



adani
international
school

Growing Together

ADANI INTERNATIONAL SCHOOL LANGUAGE POLICY

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.

Adani International School Vision & Mission

Vision Statement

We are committed to providing state-of-the-art education infrastructure consistent with evolving global educational trends that inspires children to be nation-builders pushing India's global ambitions.

Mission Statement

To be the leading Indian school that provides a global learning experience with educational application that is future ready.

ADANI INTERNATIONAL SCHOOL LANGUAGE POLICY

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1.Philosophy –The Adani International School emphasizes that language is empowering and essential to intercultural communication and preservation of identity and traditional culture. It fosters our collective consciousness and makes us cognizant of our place in the grand scheme of things. Language forms the core of learning and is a decisive parameter of the student’s success in school. Language is the medium through which the student not only expresses her identity but also connects to the worlds around here which speaks in various tongues and encompasses dynamic social custom, beliefs and traditions. At Adani International School 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. By focusing on multilingualism and multiculturalism, we provide an enriching environment where every student is empowered by language and has the opportunity for self-expression. This can significantly impact on the well-being of our students, their learning and personal growth, and, consequently, on their ability to achieve their highest potential. 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 school, every student has an individual and cultural set of experiences, skills and interests, which must be considered in the teaching and learning process.

2.Rationale

Language is an expression of culture and must be valued as an essential part of a student’s identity. It is the foundation of all learning. Recognising and supporting our students’ mother tongues is crucial to developing their full potential. The Learner Profile, together with the essential elements of the Diploma Programme are integral to teaching and learning language. Language study is a key factor in developing international understanding, in reinforcing cultural identity, enhancing personal growth and promoting effective communication. It permeates the entire curriculum. All members of the school community are language teachers and language learners. The school therefore believes that:

- All teachers are language teachers.
- Language is a primary means of learning and communicating.
- Language acquisition is to be promoted as a partnership between all members of our community including parents, students, faculty and staff.
- Mother tongue languages help form cultural and personal identity and should be respected
- The shared experience of learning language creates cohesion among students from diverse backgrounds and promotes international mindedness.
- Learning world languages is an integral part of becoming a global citizen.

3.Aims – At Adani International School, the language of instruction is English. Within this context the school endeavours to create a challenging and motivating multilingual environment that values and integrates students’ cultural and linguistic heritage throughout the curriculum. Within an academic setting, the school aims to

foster in all students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages, one of which is English. All facilitators, staff, parents and students shall work to:

- Motivate students to have fun with language and be able to express themselves through the effective use of language.
- Help students to learn and use language in a variety of contexts.
- Raise the students' power of written and oral communication skills (reading, writing, listening, viewing and presenting) through conversation and regular assessments.
- Foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages.
- Promote respect and appreciation for language and literature amongst students.
- To discourage formation and isolation of any group of students based on language and ethnicity.
- To prepare students adequately for higher studies at various English-speaking universities.
- To ensure that language instruction is provided at a grade appropriate level and that, taking into consideration cultural diversity, provision is made for appropriate enrichment and support.
- Helping stakeholders including parents become involved with planning and developing their child's language profile.

4. Continuum of language learning – The school understands that all learning involves learning languages, learning about languages, and learning through languages. It also understands that through language learning students acquire the ability to think critically, learn independently and develop knowledge in a balanced, creative and reflective manner. Because of this every subject facilitator is a facilitator of language and supports the language development of every student in their care. English is the operational language across all the curricula and is used as the language of instruction for all subjects except other languages where the target language will be used primarily with English used as a scaffolding technique. We strive to equip our students with progressive language learning in English as well as the language of their interest. The school offers study of English Language and First Language English at Cambridge Lower secondary and Upper secondary respectively. Furthermore, study of literature with selections of literary text has been added as a study in CAIE Lower secondary. Students study English at PYP and English A: Language and Literature at IBDP. In addition to this the school offers study of Hindi and French as a choice with study of Gujarati as a state mandate guideline.

Development and maintenance of mother tongue - The school encourages the development of mother tongue of students through an ethos of acceptance of linguistic diversity within the local community, since it's a mandate guideline from state government.

The school strategies for developing mother tongue in the following ways:

- The school plans to conduct a language festival which is weeklong.
- Promoting mother tongue conceptualization when new topics are introduced.

- Recognizing and celebrating various mother tongues within the school.
- Purchasing mother tongue resources for classrooms and the library.
- Recognizing student achievements in the mother tongue classes.
- Creating opportunities for students to celebrate their mother tongue and the cultures of their home countries.

Language learning in PYP - Language is the all-pervasive element across the school's curriculum, both within and outside its transdisciplinary programme of inquiry. Language at the school in PYP is seen as permeating the whole curriculum. Language learning is spread across all disciplines and through the programme of inquiry and all PYP facilitators at the school are viewed as language teachers. English is the primary language taught at the Primary years and also the language through which the students connect to the PYP curriculum. The school offers Hindi (one of the official languages of India) as a host country language and Gujarati (as the regional language of the state Gujarat) from the age of 6 (Grade 1). The school uses the PYP Language Scope and Sequence documents for the primary years. Teachers plan learning engagements in language with meaningful and enjoyable contexts and learners can make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning. The school also acknowledges that learning to comprehend language through listening and speaking; viewing and presenting; reading and writing to express through speaking; writing and presenting go hand in hand and hence, promotes integrated language development. The three strands of communication: oral, written, and visual language are interwoven and not taught in isolation.

The school believes that literature plays crucial role in language development. Literature helps to connect emotion and thought. It widens our life spaces and takes us beyond the boundaries of place and time. Above all, it is a very powerful tool to transform children's lives as they carry these literary experiences back into their own worlds and view their lives differently. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward. The school also sees culturally diverse literature as a powerful means to develop international mindedness and attributes of the learner profile in all learners. The library collection reflects this belief in its collection of picture books, folk tales, bilingual books etc.

CAIE Lower Secondary – (Stage 7, Stage 8 and Stage 9)

Integration of communication and analytical skills are implemented for developing Languages in Middle School. The main focus is not only to encourage students to communicate fluently in English, but also to instil a practice where students' thought process too starts flowing in the same language. This further ensures that the students use their language learning while analysing and evaluating any given topic in other subject areas as well.

The six main skills developed are as follows:

- Reading
- Writing
- Speaking
- Listening

- Analysing
- Creating

Cambridge Upper Secondary (IGCSE)

At IGCSE level, the students who do not wish to appear for the 'ICE' Award have the option of not studying an additional language. However, they are required to pursue English as their only language at a level suitable to their ability.

Language at Grades 9,10 [IGCSE] for ICE award.

1. All the students are supposed to take 2 compulsory languages.
2. The medium of instruction of all other subjects is English
3. The students take up FLE i.e. 'English as a First Language' with certain exceptions for the non-proficient students who take up ESL i.e., English as a Second Language.
4. The school offers choice between Hindi and French as a study of second language and foreign language respectively.

IBDP - Language contributes to the development of international understanding and has a major role in the school. The school recognize and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school. The correlation between mother tongue development and academic achievement, including acquisition of other languages is acknowledged. The school strives to ensure that each student feels proud of his/her own language and develops the ability to use more than one language.

A framework of language and learning that is applicable to all IB learners. As an IB World School, we are committed to the following Practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrate that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognize that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilises the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11)

Each of these languages are available to be studied at different levels of proficiency, i.e., Language A (Standard and Higher Levels), Language B and Language ab Initio (Standard Level)

Group 1 (Stud.in)- Studies in language and literature

Adani International School has mandated English language and literature (HL and SL) as

Group 1 choice as Indian students are exposed to the English language from the early years both at home and school. English is one of the best-known languages for most Indians. The prescribed course aims to introduce the students to a range of literary works of different genres, periods, styles and contexts. The study of works from different cultures and languages will introduce the students to the interdependence of culture on language and vice-versa. It will also enable the students to appreciate the art of fine writing.

English A-Language and literature is offered at both Higher Level and Standard Level. The choice between HL and SL for each student will be made based on candidate's preference and school recommendation. The course aims to promote interest and depth of reading among students. Reading will in turn promote fluency and precision in speech and writing enabling effective use of the language.

(Language Acquisition)

Group 2 – Language B

Hindi being the host country language is strongly recommended to students as a group 2 course selection in Grades 11 and 12. The school recommends that all students who have had 4-5 years of experience in learning Hindi study HL/SL as per the student's language profile.

Students who have studied French at IGCSE or any other equivalent are offered to study French B at SL level.

Adani International School has several students who speak different languages. If there are students who wish to choose any other language, then they will be encouraged to do so as a self-taught language. Our aim is to equip students with the ability to deal with day-to-day conversations and fulfil their social responsibilities.

Ab initio language

French ab initio is the other subject the school offers as a Group 2 subject choice. The course aims to provide students with an ability to deal with everyday communication and provides them with an insight into the culture of that country. This course is for beginners who have little or no previous experience of learning the chosen language.

5.Linguistic Progression

Regular demonstration of progressive learning is one of the practices that the teachers aim to

achieve inside and outside their classrooms. The school assess students' linguistic progression (both academic and non-academic) using multiple evaluation processes like individual and collaborative tests, projects and portfolios. This applies to the ESOL programme as well, where their readiness to graduate to the required level is achieved and can exit the ESOL programme.

6.Areas to Develop the Language capabilities:

1. The Library Classes have been designed as an 'Extended Reading Program' which is linked with the mainstream language & literature Program to incorporate reading habits and love for literature.
2. Special Library Budget is allocated to procure books, e-books and other materials.
3. A 'Library Council' is proposed for the next academic year.

7. Language acquisitions are promoted by -

- Selection and provision of access to literature from a rich and diverse cultural background from all over the world.
- Provides multiple opportunities and ample reading choice to motivate students such as inter house, inter school competitions for students to write in a variety of genres.
- Students are assessed formally and informally in the classroom using variety of writing prompts, reading comprehension checks, reading skills assessments, speeches, essays etc.
- Students are encouraged to read as widely as possible and to experiment with different forms of writing such as novels, poetry, drama and non-fiction texts.
- The library and Media Centre are kept up to date with resources needed for language learning. Adequate audio – visual support is provided for honing the speaking skills.
- There are bi-annual reviews for up-gradation of resources in close consultation of the teacher librarian, library committee, Coordinators and management.
- The school library is well equipped with fiction, non-fiction, picture books, chapter books, board books, pop-up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopaedias and media that are accessible to all students and staff. The school ensures library as a valuable resource to promote the international mindedness aspect of the IB programmes.
- The library also enables access to resources for collaborative planning, researching and teacher professional development.

8. Language Support Across Curricula

The Language Policy of AIS does not circumvent the Admission Policy. Lack of prior knowledge

of a language is not a criterion to filter applications to the school. Students with no/poor skills at

a language is accepted across curricula and supported through our programme.

Specialist language teachers in the subjects offered are recruited. Provisions are made for in-service training to acquire necessary skills in the teaching of languages.

The school views the on-going language development of students as the responsibility of all stakeholders. Integration of languages across curricula is recognized and attempts are made to extend support by the subject teachers.

Special need-based arrangements are made to facilitate up-gradation of language skills accordingly. To this end, programmes like ESOL (English for Speakers of Other Languages) can be arranged in future to enable them to assimilate to the mainstream classes and enhance social and cultural aspects besides academic goals.

9. Special Education Needs

The school ensures to cater language learning needs of children with special needs having intellectual, developmental delays, physical and any other hearing impairment. Depending on the degree of impairment, the child is integrated into the mainstream school curriculum with the support of a highly experienced team of professionals of the Department of Integrated Studies. The team of professionals consists of full-time

special educators, an audiologist and a speech therapist, an occupational therapist, and mainstream educators.

Adani International School has one of the most well designed and functional SEN department with special emphasis on inclusive education for all. To achieve the aim of inclusive education for all students, the SEN department works in tandem with the home room teachers and other subject facilitators.

Resources are made available through the school library and resource centre along sufficient internet facilities to access digital resources.

10. The written curriculum.

PYP

The school develops Scope and Sequence documents for all language instruction based on the IBO exemplar documents. A diverse range of textbooks are used as resources for attainment of specific goals in Language learning. The scope and sequence documents are reviewed periodically by the Language committee for any changes or updates.

Specific Requirements

- Each grade level from PYP 1 will conduct a novel study.
- By the end of the year, each grade level must have addressed all the learning outcomes outlined in the grade overview.
- All strands of language must be offered: oral (speaking and listening), written (reading and writing) and visual (viewing and presenting).
- Language must be integrated into the Programme of Inquiry wherever deemed appropriate and must constitute to strengthen and refine language strands.

11. Cambridge Assessment International Education - Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Lower Secondary (Stage 7, Stage 8 and Stage 9)

- The school has placed all language instruction according to subject guide and scheme of work available at school support hub.
- In addition to this, there will be an overview for specific learning outcomes in language at each stage of language learning.
- A range of resources will be used for attainment of goals, which will comprise of language reference books and additional study of literature.
- Each Grade will be exposed to study of diverse literature which will include poetry, prose (short stories & novels) & drama.
- All macro-skills will be addressed:
 - Oral Communication (Listening & Speaking) through debates, role-plays, discussions, poetry recitals, interviews as well as oral interpretations of literature.

- Written Communication (Reading & Writing) through fiction in a variety of genres – novels, short stories, biographies, autobiographies, drama, screenplays, advertisements, brochures, magazine articles, etc.
- Visual Communication (Viewing & Presenting) through advertisements, commercials, performance art, dramatic interpretations, video clips, leaflets, posters, etc.
- Students are given choice between Hindi and French as a second language and foreign language respectively. The usage of physical as well as digital dictionaries is encouraged to enhance student understanding and ensure that foreign students are comfortable in the classroom. The development of mother tongue i.e. Gujarati is supported strongly in the CAIE Lower Secondary as state mandate language learning guideline.

Cambridge Upper Secondary (IGCSE) –The students at Adani International School offers Cambridge IGCSE First Language English (500) as mandatory study with choice between Hindi and French as study of Second language and foreign language respectively. The course is based on the linked language skills of listening, reading, speaking, and writing, and these are built on as learners progress through their studies. IGCSE First language English develops more general analysis and communication skills such as interference, and the ability to order facts and present opinions effectively. The syllabuses also aim to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and speakers of foreign languages. This rewarding approach to learning languages allows students to grow in confidence over the two-year course and provides an excellent foundation for continued language learning.

Diploma Program - At the Diploma level, the written curriculum will meet the demands of the various descriptors in the assessment criteria of Language A and Language B/ Language Development programmes. It will encourage a personal response that is a result of reflective critical thinking and analysis.

12. Methods of instruction- PYP and CAIE (Lower Secondary and IGCSE)

- Methods of instruction must be aligned with recent research in the area of language instruction (MI, differentiated instruction, skill-based approach, and international pedagogical practices that reflect on enhancing thinking skills etc.)
- Language is approached through an inquiry-based method.
- Support for Metalanguage will be provided by various resources which will act as an instrument to enhance language capabilities and not reflect as the sole medium for instruction.
- Transdisciplinary/interdisciplinary language and literature will be integrated where possible.
- Language will be offered through differentiated instruction to address support and enrichment requirements.
- English will be the language of instruction, however, to assist ESL students with inquiry, they might require assistance with translations and can be permitted to use a dictionary, have buddy translators or parents' volunteers can be invited

to make initial translations. Parents are also requested to write down key words in their native language to help children feel settled.

IBDP

- At the Diploma level students are treated as independent learners with the teacher assisting them in their effort to progress as fast and as far as they can possibly manage. Teachers outline the syllabus, offer exercises and assignments, provide regular and detailed feedback and use the classroom scene to practice interactive responses using the target language most of the time.
- All references, like textbooks, grammar, cultural information etc. are either provided by the subject teacher or students are guided where to find further information.
- English will be the language of instruction for all subjects.
- Non-English speakers are allowed to use dictionaries to enhance understanding.
- Students are encouraged to read books that are available in translation in mother tongue.
- Students are encouraged to work on their mind maps in their mother tongue for Theory of Knowledge (TOK) and Extended Essays.
- Elements of TOK will be incorporated into the teaching of Languages. To support the learning of the mother tongue in the DP, we offer the Language A School Supported Self-Taught option.
- The school encourages students who are native speakers of the languages offered in the Language B programme, to help students who require additional support and assistance.
- Role plays, debates, quizzes, film appreciation, provide active scaffolding and are effective methods of language learning in the Diploma Programme.

Assessment -The designed learning outcomes for language forms the core ground for assessment. Assessment of language, both formative and summative, will be integral to learning and teaching and fully incorporated into the programme. According to IBPYP, CAIE and IBDP requirements. Evidence of assessment must be recorded periodically as a basis for evaluation. The further details are in cognisance with the school assessment policy.

13.Roles and responsibility

The school ensures effective implementation of the Language Policy ensuring the cooperation of all stakeholders of the school community.

A. Role of Senior Management

1. Encourage and support the use of English, which is the medium of instruction and the working language of the school.
2. Encourage and support other languages offered in the school, including the home languages spoken by the school community.
3. Ensure that policies and procedures regarding the language acquisition are developed, effectively implemented and regularly reviewed.

4. Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
5. Build a strong team of highly qualified and passionate language specialists to meet the demands of the teaching and learning of languages.
6. Ensure the planning and evaluation of effective professional development to meet the requirements of the Language Policy at AIS.

B. Role of Administrators

1. Ensure the effective implementation of the Language Policy.
2. Provide academic leadership for the school.
3. Share responsibility of supervision and revision of the Language Policy and curricula efforts towards the practice and development of linguistic skills.
4. Support and guide teachers in planning and delivery of curricular requirements of language development.
5. Provide up-to-date professional development opportunities to be effective in their teaching learning of languages to students with different linguistic abilities.
6. Encourage collaboration concerning curriculum, instructional techniques, and assessment and student progress.
7. Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
8. Promote communication with parents concerning students' language and communication development.

C. Role of ESOL Specialists

ESOL (English for Speakers of Other Languages) Specialists are expected to have knowledge of language and second language development, culture, grade-level subject matter, instructional resources and assessment tools to cater to the needs of the ESOL students.

1. Use English as the primary language of communication.
2. Work with administrators and faculty to enhance the language programme with language across the curriculum perspective.
3. Support professional development in the practices of teaching-learning across curricula related to language development.
4. Nurture the articulation of thematically integrated, language programme curricula.
5. Promote effective language teaching and assessment practices.
6. Communicate with parents regarding linguistic progress of their wards and the school's language programme.

However, responsibilities for language-immersion and language development do not rest exclusively with the ESOL specialists but also are shared with faculty and parents.

D. Role of Faculty

Since learning and language are inseparable, every teacher is therefore both a content teacher and a language teacher. The faculty is expected to:

1. Use English as the primary language of instruction and social interaction in and out of the classroom.
2. Acquire professional knowledge base in second language acquisition processes students' language development behaviours.

3. Integrate language instruction with content delivery.
4. Make high-level academic content simple to understand.
5. Create classroom environments that are interactive, with plenty of activities to nurture listening, speaking, reading and writing.
6. Support and encourage language self-assessment.
7. Give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
8. Foster high linguistic and academic development for all students.
9. Build a strong home-school partnership using various means of communication.
10. Demonstrate and inculcate respect for other languages and cultures.
11. Work collaboratively to develop culturally inclusive, age appropriate and curriculum-based teaching strategies.
12. Integrate appropriate technology that enhances language development.
13. Select resources that are linguistically accessible and culturally inclusive.

E. Role of Administrative Staff

The administrative staff plays an important role in reinforcing the use of English on campus. They are expected to:

1. Usage of English as the primary language of communication.
2. Constant facilitation of effective communication with students, parents, guardians, visitors and contracted staff in their preferred languages when necessary.

F. Role of Parents/Guardians

In keeping with the school's mission and the language policy, parents and families are expected to encourage their children to:

1. Inculcate, encourage and support a positive approach in wards towards the home language as well as English.
2. Promote the advantages of learning languages.
3. Smooth assistance of acquisition of literacy in the home language at home.
4. Communicate with other parents/guardians to exchange ideas and encourage inclusion.
5. Support the expectation that students use English as the language of learning and social interaction on campus.

G. Role of Students

In line with the school's policy that English is the primary language for communication and social interaction, students are expected to use English both in and out of the classroom to:

1. Acquisition of information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences. Make decisions; accomplish practical tasks either individually or by collaborating in small groups.
2. Work creatively by using vocabulary and skills learnt, inventively.
3. Demonstrate respect for others by using English as a common language in class as well as in social interactions.

Students are also expected to:

1. Develop fluency in at least one IB language for various modes of communication.
2. Learn other languages as per student's interest.

14. Link between language policy and other policies

Link to Admission policy: At the time of admission students provide the following information as mentioned in the admission form:

- Language understood by the student
- Language spoken by the student

The languages policy is linked with the Adani International School admission policy as the English language proficiency of external students are judged at the time of admission to PYP, CAIE and DP.

Link to Inclusion policy: As included in the admission form - at the PYP, CAIE and DP enrolment phase, students are expected to appear for a test in English language followed by an interview. The test feedback enables school to assess the literacy levels of the new students with a view to liaise with and make adequate arrangement, where necessary, in consultation with the language teachers, learning support coordinator and members of the LS (Learning support) department. Additionally, inclusive access arrangements (as permitted by IB) will be made for IBDP assessments and school's assessments. Also, at the time of admission, parents are asked to report with adequate evidence of any assessed learning and physical difficulties/disorders to enable the school to make appropriate inclusion access arrangements (as permitted by IB).

Link to Assessment policy: The language proficiency of students is judged at the time of admission. Additionally, different formative and summative assessments at PYP, CAIE and DP in language A and language B will be conducted to ensure that both assessment approaches of 'Assessment for learning' and 'Assessment of learning' can be effectively applied.

- Referencing and Bibliography style adopted by the school is MLA9.

15. Professional development - Since proficiency in cognitive academic language is inseparable from successful learning in school, it facilitates a sense to think of all facilitators as involving some role in developing this. In other words, all teachers are language teachers. In order that all teachers can be effective in this, professional development, especially as it concerns those learners who are learning in a language other than their mother tongue, needs to be in place. Experts qualified in the field of linguistics should be available in school to work not only with learners but also with teachers, librarians, coordinators and administrators to ensure all are appropriately trained in the best practices for teaching those learning in a language other than their mother tongue. This professional development of teachers has implications for timetabling and time allocation in schools. To accomplish this, the school has the following activities:

- Teacher training on text forms for all teachers
- Teacher training on reading and writing strategies
- Subject teachers collaborate with language teachers to integrate language learning into their lessons.

Resources

IB -Guidelines for developing a school language policy.

Review by: Head of School; Vice Principal; Diploma Programme Coordinator; Section Heads; and language teachers.

Next review: June 2025.