

Fairgreen International School: Language Policy

Purpose

The Fairgreen Language Policy explains our philosophy towards Language Learning, underpinning our principles and practices. Our Language Policy communicates how we approach Language Learning within the written, taught and assessed curriculum as well as how we celebrate the language diversity within our community.

Philosophy

At Fairgreen we strive to promote a multilingual community throughout all potential four IB programmes. We believe the acquisition of more than one language...

- enriches personal development.
- facilitates international-mindedness.
- promotes cognitive growth.
- encourages students to develop into confident and reflective communicators.
- builds intercultural understanding.

Principles of Language Learning

Based on our philosophy, the following key principles guide our educational practice:

- The focus of Language Learning is centred around listening, speaking, reading, writing, presenting and viewing.
- All teachers are teachers of language.
- Language is fundamental to the success of all student learning through inquiry.
- Language learning values the languages of Science, Mathematics, Social Studies and the Arts.
- Language is essential to the construction of meaning across the three program continuum of the International Baccalaureate (IB).
- Language reinforces international mindedness and cultural diversity.
- Approaches to Learning (ATL) skills are the central transdisciplinary skills that allow students to acquire and construct meaning through language.
- Families have a role in the continued successful development of language learning beyond the classroom.

Practices

Based on our principles, Fairgreen currently adopts the following practices:

- English is the principle language of instruction at Fairgreen.
- While immersion in the language of instruction is valued across all IB taught curriculum programmes: PYP, MYP, CP and DP, the richness of language diversity and individuality of students is also valued.
- Fairgreen provides opportunities for acquiring additional languages beyond a student's mother tongue language across our IB programmes.
- In cooperation with the parent and dependent upon available tutors, mother tongue classes are offered during the school day for primary and secondary students.

- English as an Additional Language (EAL) support is offered at a variety of levels in the primary and secondary schools.
- Assessment results, and other language data, are used to inform curriculum planning and instruction as well as to place students in appropriate classes for English, their Language Acquisition and to clarify the need for EAL support.
- Data is used to inform Learning Support placement for students who may need further support in language related skills.
- The library is equipped with resources in English and in a variety of languages that represent the diversity of mother tongue languages at our school.
- All Fairgreen students follow courses in Arabic language and culture according to Ministry of Education requirements.

Conclusion

This policy is a philosophy statement that helps capture the school's Language Learning strategic direction rather than provide readers with high levels of details on this key area. Other policies (eg EAL) will be directly linked to this policy so providing further more detailed guidance.

Sources

- *MYP: From principles into practice*, 2014, IB
- *DP: From principles into practice*, 2015, IB
- International School of Ho Chi Minh City Language Policy, 2018, ISHCMC

Chris Perry following staff input on 24th February 2019