

# SIS POLICY MANUAL

## 200: LANGUAGE POLICY

CREATED	EFFECTIVE ON	REVIEWED	NEXT REVIEW
UNKNOWN	Sep 13, 2019	May 2024 Yearly	May 2025 (will incorporate practices across the school)

### Policy Statement

At Shekou International School (SIS), we recognise and value the linguistic diversity of our international community. Our language policy is designed to support multilingualism and multicultural understanding as integral components of our educational framework, ensuring that all students develop strong language skills that enhance their academic achievements and cultural connections.

### Definition

This language policy outlines the principles and commitments of SIS to promoting language learning and cultural appreciation among students. It includes guidelines for integrating language instruction across the curriculum, supporting students in their first and additional languages, and fostering an environment where all languages and cultures are respected and valued.

### Rationale

- Multilingual proficiency expands cognitive abilities, enhances academic performance, and prepares students for global citizenship by providing students with the skills to navigate different cultures and perspectives.
- By valuing our students' home languages and cultures, we foster an inclusive community that respects diversity and builds global awareness among students.

### Principles

- Language is central to all learning: intellectual, social-emotional development, sense of self, and cultural identity.
- Every student is a multilingual learner, continually developing home languages while acquiring additional languages, each contributing to their intellectual and cultural identity.

- All educators are language instructors, which is integral to nurturing our students' interpretive and expressive language abilities across all languages they engage with.
- In valuing and fostering the development of the languages within our community, both at school and home.
- Committing to providing access to diverse literature and media reflects our international community's languages, perspectives, and cultures.
- In the importance of developing an awareness of the culture and languages of our host country.
- All languages are equally important/valued, and learners are encouraged and supported throughout their language(s) development.
- A safe and nurturing environment promotes language learning.

## **Beliefs**

We believe that:

- a foundation in knowledge and skills is essential for continual learning, personal development, and sound decision-making.
- multilingualism is a profound asset that enriches the individual and our global community.
- integrity, humility, and respect are fundamental to successful relationships.
- learning to set goals and priorities is essential to developing students' and staff's perseverance, critical thinking, and confidence.
- successful learning is fostered by an active, supportive partnership and consistent expectations within the child's school and home learning environments.
- active involvement in service learning and recognising cultural diversity is critical in developing responsible, compassionate youth who can adjust to life in an ever-changing world.
- technology is a conduit through which students learn, create, collaborate and share.

## **School Language Profile**

As a vibrant multilingual and multicultural community, Shekou International School actively celebrates and leverages the linguistic diversity of its students and staff, who come from over thirty nationalities.

As a community, we value and honour students' home languages and cultures as we strive to meet the diverse language needs of our families. The primary language of school-to-home communication is English, supporting translated messages into Mandarin, French and other languages as needed.

## **Language Learning at Shekou International School**

At SIS, language plays a central role in all learning across the curriculum and develops through meaningful and purposeful use. We believe that students learn a language best when content and language are intentionally integrated and where students are engaged in authentic communicative experiences. At Shekou International School we believe that learning an additional language is a valuable skill that enriches personal development, affirms cultural identity and helps facilitate international mindedness.

SIS aims for students to engage in the study of two or more languages. All students will have the opportunity to learn a language in addition to English, including Mandarin, the host country's official language. We uphold additive bilingualism, wherein learning additional languages enriches and complements students' first languages, fostering an environment where all languages are viewed as equally important.

Our curriculum is designed to strengthen students' home languages while providing them the tools to acquire and thrive in additional languages.

### **Primary**

From Nursery to Grade 5, English, Mandarin and French are offered as instructional and additional languages depending on the specific programme (IP, FIP, CBP) in which the student is enrolled.

All teachers are considered language teachers. We work to promote consistency of language instruction by developing all teachers' ability to provide an enriching language environment that continually scaffolds and supports all language learners.

### **Secondary**

SIS secondary provides sustained language teaching in at least two languages for each year of secondary through the Language & Literature and Language Acquisition pathways. Language options within these course pathways include Chinese, English, and French. Other languages, such as Spanish or Korean are supported through additional language courses. Based on student language background and proficiency assessments, students engage in target language learning in a developmentally appropriate class. Except for additional language courses, the official language of instruction is English. As many students continue developing their English language productive and receptive skills, they are provided with differentiated support through

the EAL program. At the secondary level, all teachers are language teachers who incorporate language learning practices throughout our curriculum.

### Acknowledgements

1. IBO Guidelines for developing a school language policy
2. IBO Making the PYP Happen: A curriculum framework for international primary education
3. IB MYP Language Acquisition Guide

### Additional Resources

The resources below inform the implementation of the Language Policy and pedagogical practices. They will need to be revisited and revised.

[EAL Teacher Handbook](#)

[Admissions Procedures for ELL](#)

[200 Language Practices 2023](#) (Will be reviewed 2024-25)

[SIS - EAL Program Guide.pdf](#) (Will be reviewed 2024-25)