

# **RYAN GLOBAL SCHOOL, KHARGHAR** **LANGUAGE POLICY**



**With languages, you are at home anywhere!**

- **Edmund De Waal**

## **INDEX**

### **Contents**

IB MISSION STATEMENT	2
IB LEARNER PROFILE	2
OUR PHILOSOPHY	3
PHILOSOPHY OF LANGUAGE TEACHING AND LEARNING	3
LANGUAGE PROFILE OF STUDENTS	4
STRATEGIES FOR EFFECTIVE IMPLEMENTATION	4
SUPPORT FOR MOTHER TONGUE	5
LANGUAGE DEVELOPMENT AS AN IBCP CORE	5
ASSESSMENT	5
LANGUAGE IN THE CAREER-RELATED STUDIES.	6
ROLE OF THE LIBRARY AT RYAN GLOBAL SCHOOL	6
SUPPORT FOR STUDENTS	7
REMEDIATION LANGUAGE SUPPORT	7
REVIEW OF SCHOOL LANGUAGE POLICY	8
BIBLIOGRAPHY	8

## 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 programs of international education and rigorous assessment.

These programs 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 analyze 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 recognize 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. (REF: academic integrity, IBO.org, October 2019)

## OUR PHILOSOPHY

### Ryan Global Vision:

Our Vision is to be a premier global educational institution that cultivates academic, physical, psychological and social well-being through our motto excellence in education and All-Round Development.

### Our Mission:

The School has a broad interest in the field of quality education and excellence committed to enabling academic development of young minds.

The School empowers the students to raise their academic and personal potential in a dynamic environment that values analysis, dedication and observation.

Our School is built to create a 21st century learner who will emerge as a national and global citizen through an innovative learner centered pedagogy delivered by inspiring educators.

Our offering is structured around

- **12-point vision** (Human Resource Development, Art and Culture, Environment, Philanthropy, Values, Education, Sports, Healthy Living, Finance, Entrepreneurship, Media, Leadership)
- **KASSM** approach (Knowledge, Attitude, Skills, Social, Moral Values)

## PHILOSOPHY OF LANGUAGE TEACHING AND LEARNING

At Ryan Global School, we create a challenging and motivating multilingual environment where the Language of instruction is English and is taught as the primary Language.

In a constantly evolving world with converging cultures, we not only need good national citizens but excellent global citizens who, while being rooted in their own culture, appreciate and embrace world culture. (IB Standard C3, Practice 7).

Ryan Global school aims to nurture an appreciation of the richness and diversity of Language. A language is a tool for creating and making meaning of our World.

Language is the road map of a culture. Language does much more than promoting only cognitive growth; it is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one Language and maintenance of the mother tongue enriches personal growth and helps facilitate international understanding. (IB Standard A, Practice 7).

At Ryan Global School, every teacher is a language teacher. Language is an integral part of all subject areas of the curriculum. (IB Standard C3, Practice 8).

Ryan Global School aims to develop competent and passionate readers, confident, curious speakers and listeners, writers, viewers, and presenters through IB language programmes.

Language is always taught meaningfully and in context. This context is ever evolving, but the basis of which is real-life scenarios, the local area, and an expansive variety of text types. (IB Standard B2, Practice 11).

We encourage the learning of Language through inquiry, allowing students to make connections with context, explore, and investigate. Assessment at the School will be aligned with the requirements of the IBCP programme(s). (IB Standard C4, Practice 1).

## **LANGUAGE PROFILE OF STUDENTS**

The medium of instruction is English at Ryan Global school. English is a widely accepted Language in India. Students have been learning the English Language from the foundation years of School. English is the World's common Language of communication for all purposes.

The primary mode of communication in School is the English Language, as it is used for all the operational and development activities that take place. English is also the Language of its governance, academic committees, and management.

Most of the students have similar cultural and linguistic backgrounds, being residents of Mumbai city.

The School ascertains that multilingualism practices in education will enhance academic and personal values for the personal development of a child and develop intercultural understanding and international mindedness.

The language profile of Ryan Global School students is as follows:

1. We have a heterogeneous group of students speaking various Indian languages as their mother tongue/ native Language.
2. Most of the students are second language learners of English.
3. The medium of instruction is English and is commonly acceptable to all.

## **STRATEGIES FOR EFFECTIVE IMPLEMENTATION**

Ryan Global School will provide various opportunities for the students to explore their potential:

- Celebrating various occasions & festivals
- Debate, Elocution
- Extempore.
- Street Play.
- Theatre.

- Start writing
- argumentative, persuasive articles/essays writing
- school magazine and Newsletter.
- Making movies on socially relevant issues.
- Public Speaking.

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#### Role Play

- Participating in Intra-School and Inter-School debates, symposia, and turn-coat competitions.

All four skills Reading, Writing, Listening & speaking are included within planner activities.

## SUPPORT FOR MOTHER TONGUE

Ryan Global School believes in shaping global citizens who have intercultural understanding and respect all other cultures. The mother tongue plays a vital role in appreciating your culture and traditions. Students gain different perspectives on intercultural understanding and respect by learning about a target language and by comparing their own cultural values and behaviours with those of the target language. Therefore, the mother tongue plays important to ensure students appreciate their own culture as well as others.

To support the mother tongue, the library also plays an intrinsic role in providing many resources and materials to students. The School will organize various cultural functions like Hindi Diwas Maharashtra day and French day and also arrange a cultural exchange program for students to enable them to understand the importance of preserving regional culture and languages. Also, through service-learning, students will get exposure to regional and host country culture and Language when they directly interact with the local community.

## LANGUAGE DEVELOPMENT AS AN IBCP CORE

Students are encouraged to learn more languages other than their known Language. Intercultural understanding and respect is an integral part of IB philosophy ,so Language development as a core is essential to promoting respect for cultural diversity and enhancing students' awareness of the World, thereby conditioning them into global citizens.

Language development requires a minimum of 50 hours in the academic calendar, implemented through the mediums like oral communication, visual representation (such as movies, documentary series, etc in English), reading comprehension, and writing.

The School's library resources will be well equipped to assist students in their language development, along with guided lessons in English by a language provider.

## ASSESSMENT

A language development evaluation is prescribed by the School. School may include individual assessments (including written tests, essay writing, storytelling etc.) or group assessments (including role play, dances, music, etc.).

Students are responsible for documenting and creating their own language portfolio and filling it out to the School's satisfaction. The language teacher will evaluate students' language portfolios regularly and discuss progress with the student. The student's language portfolio is not evaluated by the IB but can be the subject of a sample review during the CP evaluation.

The language portfolio helps students to chart their progress and comprehension of the Language from when they started and to have regular comparisons.

Language development takes place at the same time as the other elements of the CP core.

Teachers and students should adhere to all aspects of giving and receiving an ethical education and follow academic honesty.

## **LANGUAGE IN THE CAREER-RELATED STUDIES.**

The career-related studies offered at Ryan Global School accept assignments and assessments in English.

## **ROLE OF THE LIBRARY AT RYAN GLOBAL SCHOOL**

For any Language programme the school library is a very effective tool.

The library at Ryan Global School sets up a learning space and an environment to promote love and interest in reading books. It provides a conducive environment for students and teachers for their research work.

The school library is well equipped and systematically arranged with fiction, non-fiction, pop-up books, picture books, board books, multicultural books, autobiographies, multilingual books, world classics, encyclopaedias, reference books, e-books and media. All the resources are easily accessible to all students and staff.

The School has a collection of books in regional languages of India, bilingual books, and French books, and in the future, School will continue to add more collections. The library has valuable resources to promote international mindedness, and these resources signify that our School supports different types of languages.

The library also has resources for collaborative planning, research, and teacher's resources for professional development.

In addition, online resources are also used to support teaching and learning. Teachers provide a list of resources to a librarian to be purchased after collaborative meetings.

Apart from the school library, the reading collections for classroom instruction is also available for the teaching staff. A series of books are available to meet their grade level specifications so as to expand the depth and breadth of Language.

Language development provides the student the basic knowledge of both how the Language is used every day and the culture of the places where it is spoken. This ensures that students are

one more step toward international mindedness and learn to appreciate and embrace a culture distinct from their own, in doing so, becoming citizens of the World.

The library will be updated on a regular basis as per the demand of the subject teacher, curriculum, and students' needs. For all the classes, students will have the library period every week as an integral part of the class timetable. For secondary, higher secondary, and the Diploma programme level, students can use the library for reference, working individually or in groups, researching, project works, etc., especially for Reflective projects and PPS.

## **SUPPORT FOR STUDENTS**

Ryan Global school understands that English is not the first Language of students; therefore, we provide support for any challenges faced by the students. We ensure that students are provided with any resources required for an integrated, well-implemented English programme. Ryan Global school endeavours to integrate students' cultural and linguistic heritage throughout the curriculum.

Students should demonstrate an adequate level of language proficiency to understand the course material and complete IBCP.

The student's language proficiency is assessed at the time of admission by reviewing previous grades and interactions with the students. If the student is not up to the level (if the student's second Language is English), he/she may have to attend the bridge course (the English Language instructor and counselor will take a decision). Ryan Global School ensures that students should get full support from the School to develop confidence in the English Language. The support includes extra classes and weekly reviews with the English tutor for any queries.

## **REMEDIAL LANGUAGE SUPPORT**

The majority of the students at Ryan Global School have English as their second Language. After evaluating the student's proficiency in Language and identifying the type of support needed, the teacher will plan the requisite action. This involves screening students through assessment, feedback from class teachers/ previous grade teachers/ previous school reports, admission tests, feedback about the home environment etc.

Students may lack communication skills due to following reasons:

- They are first-generation learners of English
- They have no support for English language learning at home
- They have poor foundation skills in English.

Remedial support to these students will help them reach their full potential by keeping up with the school curriculum requirement. (through appropriate support to enhance written / oral / listening/speaking skills )

Support provided will be a combination of classroom support and, if required, a separate bridge programme of the English Language.

## **REVIEW OF THE SCHOOL LANGUAGE POLICY**

The School head, the IBCP coordinator, language development teacher, DP & CP teachers, and the librarian collaborate to review language policy annually.

For effective implementation of the language policy, all teachers plan collaboratively to ensure the language scope and sequence is as relevant and comprehensive as possible.

All teachers are language teachers. Each and every teacher is responsible for the language development of students by providing valuable feedback and contributing to any modifications (if needed) to the School's language policy.

All staff members are guided to understand the needs of students learning in a language other than their mother tongue

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Ryan Global school has undertaken the following key steps in the development of this policy:

1. Through discussion with the school community about their opinion/views regarding language learning.
2. Preparing the first draft of the policy.
3. Presentation of the draft to the Pedagogical leadership team.
4. Incorporating changes and finalizing the Language Policy.
5. Publishing the language policy to all stakeholders.

A review of language policy will be done annually. The changes made after the review will be in accordance with the beliefs and values of the IBO, the School's philosophy, and changes in student and community demographics.

## **BIBILOGRAPHY**

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