



Whole School Language Policy

Reviewed Jan and Feb 2020

Review History:

Jan - Feb, 2020 - Collection of Language Policies of IB schools for review and discussion. Original draft drawn from Skagerak International School

07/02/2020 - First draft posted into document by Curriculum Coordinator and Head of ELL.

11/02/2020 - Language Policy discussion session with the leadership team:

- Head of School
- PYP Coordinator
- MYP Coordinator
- DP Coordinator
- Curriculum Coordinator
- Head of ELL

19/02/2020 - Full Faculty meeting with working groups on review of Language Policy Draft, presenting sections to the group, and making suggestions.

03/2020 - Ongoing editing in line with IB guidance checklist

11/2020 - Full Faculty review of the policy including a further opportunity to add ideas and thoughts via comments based on observations from the trial implementation so far.

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Policy statement

At NJIS, language is of foremost concern to all members of the school community, being essential to communication, learning, promoting our values, pursuing our vision and fulfilling our mission to be a school that “equips young people with the 21st century skills and knowledge needed to find new solutions for our world”. Language considerations will be taken into account with every aspect of the school’s operations.

Philosophy

ref. Judith Fabian, 2011: ‘Principled teaching and learning’ in *The Changing Face of International Education* ed. Walker.

We believe that language acquisition and development is a continuous process and that each student has a unique language profile that reflects their individual, family and cultural identity, as well as their experiences of living in and visiting various places. Learning, thinking and constructing meaning take place through language; therefore, learning about language and learning through language is central to the curriculum. The pedagogical framework of the school – the elements of which are extending students’ knowledge and experiences, conceptual development, putting learning into context, inquiry and critical thinking, meaningful action and communication amongst a community of learners - is operationalized through language. As such, it is the most significant means by which we can foster students’ ability to become independent, lifelong learners.

IB Learner Profile

Ref. The IB Learner Profile booklet (2006: 5).

It can be considered that language is essential in the process of developing internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Without language, a person would not be able to articulate their values, develop the necessary knowledge and understanding, establish relationships, communicate their intentions or explain and reflect upon their actions. As students develop their ability to communicate through language, they come to understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Through language, they learn to work effectively and willingly in collaboration with others.

Purpose

The purpose of the school’s language policy is to provide guidance for developing the curriculum and for facilitating learning and development in students. The school’s policy is consistent with its vision, mission, and identity as an international school in Indonesia, as well

as with the values and principles of the IB PYP, MYP, and DP.

Beliefs

The following beliefs about language exist at NJIS.

- All children can learn and be proficient in more than one language.
- All teachers are teachers of language.¹
- Language competence has a direct relation to a student's ability to communicate.
- Language competence has a direct relation to a student's identity, sense of security and belonging, confidence and their social and emotional well-being.
- All languages are valued.
- Language has functional and aesthetic aspects which must both be addressed in the curriculum.
- The school should provide opportunities for students to develop their home language or mother tongue, and that they have at least one language in which they are capable of thinking at higher conceptual levels.
- Students must be assisted to develop competence across the four language modes of speaking, listening, reading, and writing.
- Students should be given as much support as possible so that they can participate fully in the learning experiences and the discourse of the school.
- The school has a crucial role in helping students appreciate diverse perspectives and to develop international-mindedness and intercultural awareness through the use of language.
- The acquisition of language is a process which develops along a continuum.

Principles

Admissions

The school welcomes students of all language levels to the PYP and conducts a balanced examination of language ability (alongside other factors) before admission of a new student into the MYP or DP in accordance with the admissions policy.

Differentiation

- Each student should have his or her Student Language Profile (SLP) taken into account when the teacher is planning.
- PYP, MYP, and DP unit plans require teachers to include teaching strategies and it is expected that language differentiation will be recorded there.

¹ C1.8, C3.8

- The PYP unit planners have an addendum for ELL/Unit planning to help teachers plan for language instruction.
- The school aims to provide suitable resources to assist with the differentiation or support of language learning; for example, providing alternative versions of texts such as audiobooks, films or translations where applicable.
- In test or examination situations, including standardized testing, teachers liaise with the ELL/learning support coordinator to ensure support will be provided to help students who are being assessed in a language where they are still at an emergent level – provided that this does not compromise the purpose of the assessment.

Teaching in the target language

Teachers are expected to teach in the target language (the language that the student is learning at the time). Students should also be encouraged and supported in such a way that they willingly take the risk to communicate in the target language as well. It is important to be mindful of those who are not yet confident about speaking English within the mainstream English class context. Teachers must also be sensitive to the tools students need for understanding, including dictionaries, additional resources in the child's home language, or translation if necessary to ensure that students understand concepts and tasks. When planning, teachers will include specific targets for language while keeping in mind the SLPs and are expected to provide scaffolding and differentiated instruction in order to enable content and concepts to be understood.

Support for Staff

Given the central role of language in learning, NJIS recognizes that administrators, teachers, librarians, and other school staff will require professional development in the fields of language learning and teaching, and in how to make sure that this Policy becomes a working document. The school, through HR and the Staff evaluation process, will identify specific needs for Language professional development and create a plan that may include sending staff to external workshops and ongoing in-house activities.

Mother tongue

At North Jakarta Intercultural School, we promote the development of mother tongue literacy. Each new student who enrolls at NJIS is advised individually as to the best way to access instruction and/or support in their mother tongue. At NJIS, we value the importance of developing students' skills in their mother tongue, as well as in English and Bahasa Indonesia (where neither of those languages are the mother tongue). Our goal is for the majority of NJIS students to become academically and socially bilingual or multilingual, and to develop these languages in ways that will help them support each other.

We believe that parents and community play a vital role in the development of a student's mother tongue and encourage the cultural and linguistic exchanges among our various stakeholders at NJIS. Proficiency in one's mother tongue is recognized as an important factor for language and cognitive development and maintaining cultural identity. NJIS supports parents to encourage the

acquisition of English and to help students maintain their mother tongue language in the provisions specified in the current Language Policy. The librarians will work with parents to maintain mother tongue resources both in print and electronic forms.

Roles and Responsibilities

Certain language-related responsibilities are assigned to particular members of staff:	
The taught language curriculum	PYP Coordinator, MYP Coordinator, DP Coordinator, class teachers
Placement in language classes	Language Specialist (if English), Language teachers (if Bahasa Indonesia)
Identification for ELL support	PYP: Class teacher/language specialist MYP: Class teacher/language specialist/MYP Coordinator DP: Class teacher/language specialist/DP Coordinator
Identification for Indonesian support	PYP: Language teachers/language specialist MYP: Language teachers/language specialist/MYP Coordinator DP: Language teachers/language specialist/DP Coordinator
Transitions between levels of language acquisition/Indonesian. <small>*Using Language Acquisition Handbook as a resource</small>	PYP: Language teachers/language specialist MYP: Language teachers/language specialist/MYP Coordinator DP: Language teachers/language specialist/DP Coordinator
Identification of language needs for new admissions and creation of their SLP.	Language specialist/Teachers/Advisors
Development of mother tongue considerations	PYP/MYP/DP coordinators, Librarian, Marketing Dept., Classroom teachers

Review of schoolwide language policies	HOS, Language Specialist, all faculty
Monitoring of Policy implementation	HOS, Language Specialist, Coordinators
Staff Language Professional Development	HR Manager, HOS

English language support

The school offers limited in-class and pull-out ELL support by:

- assessing the language proficiency of individual students through both standardized and informal language assessments (e.g. WiDA, MAP.)
- collaborative planning of curricular content and instruction, as needed, across subject areas, highlighting specific language goals.
- offering professional development learning and training opportunities to teachers with ELL instructional strategies.

Extra short-term support is given to new students who enter the school with very low levels of English, or none at all.

In the MYP, an English language support class option is offered according to demand.

Language in the PYP

The school is committed to primary students developing target languages, second language, and mother tongue. The school welcomes competent home language instructors for after school programs.

Target Languages

Target languages of instruction are English and Bahasa Indonesia². Target languages use the IB PYP [language scope and sequence](#) to develop sequential language learning along agreed objectives and conceptual frameworks.

² A.7

Language in the MYP

Target Language

English in the MYP is the target language of instruction.

Our language selection in the MYP is:

- English Language and Literature
- Indonesian language acquisition
- Language ab initio (possible options include Mandarin, Spanish, and French).

The school tries to ensure consistency in the classes by grouping students in no more than two consecutive phases in Indonesian Language Acquisition class together. The Language Acquisition teachers and the MYP Coordinator decide on the phases offered in the school based on the needs of the students and the number of students in each phase.

Assessment

Assessment in languages will follow the IB MYP Language Acquisition Guide. For policies and procedures regarding assessment at NJIS, please refer to the Assessment Policy.

Language in the DP

All students entering the DP programme must have a level of competence in the school's language of instruction (English) such that they are able to study that language at one of the following levels in the IB Diploma Programme: A or B. Proficiency tests are often administered when students begin at the high school in order to assess their competence in English and /or Bahasa. Results from the test are used to support students accordingly.

The school can provide ELL support to students in addition to regular timetabled English classes. However, the student's level of competence in English on entering the school in the Year 11 must be such that there is a realistic chance that, with the additional support the school can provide, the student will be able to cope with the demands of the English B course by the time they start the DP.

Students are taught in mixed ability classes, which are also a mix of native/near native speakers and second-language speakers.

It is a requirement of the DP that all candidates study either:

- one group 1 and one group 2 language course or

- two group 1 language courses where this is appropriate.
- one group 1, one group 2 and potentially an additional Group1, Group 2, or Group 2 ab initio if appropriate.

A description of each of the above courses is available from the school and students and parents should discuss with the DP Coordinator and Language teacher which of the above courses is most appropriate, when making their subject choices for the DP.

Students whose mother-tongue language is neither English nor Bahasa can study their mother-tongue on a school supported self-taught basis where the mother-tongue language is offered by the IB. School supported self-taught language is a Group 1 course offered only at SL, meeting the same curricular requirements as other first language courses. Its function is to provide diploma candidates with a means of pursuing the study of their first language when there are too few student speakers of that language in a school to make taught classes in it viable.

Self-taught students are guided and supervised by a Language teacher who meets with them on a weekly basis. In addition to guidance on the course requirements, help is provided in the choice of books to be studied and tuition given in generic Language A skills.

Parents of self-taught students are encouraged to source tuition for their son/daughter from a teacher of the mother-tongue language where this is possible. The school can offer assistance in this area e.g. setting up email contact with a teacher in another DP school.

An additional language may be offered via Pamoja pending approval from the DP Coordinator and Head of School and under the supervision of the Pamoja Site Based Coordinator (SBC).

MYP through to DP studies in Language Acquisition

The pathways to further study in DP language acquisition classes are multiple;

To enter Standard Level (SL) students should have completed MYP phase 4, phases 4/5 or the equivalent. To enter Higher Level (HL) students should have completed phase 5 or 6, or the equivalent.

MYP phase	DP course
Phase 1	<i>Ab initio</i>
Phase 2	<i>Ab initio</i>

Phase 3	Language B SL
Phase 4	Language B SL
Phase 5	Language B SL/HL
Phase 6	Language B HL

As stipulated above, the language teachers, language specialists, and DP coordinators reserve the right to place a child in a language course different from the above mentioned in exceptional circumstances and in the best interest of the child.

Exceptions

In reference to the inclusion policy, there can be an exception to this pathway for a student to be pulled out of *ab initio* language class for support, and opt for *ab initio* language acquisition to be taught outside of school. This needs to be recorded by the school.

Monitoring and Implementation

NJIS believes in the value of continuous improvement. In line with this belief, a language committee will be created to periodically monitor the implementation of this Policy through a data-driven dialog to be performed with a frequency of at least once a year.

This Language Policy is a live document; as such, the school will implement a procedure to review the present policy that involves representatives of the entire school community³ and that takes into consideration the recommendations that the language committee produces during the monitoring process. The aim of this review process is to allow for better learning through the continuity and ongoing development of the IB program in the school⁴.

References:

Example Language Policy that we drew from Skagerak International School

³ B1.7, B2.11

⁴ B1.6

<https://drive.google.com/drive/folders/15xy6W12FyLhW8OAKfxPFf2RNk37ZLRi>

“Reviewing an Inclusion Policy.” International Baccalaureate, IB, Oct. 2018, www.resources.ibo.org/pyp/subject-group/Teacher-support-materials/works/pyp_11162-51666?lang=en.

Chadwick International Language Policy

<https://docs.google.com/document/d/1F-K61yQygp-GjmcU9qHrCCGSOQzJ1dvKEbOOObM7J3Wg/edit>