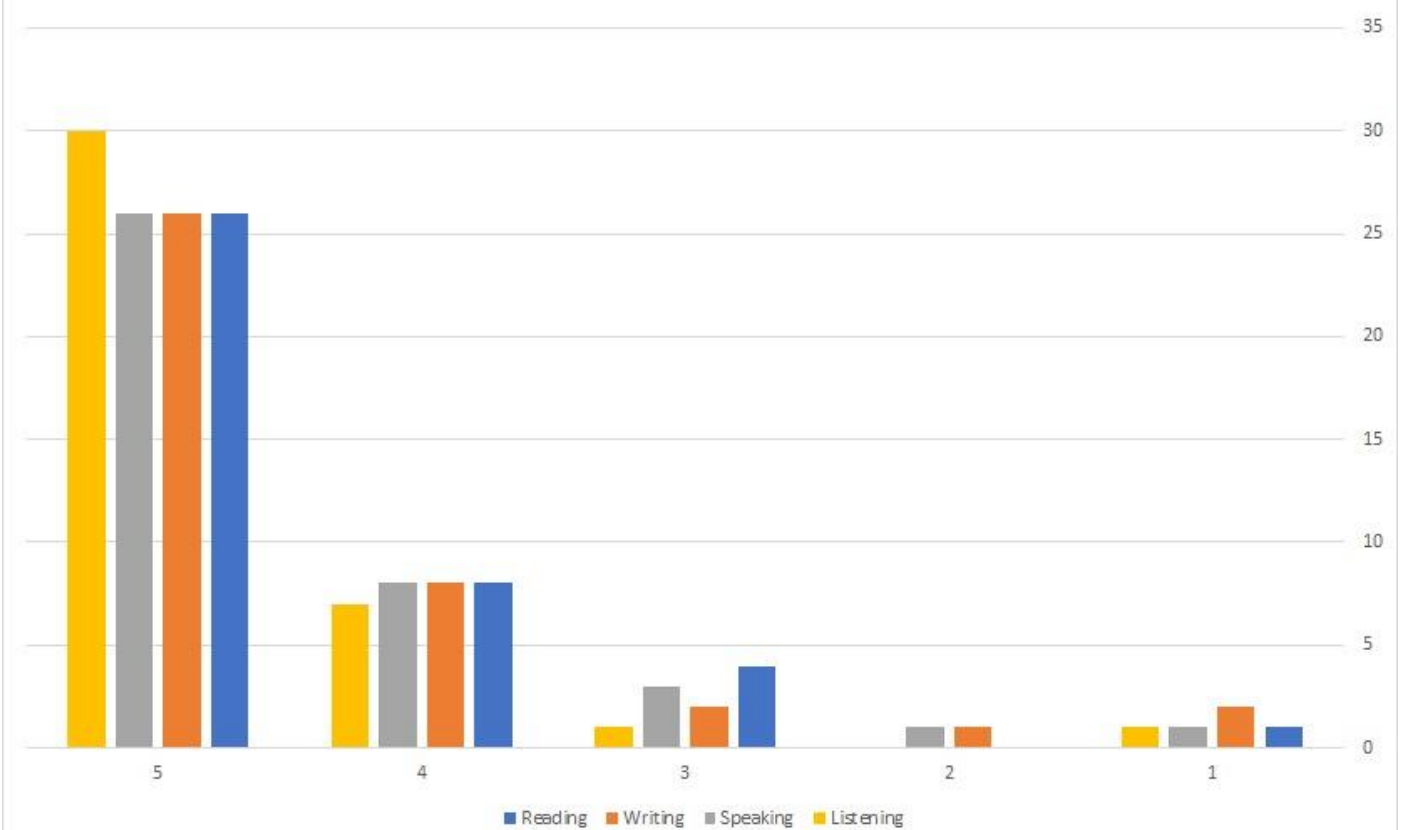
During Coffee meetings and parent orientations, a data was collected to record the language profile of the school parents. Entire data is presented in the form of bar graphs and pie charts.

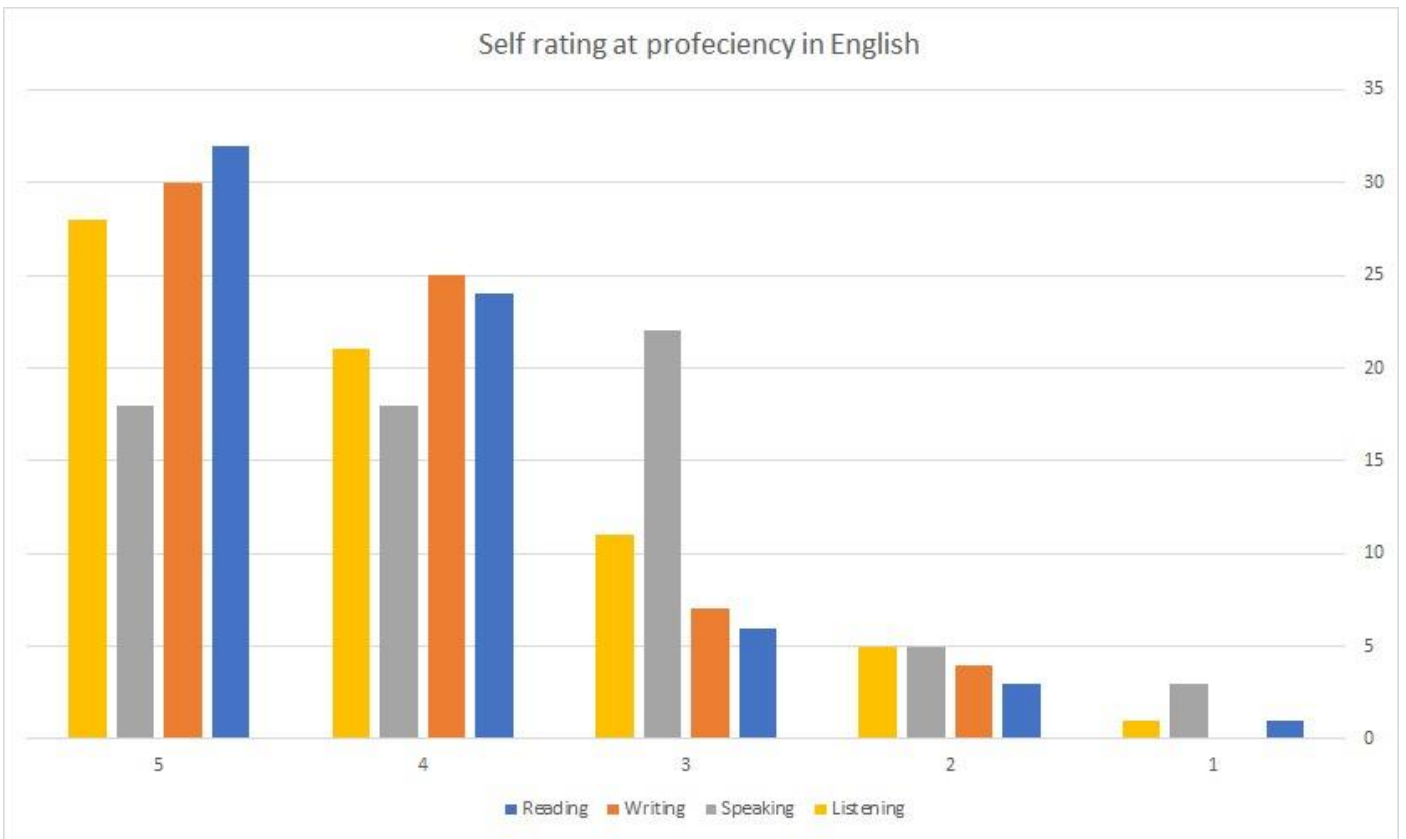


Proficiency in preferred Language (English)



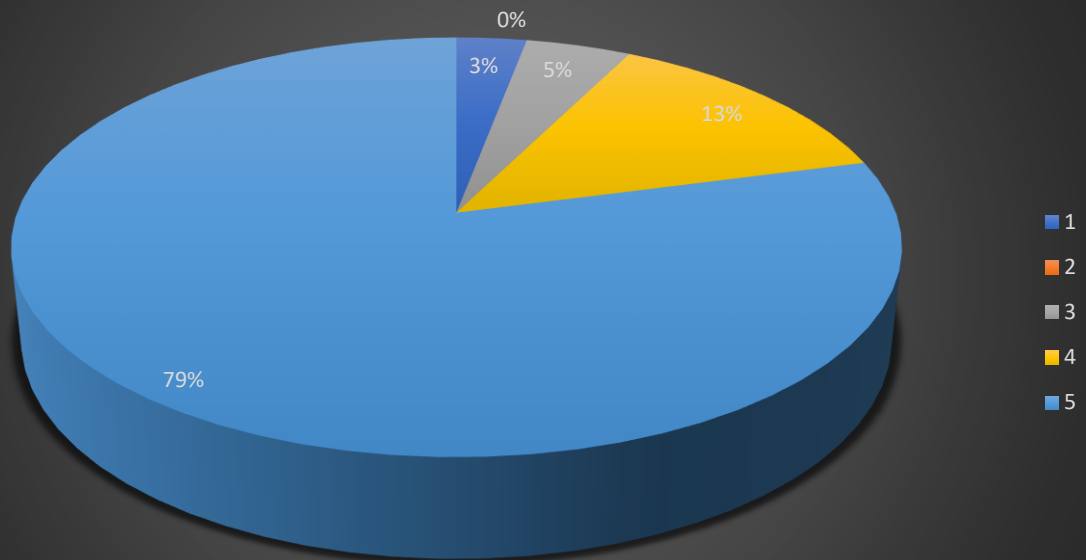
Proficiency in preferred Language (Hindi)



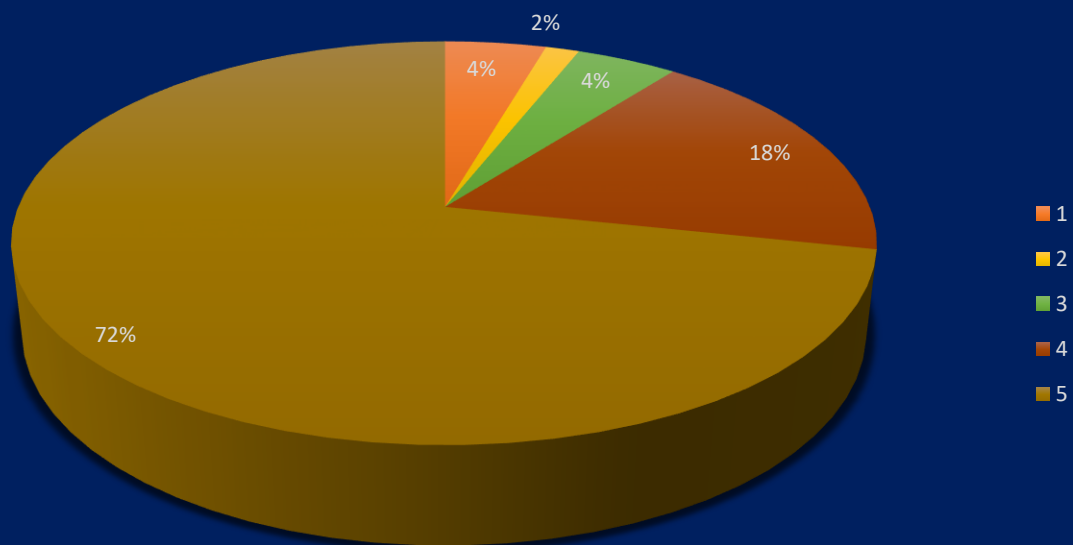


Proficiency in Native Language (Hindi)

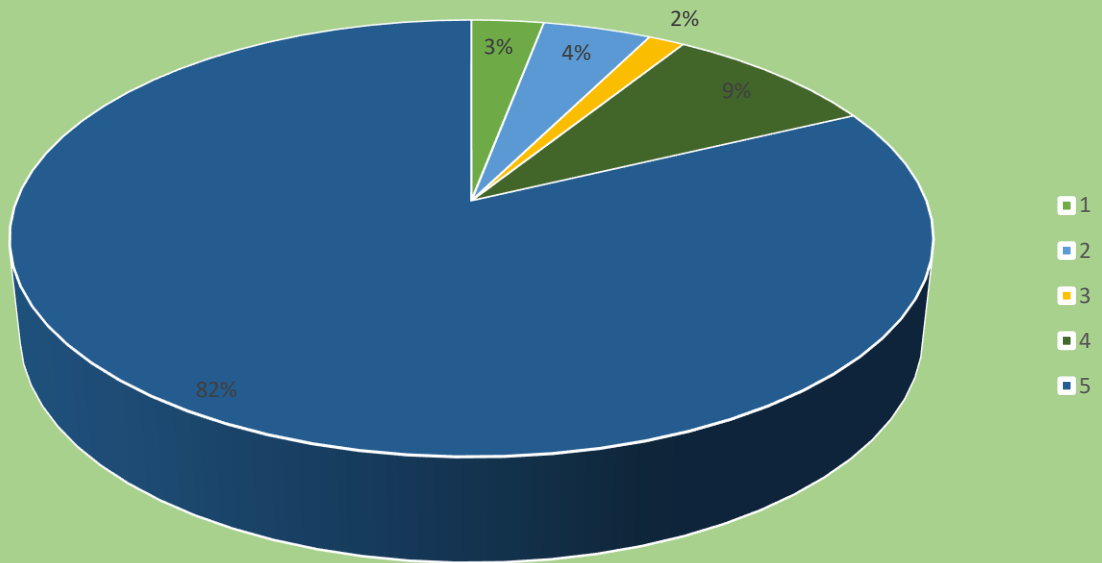
Reading



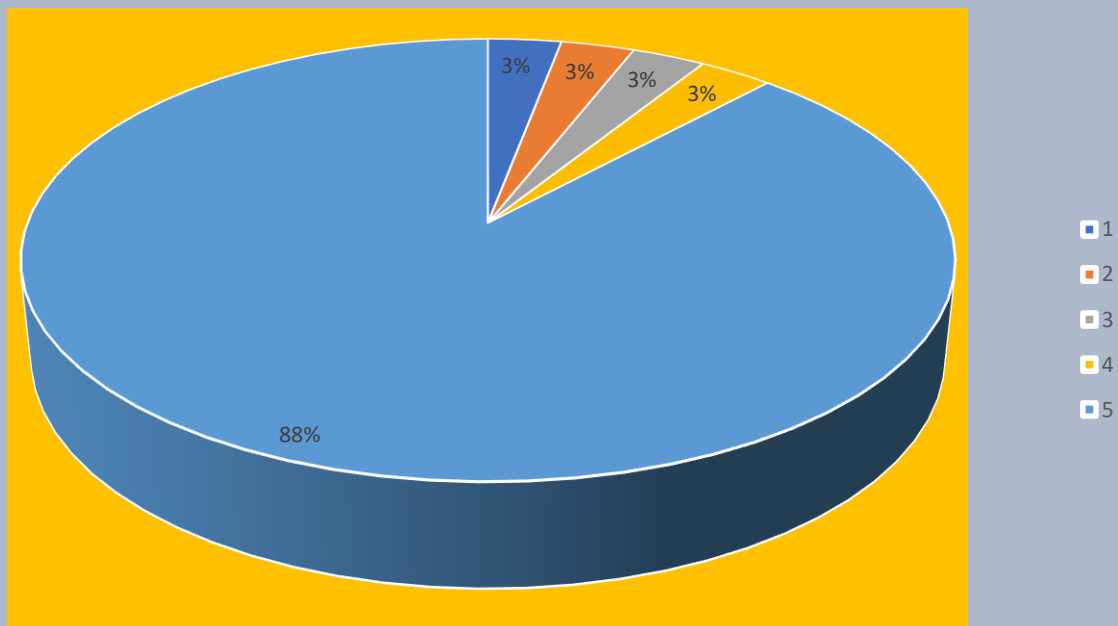
Writing



Speaking

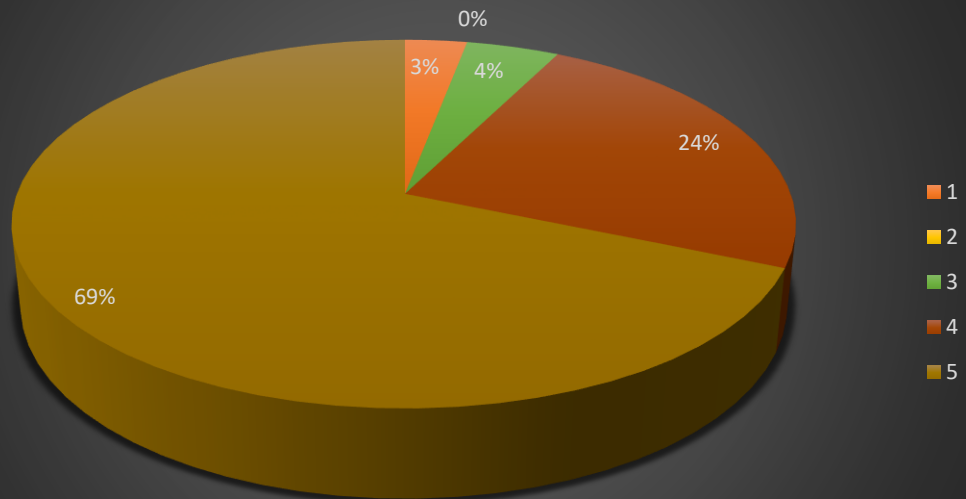


Listening

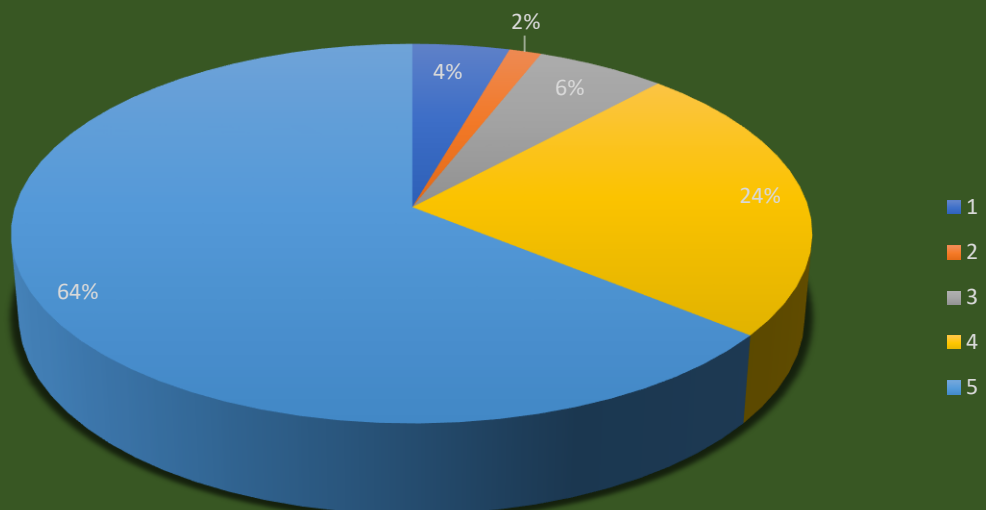


Proficiency in Home Language (Hindi)

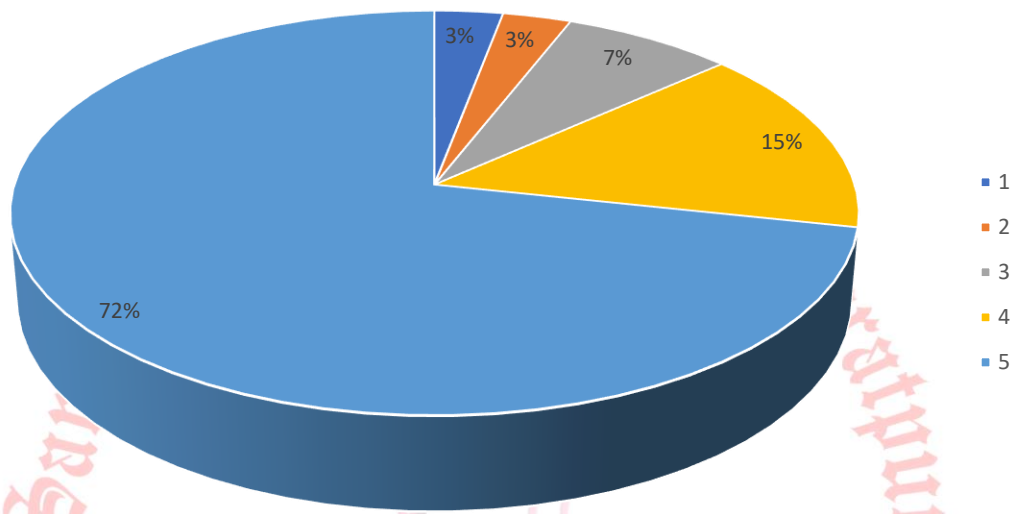
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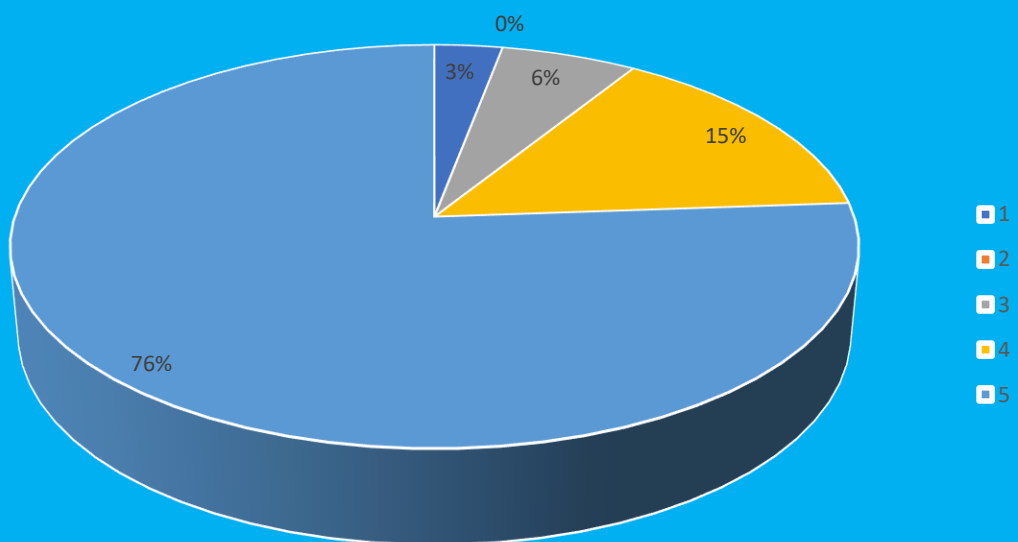
Writing



Speaking

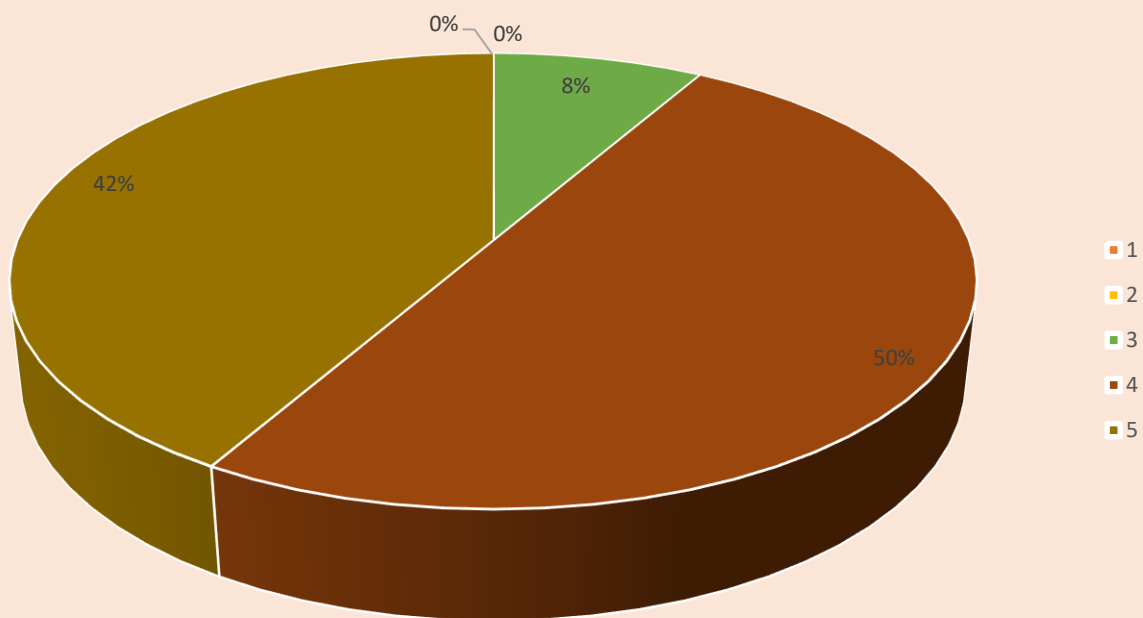


Listening

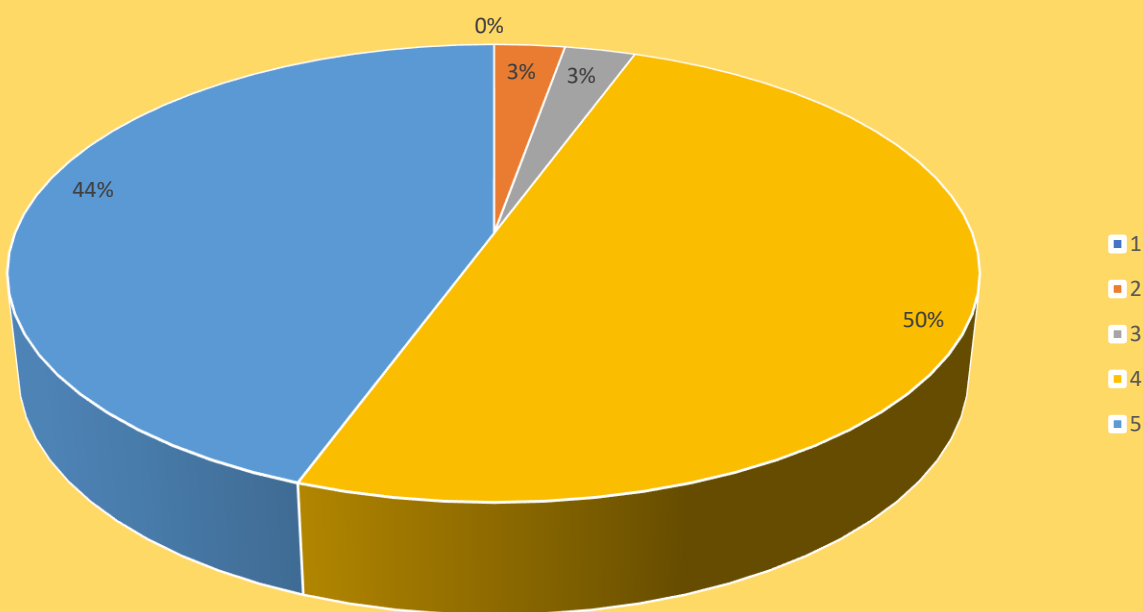


Proficiency in preferred Language (English)

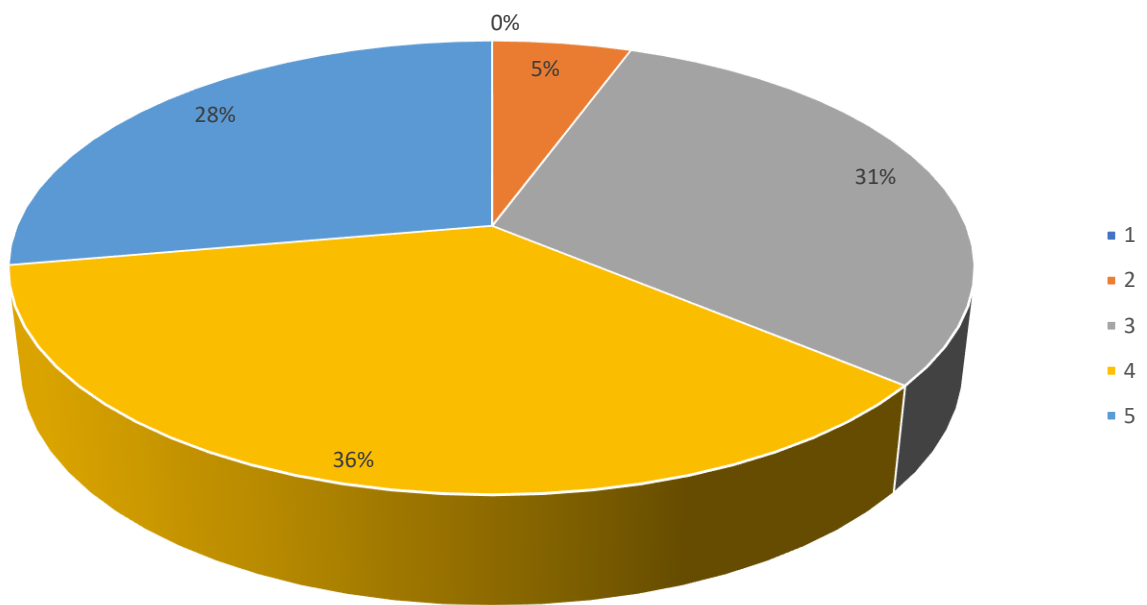
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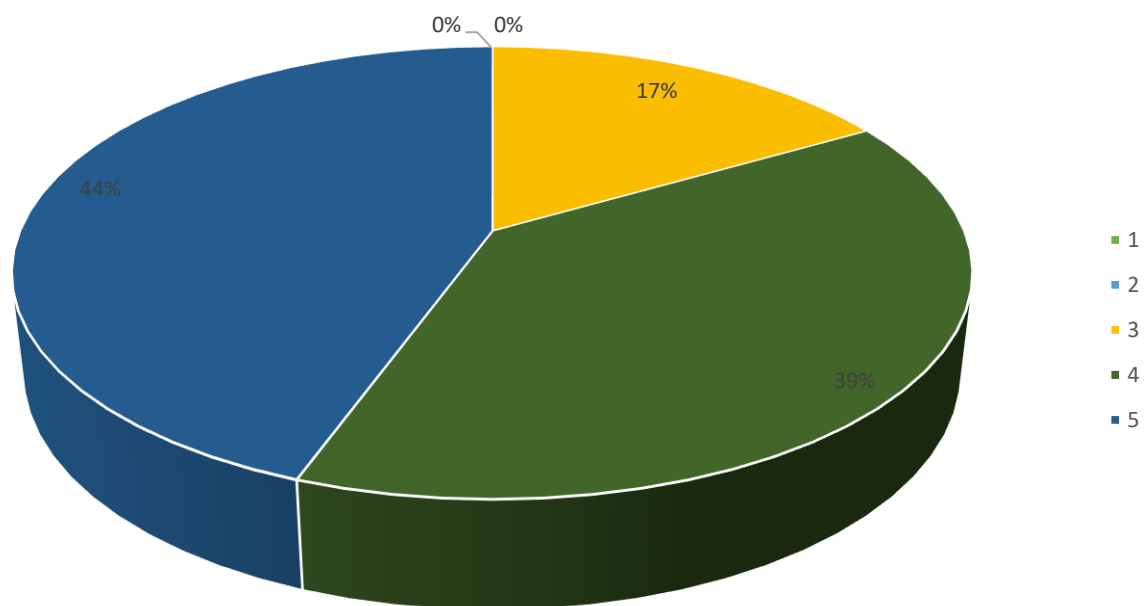
Writing



Speaking

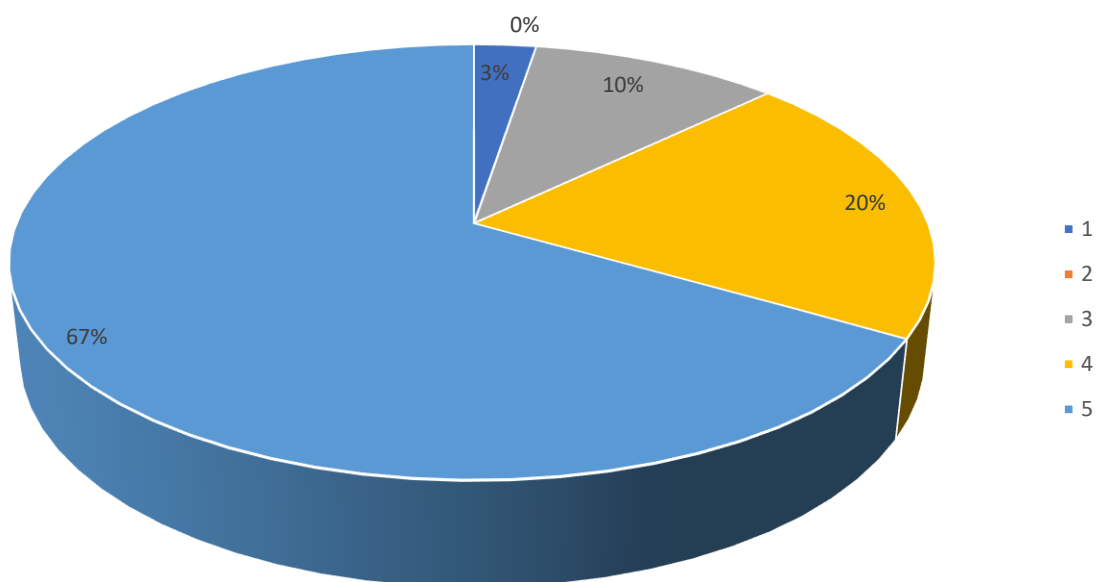


Listening

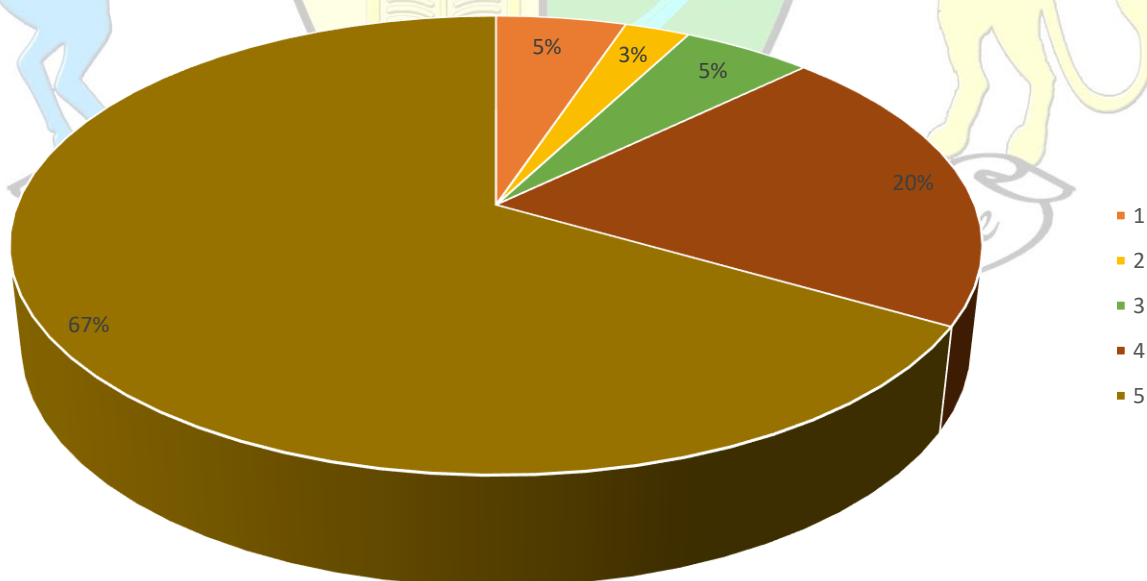


Proficiency in preferred Language (Hindi)

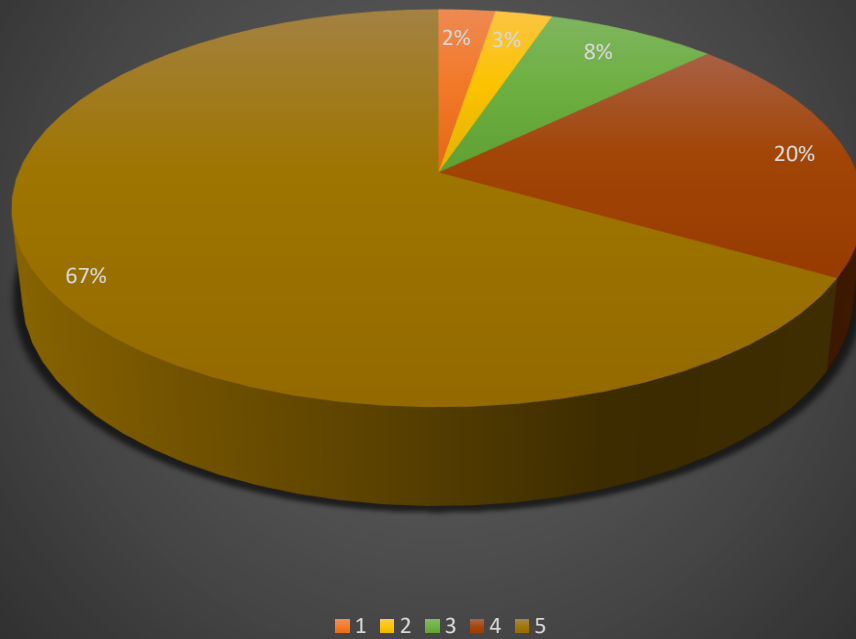
Reading



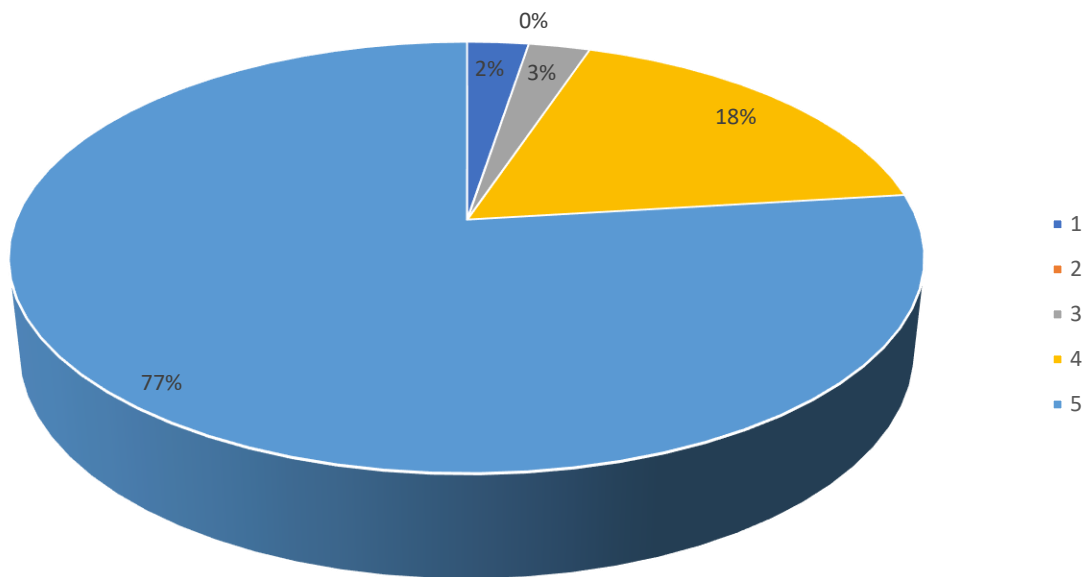
Writing



Speaking

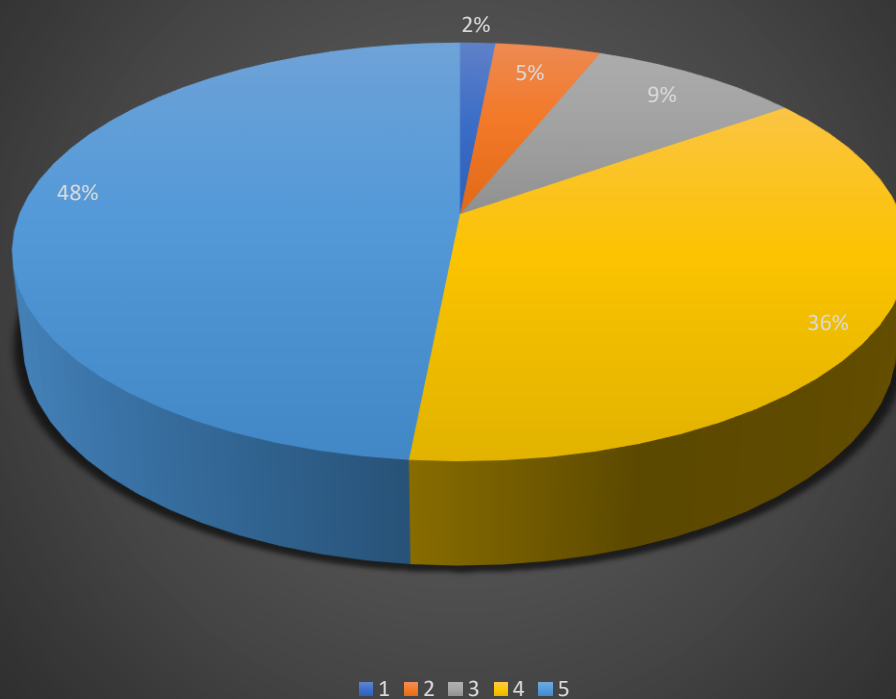


Listening

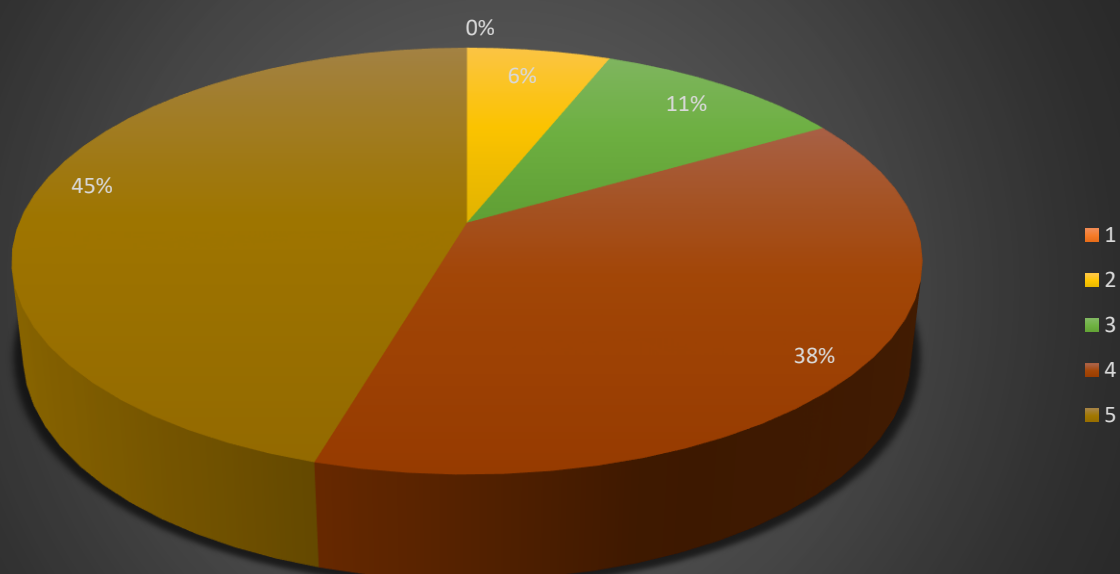


Self rating at profeciency in English

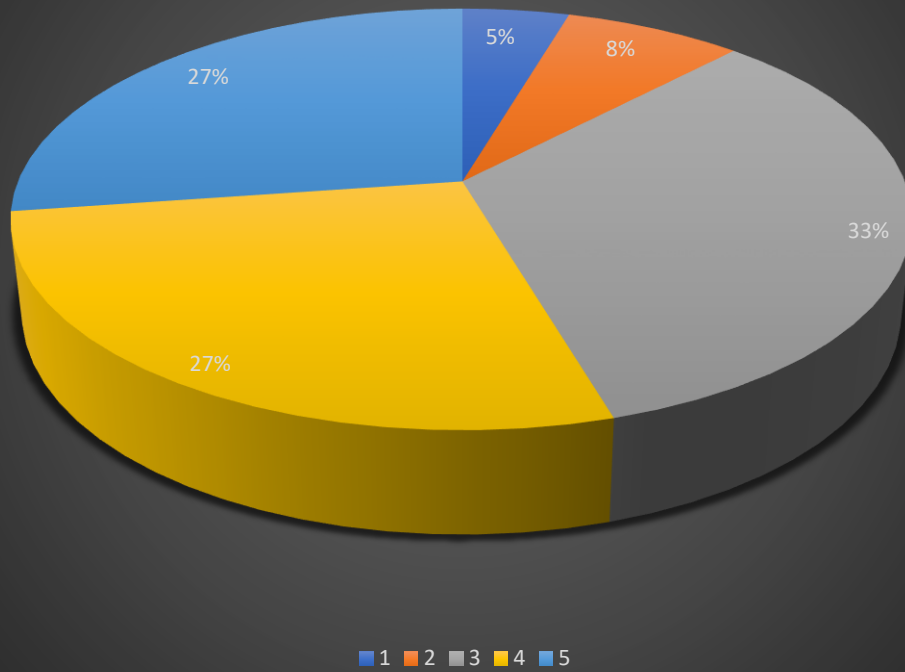
Reading



Writing



Speaking



Listening

