

Trio World Academy

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.

Trio World Academy Mission Statement

"To provide an extraordinary environment for learning, bonding and all-round development that helps create and mould world- class future leaders."

Our core values of Leadership, Discipline, Academic Excellence and Service are embedded at the heart of our activities. Our aim is to create global citizens and instill these values in them. As a multicultural school, we encourage mutual respect, and awaken sensitivity towards the cultural needs and sensibilities of other human beings. Our partnership with parents and the community is the mainstay of our mission. We maintain academic rigour to improve the intellectual engagement of students and motivate them to deeply understand and appreciate subject areas. Students are taught to make discipline as a lifelong practice that would propel them to greater heights.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
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Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Statement of the policy

Students learn language, learn through language, and learn about language in an environment here they explore concepts, solve problems, organize information, share discoveries, formulate hypothesis, and explain ideas.

Teachers are communicators and language teachers who encourage language learning in the school campus by connecting oneself to the world by expressing, communicating, learning, sharing, and reflecting.

Trio World Academy Steering Committee

The Steering Committee comprises of –

Mr Vinod Singh, Head of School, and parent.

Mr Isaac Behera, High School Coordinator, and parent.

Ms Chandniee, French Teacher, and, parent.

Ms Hema Narayanan, Primary and Middle School Coordinator

Ms Talia Nicholas, PYP Coordinator

Ms Nisha, Librarian

Trio World Academy Language Profile

Trio World Academy comprises of students from various states across the country and from different countries around the world. The diversity in language, culture and mother tongue is wide and therefore it is essential for us to establish our identity, communicate effectively and provide a platform for the children to be knowledgeable.

Languages used

Instruction language: English

Communication language (with parents): English

Printed and electronic communication language: English

Communication with visitors: English

Communication with support staff/housekeeping: Hindi, Kannada

Communication with administrative staff: English

Mother tongue support

Students are encouraged/ permitted to use their mother tongue in classes and outside. If they find difficulty doing the assignment in English, they can even submit the assignments in their mother tongue. Students are encouraged to use their mother tongue languages in special assemblies and other school events and competitions. Children are generally placed in classes where there are other children speaking the same language. We encourage the parents to read, write and talk to the children in their mother tongue. In Diploma programme, school can offer Language A in the child's own language as school supported self-taught language if needed.

Presently French which is a mother tongue of many of our French families is being offered as an ECA. Other Language ECAs can be offered if need arises.

In class support

In every classroom, from Nursery to Grade 12, the language of instruction is in English, except in the MFL (and Language B in IBDP) classes. Teachers encourage new learners of the language by differentiating the instructions, using technology, print media, peer buddies to facilitate, share and demonstrate understanding of a given concept/task.

In school support

In the school children communicate in a language which is convenient and comfortable for them. This encourages the use of mother tongue and fosters an environment conducive to learning.

ESL (English as a second language) support

ESL is provided to children who are non-native speakers of the English language and is available up to grade 10 i.e IGCSE

In the PYP, ESL **in class support is** provided for children who have minimal knowledge, comprehension and use of the English language.

In Middle school, the students who are non-native speakers of English, and who have minimal knowledge and comprehension, opt for ESL support classes which run parallel to the main English classes.

In IGCSE, the students who are non-native speakers of English opt for ESL instead of main English. The ESL classes run parallel to the main English classes. There are usually six periods per week of 45 minutes duration.

No ESL support is provided to students in Grades 11-12 as the rigour of the IB Diploma Programme requires proficiency in English in order to be successful.

Depending on need, special in-school English support programmes are (can be) organized for the students who are reported weak in English to make them better ready for the rigor of the IB Diploma programme and/or the parents of such students should put them in English support classes outside the school.

Modern Foreign Language (MFL) support

MFL is offered from Grade 1 and above as a core subject.

Students can choose from Hindi, Spanish or French.

We offer –

Hindi (our national language) which is scheduled twice a week in PYP and thrice a week in MS.

French (a foreign language) which is scheduled twice a week in PYP and thrice a week in MS.

Spanish (a foreign language) which is scheduled twice a week in PYP and thrice a week in MS.

Kannada (our regional language) which is offered as an ECA, based on the requirement of the school.

In IGCSE, students choose Hindi, Spanish or French as a MFL and are given five lessons per week.

In IB Diploma programme, the students are offered French SL/HL, Spanish SL/HL and Hindi SL/HL in group 2. Students are given five lessons per week.

Language Week and Assembly

Trio World Academy celebrates the learning and use of English, MFL and mother tongue by celebrating a language week, Francophonie day, and language assemblies, where the children have an opportunity to learn, express, share, inquire, think and reflect about the various languages offered and learned.

Implementation practices

From Middle school and above

Language admissions, placement and tracking

1. We screen applicants through multidimensional assessment procedures.
2. Our assessment procedures include English language-proficiency, tracking, appraisal of past records and current academic levels, student's language or language readiness skills and observation of emotional and social development.

3. We place students in appropriate instructional settings based on the data of our assessment procedures (e.g. ESL support).
4. We place students strictly according to age-appropriate criteria
5. We conduct ongoing assessment of students' academic and language accomplishments and needs.
6. We collect representative samples of students' work to document linguistic and academic growth in language.
7. We communicate clearly with parents regarding students' accomplishments and needs as they progress through the years.

Language promotion and graduation

1. We recognize that the beneficial outcomes of language immersion programs are cumulative and individual.
2. We assess each student's progression in reading, writing and oral language.
3. We assess each student's academic progression using multiple forms of data collection (i.e. tests, student work, projects, portfolios, collaborative examination).
4. We assess ESL students' readiness to exit the support program according to specific criteria by using a variety of assessment procedures.
5. We keep parents informed of their children's academic progress and English-language proficiency on an ongoing basis.
6. We may retain students who do not show sufficient linguistic or academic progress.

Responsibilities

Role of ESL specialists

ESL Specialists have knowledge of language and second language development, culture, grade level subject matter, instructional resources and assessment tools.

The following goals set out the range of activities that the ESL specialists undertake:

1. Use English as the primary language of communication.
2. Work with administrators and faculty to enhance the language program with language across the curriculum perspective.
3. Nurture the articulation of thematically-integrated, **transdisciplinary** language program curricula.

4. Promote effective language teaching and assessment practices.
 5. Communicate with parents regarding language issues and the school's language program.
 6. Represent the school's language program to other schools and educational organizations.
- However, responsibilities for language-immersion and language development do not rest exclusively with the ESL specialists but rather are shared with faculty and parents.

Role of faculty

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 (except for Modern Languages) and social interaction in and out of the classroom.
2. Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviors, and familiarity with students' language learning cognitive styles.
3. Integrate language instruction with content instruction.
4. Make high-level academic content instructionally comprehensible.
5. Create classroom environments that have for students to listen to, read, speak, and write through interactive activities).
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. Hold high linguistic and academic expectations for all students.
9. Build a strong home-school partnership using various means of communication.
10. Emulate dispositions for life in an international world (i.e. tolerance for ambiguity, empathy, flexibility, respect for others' languages and cultures).
11. Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.
12. Integrate appropriate technology that enhances language development.
13. Select resources linguistically accessible and culturally inclusive.

Role of parents

A number of parental actions will facilitate linguistic and academic success for students. Families are encouraged to:

1. Have a positive attitude toward both English and home language.
2. Promote the advantages of learning other languages.
3. Maintain mother tongue literacy skills in the home or after school.
4. Encourage and support their children's additional language acquisition.
5. Communicate with other parents to exchange ideas and reduce isolation.
6. Support the expectation that students use English as the language of learning and social interaction on campus.
7. Supply multilingual materials at home.
8. Be knowledgeable about language-immersion in order to support the school's efforts.
9. Be prepared to make the long-term commitments that success requires.
10. Have realistic expectations of their children and TRIO.

Role of students

English is the primary language of instruction and social interaction at TRIO, which means that students learn and communicate in English. English is recognized as the common language on campus, and therefore students are expected to use English both in and out of the classroom.

Specific goals, attributes and course of the program

PYP

From Grade 1 and above, the children choose a foreign language (Hindi, French, and Spanish) and have 2 periods of 45 mins each on different days of the week.

Kannada is offered as an ECA, based on the requirement of the school.

Therefore, 20% of the child's timetable is spent in learning a language as a core subject and as an additional subject.

For Nursery and EY 1 and 2, MFL is offered as a ECA once during the week where children can choose between Hindi, French, Spanish and Kannada.

Reading Programme

From Nursery to Grade 5, children select books from a wide range available at the library and read it over the week at home and in school to develop in the children a love for reading and the language and to instill in them a passion to read for pleasure and the skills and technique to read for information.

Spelling Programme

The spelling program is from EY 2 to Grade 5 is transdisciplinary in nature and runs parallel to the reading programme, encouraging children to spell right, and extend their vocabulary by learning new words.

Phonics Programme

The phonics program is from Nursery to Grade 1 and the children learn their sounds and its uses through various mediums like song, action and activities.

Middle School: English/ESL is a compulsory language and runs parallel with 6 periods of 45 minutes duration per week. ESL is primarily for students who are non-native speakers of English, and who have minimal knowledge and comprehension. Students also get an option to choose from French, Spanish and Hindi as a MFL (modern foreign language) which run parallel. Additionally, Trio also offers French (FFL: French as first language) and kannada (need based) as an ECA for students who will like to pursue their mother tongue.

IGCSE

Students will have to study two languages in a course of two years. English language and literature (or ESL) as a compulsory language and will get an option to choose between French, Spanish and Hindi as a MFL (modern foreign language) which run parallel. 5 periods of 45 minutes duration per week is allocated for each.

DP

Presently English Language and literature is offered in Group 1 and French HL/SL, Spanish HL/SL and Hindi HL/SL are being offered in Group 2. There are 5 periods of 45 minutes duration allocated to each. Levels are decided on the basis of diagnosis and the course of study in the previous class and based on the discretion of the language teachers.

Promotion of host country's language

The school library has a number of books in Hindi, the host country's language and subscribes to the newspapers as well as magazines in Hindi. The students are encouraged to speak and read the available literature in Hindi.

Review Process

The policy will be reviewed every year and changes in the steering committee, policies, responsibilities, new ideas, will be updated to make the policy a working document.

Link to other policies

Admission policy

Following is an extract from school's admission policy:

We will consider students from International families who are not proficient in English but we do not recommend admission of such students in grade 8 or above as school will have less time to prepare such students for courses like IGCSE and IB Diploma where the level of English is considerable high.

Direct admission in Grade 10 and Grade 12 is usually not entertained however if there is a child who is moving from the same curriculum with acceptable level of English and decent grades can be considered for an admission in these grades.

Students with particularly weak English skills will be asked to take an intensive language course before joining the school. Such courses and any additional support required will have be funded by families as an additional cost; Students will be also assessed by our ESL teachers (English as a second Language) in accordance with the Language Policy.

Assessment Policy

Teachers will assess language skills - reading, speaking, writing, listening, **viewing and presenting** regularly Assessments will provide information on language growth (English) and areas to work on.

Learning Diversity and Inclusive Education Policy

A Student must not be regarded as having a learning difficulty only because the language spoken at home is different from the language of the school.

References

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IBO, Learning in a language other than mother tongues in IB programmes, IBO,2008, English

IBO, Language Scope and Sequence (PYP), IBO,2009, English

IBO, Making the PYP happen, Language in the Primary Years, IBO,2009, English

IBO, Programme standards and practices, IBO, 2014, English

Sreenidhi International School, Language Policy, Srinidhi In'l school, 2014, English