



SKILL STORK
INTERNATIONAL SCHOOL

LANGUAGE POLICY

2023- 2024

Adopted: 2021
Revised: 2023

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School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together challenging themselves with rigorous academics and assessments, to create and sustain a world that is caring, open- minded, balanced and peace-loving by thinking globally and acting locally.

I. Introduction

I.1 Background

Language is a fundamental element of human communication, culture, and identity. At Skill Stork International School, we recognize the pivotal role language plays in the holistic development of our students. This Language Policy aims to articulate our school's approach to language education, encompassing multiple languages, and catering to the diverse linguistic backgrounds of our student community.

I.2 Purpose of the Language Policy

The primary purpose of this Language Policy is to provide comprehensive guidance and structure for language education at Skill Stork International School. It outlines our commitment to multilingualism, the use of various languages in the learning process, and our dedication to fostering linguistic and cultural diversity.

I.3 Audience

This Language Policy is intended for various stakeholders within the Skill Stork International School community, including:

School Administrators

Teaching Staff

Students

Parents and Guardians

External Education Organizations

Review Committees

II. Foundations of Language Education

II.1 IB Mission Statement

The International Baccalaureate (IB) mission statement serves as a foundational pillar of our language education approach. The IB's commitment to creating inquiring, knowledgeable, and caring individuals who promote intercultural understanding aligns with our school's vision of nurturing lifelong learners who respect and appreciate linguistic diversity.

II.2 Cambridge International Mission Statement

We are dedicated to providing a happy, secure, and stimulating learning environment where everyone is respected. Our goal is for every child to enjoy learning, fulfill their potential, and develop into lifelong learners.

II.3 CBSE Vision and Mission Statement

The basic vision of CBSE is to inspire learning for physical, emotional, social and intellectual well being of students. The CBSE, a pace-setting National Board of School Education in the country, aspires to be a center of unmatched excellence for providing quality education by continuously raising the educational standards to meet the national and global needs through the dual process of affiliating schools within and beyond the national geographical boundaries and conduct of examinations at the end of classes X and XII.

II.4 School Mission Statement

At Skill Stork International School, our mission is to provide holistic education that encourages our learners to become inquirers for life. Our school emphasizes creating a caring, open-minded, balanced, and peace-loving world through global thinking and local action.

II.5 School Values

Our school values, encapsulated in the acronym LEADERS (Learners for life, Efficient, Affectionate, Determined, Efficacious, Resilient, Self-assured), underscore our commitment to nurturing well-rounded individuals who can communicate effectively in a diverse world.

II.6 School Context

Skill Stork International School offers a comprehensive international curriculum, including the IB Primary Years Programme (PYP), Cambridge Assessment International Education (CAIE) for grades 6 to 12, and the Central Board of Secondary Education (CBSE) curriculum for foundational stages to grade 10. Our school context provides a unique blend of educational approaches.

II.7 Language Programmes

Our language programmes encompass a wide range of languages, including English as the medium of instruction, Hindi as the national language, Telugu as the state language, and additional languages such as German, French, and Indian Sign Language (ISL) for CBSE students.

Language Profile of Students

Understanding the linguistic background of our students is essential for tailoring our language education. The majority of our students hail from Warangal and have Telugu as their mother tongue. While most are second language learners of English, we strive to provide a supportive environment for linguistic development.

III. Language at Skill Stork International School

III.1 Medium of Instruction

English serves as the primary medium of instruction at Skill Stork International School. It holds precedence in our language programme and is the preferred language for communication within the school, including publications, websites, signage, and interactions between school and parents, as well as among staff members.

III.2 Development of Knowledge and Skills in Language

Language education at Skill Stork International School goes beyond the traditional classroom boundaries. We recognize that language is a complex web of connections that transcends disciplines. Our approach encompasses learning a language, learning about language, and learning through language, all within a relevant context. This holistic approach provides the most supportive learning environment for language learners, encouraging competency in multiple languages and fostering imagination and creativity.

III.3 Languages Used in Daily Functioning

While English is the preferred language of communication at Skill Stork International School, we acknowledge our multilingual community, where many individuals function in more than one language in their everyday lives. Internal and external school communication with parents is primarily conducted in English, though individual parents and teachers may communicate in a common language of their choice as per preference. Internal communication among support departments typically occurs in Telugu to maintain a comfortable working environment without undermining the importance of the regional language.

III.4 Languages in the Skill Stork International School

Our teachers plan learning engagements in language with meaningful and enjoyable contexts, ensuring that students can make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, combined with an enjoyment of the process, lays the foundation for lifelong language learning. The school also emphasizes the importance of literature in language development, encouraging students to read a minimum of two books a year as per their age and readiness level.

III.5 Language in Secondary Programme

In the Secondary programme, Skill Stork International School seeks to revolutionize students' conception of language through an interdisciplinary approach. This approach bridges the gap between the universal and the local by studying literature in translation, fostering intercultural awareness, and promoting holistic learning and communication. The Secondary programme acknowledges the mastery of more than one language and encourages the reading of multiple texts, creating an appropriate atmosphere for the enhancement of wider contextual knowledge and understanding.

IV. Language Policy - IB Philosophy

IV.1 IB Language Education Principles

The International Baccalaureate (IB) philosophy's approach to language education is rooted in its core principles. It recognizes that language is not merely a tool for communication but a fundamental aspect of culture, identity, and cognition. The IB philosophy views language as a vehicle for inquiry-based learning and critical thinking, and it places great importance on multilingualism and intercultural understanding.

IV.2 Integration of IB Philosophy

Skill Stork International School's integration of the IB philosophy into its Language Policy is a testament to its commitment to fostering internationally-minded individuals. By aligning language education practices with the IB's learner profile attributes, the school ensures that students become not just proficient communicators but principled and reflective thinkers as well. This integration goes beyond language as a subject and permeates the entire educational experience.

IV.3 Language Tools in IB

Incorporating Language Tools: The IB philosophy encourages the use of language tools that facilitate learning and engagement. At Skill Stork International School, we utilize a range of language tools, including Twinkl, Oxford Reading Tree, and Read Theory. These tools provide students with interactive resources, reading materials, and assessments that support their language development and foster a love for reading.

IV.4 Multilingualism and Global Citizenship

Multilingualism: The IB philosophy's emphasis on multilingualism aligns with our commitment to preparing students for a globalized world. Skill Stork International School recognizes the value of multilingualism in promoting intercultural understanding and effective communication across borders.

IV.5 Languages offered:

First Language: English

Second Language: Hindi

Foreign Language: German or French (A choice made by the parents and students)

of Awareness: Telugu

V. Language Policy - CBSE Philosophy

V.1 CBSE Language Education Principles

The Central Board of Secondary Education (CBSE) philosophy has its unique character deeply rooted in the Indian context. It recognizes that language education plays a pivotal role in promoting national unity, cultural diversity, and proficiency in languages. The CBSE philosophy's emphasis on linguistic diversity in India is particularly notable.

V.2 Integration of CBSE Philosophy

Skill Stork International School's alignment with the CBSE philosophy is a reflection of its commitment to celebrating India's linguistic diversity. Offering Hindi as a language of study is not merely a matter of compliance; it's a statement of recognizing and respecting the linguistic mosaic of the country. This alignment goes beyond the curriculum; it's an embodiment of India's rich linguistic heritage.

V.3 Bhasha Sangam: Celebrating Linguistic Diversity

Bhasha Sangam Initiative: Within the CBSE philosophy, Skill Stork International School actively participates in the Bhasha Sangam initiative. This government-led program aims to celebrate linguistic diversity by showcasing 22 Indian languages, reinforcing the CBSE philosophy's goal of preserving and promoting the linguistic diversity of India. The school's involvement in Bhasha Sangam underscores its dedication to fostering cultural appreciation and unity through language education.

V.4 Language Proficiency and Cultural Sensitivity

Cultural Sensitivity: The CBSE philosophy emphasizes not only language proficiency but also cultural sensitivity. Skill Stork International School recognizes that language education is not just about learning words and grammar but about understanding the cultural nuances embedded within each language. By promoting Hindi and participating in initiatives like Bhasha Sangam, the school ensures that students not only speak the language but also appreciate the rich tapestry of Indian cultures and traditions.

VI. Language Policy - CAIE Philosophy

VI.1 CAIE Language Education Principles

Cambridge Assessment International Education (CAIE) philosophy brings an international perspective to language education. It recognizes language not only as a means of communication but as a tool for developing global citizenship, critical thinking, and communication skills. The CAIE philosophy emphasizes the importance of language in a global context.

VI.2 Integration of CAIE Philosophy

Skill Stork International School's integration of the CAIE philosophy into its Language Policy reflects its commitment to preparing students for a globalized world. The CAIE curriculum's emphasis on English language proficiency and global perspectives aligns with the school's mission to develop students who can effectively engage with international contexts.

VI.3 Global Citizenship and Cultural Understanding

Global Citizenship: The CAIE philosophy encourages students to be open-minded, reflective, and caring individuals. By exposing students to a curriculum that transcends national boundaries and languages, Skill Stork International School instills in them the values of empathy, respect, and intercultural understanding. This holistic approach to language education equips students with the tools they need to navigate a world where linguistic and cultural diversity is the norm.

In summary, Skill Stork International School's integration of the CAIE philosophy into its Language Policy goes beyond preparing students for examinations; it prepares them to be global citizens who can communicate effectively, think critically, and engage empathetically with the complexities of our interconnected world. The CAIE philosophy aligns seamlessly with the school's broader mission and vision, ensuring that language education is a gateway to international perspectives and opportunities.

IV.4 Languages offered:

First Language: English

Second Language: Hindi

Foreign Language: German or French (A choice made by the parents and students)

of Awareness: Telug

VII. Mother Tongue Programme

VII.1 Recognition of Mother Tongue

Skill Stork International School acknowledges the importance of mother tongue languages in preserving cultural identities. A student's mother tongue is considered the language they have acquired from birth or a very young age, typically from their family environment.

VII.2 Teaching Mother Tongue Languages

The school is committed to promoting mother tongue languages, especially Telugu, among our students. Recognizing the value of mother tongue education, we offer dedicated classes and resources to teach and develop proficiency in Telugu.

VII.3 Supporting Multilingualism

Multilingualism is highly encouraged at Skill Stork International School. We believe that students who are proficient in their mother tongue and other languages are better equipped to communicate effectively in diverse settings. To support this, we provide opportunities for students to learn additional languages, including Hindi, German, French, and Indian Sign Language (ISL), which is particularly beneficial for our students.

VII.4 Mother Tongue Programme for Primary Years

In the Primary Years Programme (PYP), students from Kindergarten to Grade 5 are encouraged to explore and develop their mother tongue language skills. While English remains the primary medium of instruction, Telugu is integrated into the curriculum to promote linguistic diversity and cultural understanding. Specialized teachers and resources are allocated to support students in enhancing their mother tongue proficiency.

VII.5 Mother Tongue Programme for Grade 6 and Beyond

In grades 6 to 12, students continue to have opportunities to engage with their mother tongue. For CBSE students, this includes the study of Hindi, while CAIE students can opt for language courses such as German and French. The mother tongue programme remains an essential part of our commitment to preserving linguistic and cultural diversity.

VIII. Additional Language Support (Learning Support Programme/EAL)

VIII.1 Recognizing Second Language Learners

Skill Stork International School recognizes that many students come from diverse linguistic backgrounds and may require additional support in acquiring proficiency in English as a second language. The school values the unique linguistic and cultural experiences that these students bring to our community.

VIII.2 Foundation Course for Language Support

To support second language learners, we offer a foundation course that focuses on English language acquisition. This course is tailored to individual student needs and includes language assessment, customized learning plans, and ongoing support to help students progress in their language skills.

VIII.3 Commitment to Language Learning

We are committed to fostering an inclusive environment where all students, regardless of their linguistic background, have equal opportunities to succeed academically and socially. Our teachers and support staff work collaboratively to ensure that additional language support is provided in an empathetic and culturally sensitive manner.

IX. Online Reading Programme

IX.1 Utilizing Online Resources

Skill Stork International School acknowledges the transformative role of technology in language education. In line with our commitment to providing students with a well-rounded language experience, we have developed an Online Reading Programme to harness the power of digital resources.

IX.2 Promoting Reading Skills

The Online Reading Programme focuses on promoting reading skills among our students. It offers a diverse collection of digital books and reading materials that cater to various age groups, interests, and reading levels. This initiative aims to cultivate a love for reading and expand students' vocabulary and comprehension.

IX.3 Integration of Technology and Language Learning

Technology integration is a key component of our language education strategy. Through the Online Reading Programme, we encourage students to engage with digital texts, audiobooks, and interactive learning platforms. This not only enhances their language proficiency but also prepares them for the digital literacy demands of the modern world.

X. Role of the Library

X.1 Importance of the Library

The school library is a hub of learning and literacy at Skill Stork International School. It plays a crucial role in supporting language development, fostering a reading culture, and providing access to a wide range of multilingual resources.

X.2 Multilingual Resources

The library houses an extensive collection of books, magazines, newspapers, and digital resources in multiple languages. This includes literature in English, Telugu, Hindi, as well as foreign languages like German and French. Our library staff is trained to assist students in selecting appropriate reading materials based on their language proficiency and interests.

X.3 Library Activities and Events

To promote language and literacy, the library hosts various activities and events throughout the academic year. These include storytelling sessions, author visits, book clubs, and language-themed competitions. These initiatives not only enhance language skills but also create a sense of excitement and curiosity around language and literature.

X.4 Expanding Library Resources

Skill Stork International School is committed to continually expanding and updating our library resources to cater to the evolving needs and interests of our students. We encourage suggestions from students, teachers, and parents to ensure that our library remains a dynamic and vibrant centre for language and literacy.

XI. Translanguaging at School

XI.1 Supporting Learners' Languages

Translanguaging is a pedagogical approach that recognizes and values the diverse linguistic repertoires of our students. At Skill Stork International School, we embrace translanguaging as a means of supporting learners in using their full linguistic resources for learning and communication.

XI.2 Integrating Translanguaging Strategies

Teachers at our school are encouraged to integrate translanguaging strategies into their classroom practices. This may involve allowing students to use their mother tongue or additional languages when expressing ideas, discussing concepts, or seeking clarification. Translanguaging promotes a deeper understanding of content and ensures that language is not a barrier to learning.

XI.3 Fostering Cultural Identity

Translanguaging is not only about language but also about preserving and celebrating cultural identities. We believe that by allowing students to use their languages and share their cultural perspectives, we create a more inclusive and respectful learning environment. This, in turn, promotes intercultural understanding and empathy among students.

XII. Development of the Whole School Language Policy

XII.1 Creation of the Language Policy Steering Committee

The development and implementation of the Language Policy at Skill Stork International School is a collaborative effort. A Language Policy Steering Committee has been established, consisting of experienced educators, linguists, parents, and administrators. This committee plays a crucial role in shaping the policy, ensuring its alignment with the school's mission and educational goals.

XII.2 Key Steps in Policy Development

The development of the Language Policy involved a comprehensive process, including the following key steps:

Needs Assessment: Identifying the linguistic needs of students, teachers, and parents.
Research: Reviewing international best practices in language education.

Stakeholder Consultation: Gathering input from teachers, students, parents, and external experts.

Drafting: Creating a preliminary policy document.

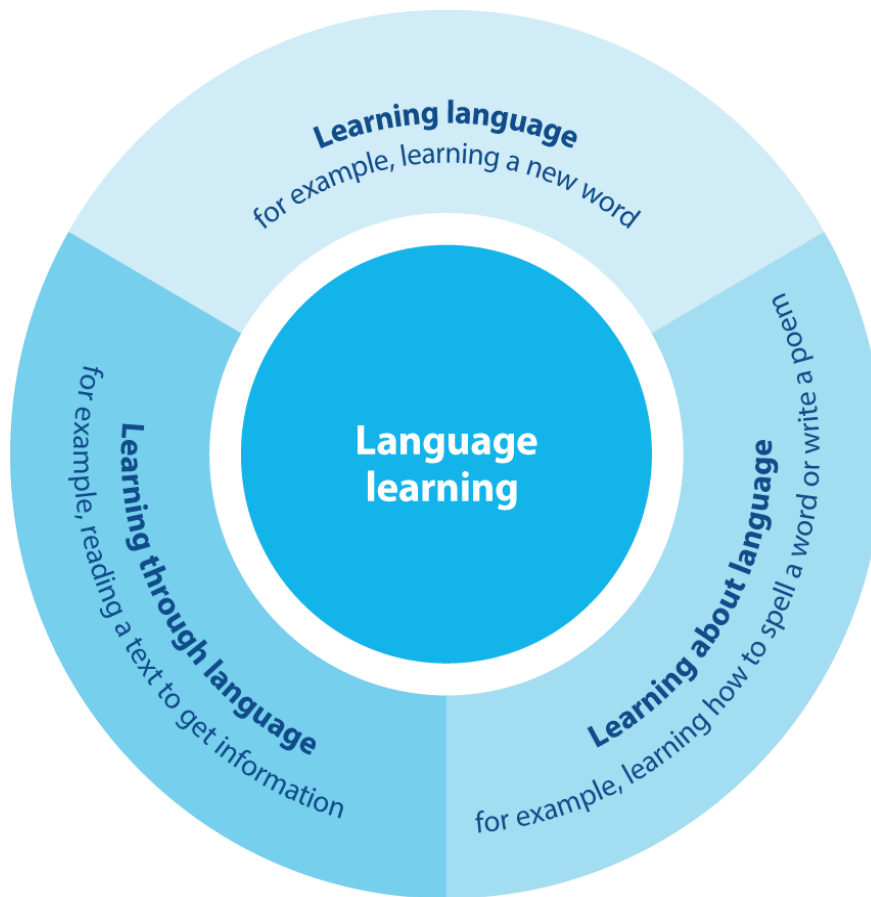
Review and Feedback: Soliciting feedback from all stakeholders and revising the policy accordingly.

Approval: Finalizing the policy and obtaining approval from the school board.

XII.3 Revision and Review Process **The Language Policy at Skill Stork International School is a living document that undergoes regular revision and review to ensure its continued relevance and effectiveness. A review committee is responsible for assessing the policy's implementation, collecting feedback, and making necessary updates. This review process occurs biennially and includes input from all stakeholders.**

XIII. Conclusion

In conclusion, Skill Stork International School's Language Policy is a comprehensive framework that underscores our commitment to language education, linguistic diversity, and cultural appreciation. It is rooted in our school's mission and values, aligned with international educational philosophies, and designed to meet the diverse needs of our students and community. By embracing various language education philosophies and practices, we aim to prepare our students to be effective communicators and global citizens in an increasingly interconnected world



Bibilography

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