



## *Jewels International School of Kinshasa*

### **Language Policy for 2021 – 2022**

#### **JISK Language Philosophy**

JISK believes that language is fundamental to learning. It is an essential tool for teaching and learning; therefore, all teachers at JISK are language teachers. Development of language is a critical component of the education of students; it also develops students as critical thinkers, risk-takers, inquirers and open-minded, principled and reflective global citizens. We acknowledge the cultural identity and background of the students and provide opportunities to obtain skills required for building language.

Our language philosophy is aligned with mission statement of our school (lifelong learning and responsible citizenship). The school recognizes that language, a major means of thinking and communicating, and is fundamental to learning, permeating the whole curriculum. It is not only about 'learning the language', but more about learning through language and learning about language. We believe that language should be nurtured and that students should develop an appreciation for the richness of language and a love for reading.

#### **Statement of Purpose**

The JISK language policy is a working document developed by teachers (IBPYP), PYP coordinator, and Head of School. The policy has been developed within the stipulated guidelines of the IB. This policy is intended to provide an overview and guiding principles for language learning at JISK that permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Through language we appreciate the importance of culture, diversity, and sensitivity toward others, which in turn enhances one's personal growth and development, making the learner a global citizen.



## *Jewels International School of Kinshasa*

### **Language Policy in the Early Years**

Language learning has been a major component to encourage lifelong learning, which is a necessary start from preschool. It forms a unique instrument catering to the needs of all participants of the learning process - the learner (toddler), and the teacher.

Daily reading practices are implemented in classrooms from as early as age 2 and reading logs (Appendix A) are a vital part of the JISK curriculum and are enforced from KG onwards. Students are also encouraged to bring in books in their native language so that these can be shared in their class libraries.

### **Aims and objectives:**

- To learn language through easier, entertaining and most importantly in a natural way.
- To become skilled at modifying and expressing their emotions to fit into different social situations.
- To help the child to become more fluent and articulate with their speaking skills
- To develop multiple intelligences of each child to the highest level.
- To strive to foster in students the ability to think and explore themselves with clarity, confidence and imagination in at least 2-3 languages.

### **Language Policy in the PYP:**

Language plays a very important role in all the learning in PYP. It is the connecting element for within the subjects and the programme of inquiry. It is also an essential vehicle for inquiry and construction of meaning. It helps student's conceptual development and development of critical thinking abilities.

Language development (English and French) is the responsibility of all teachers. French language is integrated into the curriculum and is taught by specialist teachers who collaborate with homeroom teachers.

Language teaching and learning in PYP is informed by the latest IB publications. The language learning happens as per the developmental phases mentioned in the 'PYP Language Scope and Sequence'.



## *Jewels International School of Kinshasa*

### **Mother Tongue**

At JISK we believe that a child's mother tongue is integral to a child's development. Skills learned in the mother tongue will transfer to the other languages learned in school, as long as all languages are supported. Feelings, which are important for the child's development, are also passed on through the mother tongue. At JISK we host a mother tongue week, we have classroom libraries that include books in all the mother tongues represented in that class, and in the second term, our student led conference is administered in the students' mother tongue.

### **ESOL**

To assist students from non-English speaking backgrounds, JISK has an English Speakers of Other Languages (ESOL) program run by qualified educators.

### **The Language Arts Program at JISK encourages students to become:**

- Critical readers by reading exemplary literature and responding to it.
- Fluent writers by knowing that they have something to write about and are confident about what they have to say. Students learn about the writing process, which includes: reflecting upon, evaluating, and reassessing their writing.
- Critical independent thinkers by exposing students to meaningful things to think about.
- Articulate speakers by speaking about issues that are important to them.

**Annual Speak Out competitions are also organized at JISK.**

**Reading logs and reading practices involving parents begin in the toddler years.**



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### **Guiding Principles in the PYP**

We use languages as a means of inquiry, providing opportunities to strengthen the acquisition of language skills.	√
The on-going language development of students is the responsibility of all teachers, parents and students.	√
We understand that we have a diverse student body with diverse needs and that differentiation within our classes is crucial for success for all students.	√
We teach language through context.	√
We provide for language support beyond the classroom	√
We strive to participate in as much professional development as is possible.	√
We give on-going feedback on students' progress in all languages of instruction.	√

### **Ongoing Review of the Language Policy**

This policy will be formally reviewed annually by JISK staff at the end of each academic year and after seeking advice from the PYP coordinator and the Head of School. This policy will be revised as needed to adapt to changing best practices and the needs of our learning community.



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### **Bibliography**

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