PYP Language Policy

Sai Sishya International School

School language philosophy

Language is developed across all subjects and by all teachers at SSIS. It is through language that our thoughts and ideas can be communicated. It is through language that we can show our understanding and create new knowledge. It is through language we can express our feelings and emotions. Therefore, it is the responsibility of all teachers and staff to facilitate communication with all students.

SSIS accepts the responsibility to recognize and support language development of all students through the expectation and understanding that all of our teachers work together to make sure that language is through integrated learning and meaningful contexts.

Learning in a language other than mother tongue

English is the academic language of instruction at SSIS, with Japanese being the additional language due to host country status. Over 90% of SSIS students speak a language at home other than English, therefore English is treated as an additional language during instruction. Differentiation for students at different phases of language development are available in the curriculum. Students identified by teachers and/or parents requiring additional language support to access content successfully are eligible for additional support. Identifying these needs takes place through anecdotal parental reports (the child does not speak English), through teacher observations, through level assessments, through summative assessments, etc. Once a student's needs have been identified, he or she will receive support in developing the skills necessary to access the PYP curriculum.

Language is integrated throughout the Programme of Inquiry. Higher level thinking, key concept questions, inferring, summarizing, and extended research all lend themselves to having a strong vocabulary and language development within each Unit of Inquiry (UOI). Oral visual, and written language are regular activities within all UOIs. Literature selections in various contexts are chosen to build an understanding of the concepts within stand alone language development and within the UOI.

Admissions procedures

During admissions, language guidelines are discussed with the parents of the applicant to ensure that parents understand the nature of the language program at SSIS. Emphasizing that language acquisition is a major goal of the SSIS language development program, parents are inducted that SSIS views all skills as an extension of language – math and science are language based. Without a clear understanding of the language used in any discipline, showing understanding and creating new knowledge will be difficult.

Staff recruitment and training

Teachers with training in ESL, EAL, TESOL, TEFL, or experience teaching students in a language other than their home language are recruited to teach the students. As a teachers and other staff progress through their careers, opportunities for additional professional development will be provided to assist individuals to continually improve in their practice, either through IB workshops or other venues. SSIS is currently building a professional library of resources. During vertical staff meetings, teachers discuss

various ways to further our language knowledge and continually work towards a vertical alignment in Language Arts.

Additional Language/Host Country Language – Japanese

All students from grade 1 will have Japanese instruction during their literacy and unit of inquiry. Japanese language learners will have the opportunity to learn Japanese within the oral, visual and written language strands of the IB PYP language scope and sequence.

Strand	Receptive – receiving and constructing meaning	Expressive – creating and sharing meaning
Oral language	Listening	Speaking
Visual language	Viewing	Presenting
Written language	Reading	Writing

(International Baccalaureate Organization, 2009)

Mother tongue or home language development and maintenance is an important part of a student's language development. All parents are encouraged to further the development and maintenance of the home language(s) during the admissions process. As of 2019, SSIS had the following home languages represented in the student population: Hindhi, Tamil, Malayalam, Olayalam, Marathi, Vietnamese, Tagalog, Urdu, Kannada, Japanese, Bengali, Telegu, Sinhala, and Uzbek among others. Due to the wide variety of languages, limited in school support can be possible.

Involving parents in their child's home language development

Considering the number of home languages that are represented at SSIS, the school has developed some of the following methods to engage parents in the development of their home language. Outside of regular academic hours, The Annual Fall Talent Show gives students and parents a chance to perform in a variety of mediums using their home language. During regular academic hours, vocabulary in home language supplied by parents or older students, language group announcements by students and other soft engagements with home language can be possible to promote the importance of developing and maintaining home language.

In additional to home language development support, SSIS asks parents to provide support to their child at home by proving him or her with access to RAZ Kids and a structured time to do so. Daily reading practice with context helps to build reading skills at all levels.