



IBDP Language Policy for 2021-2022

JISK Language Philosophy

JISK fosters a bilingual atmosphere that is both difficult and motivating, with English as the primary language of instruction. Language is viewed as a tool for making sense of the world. We think that each student has a unique collection of experiences, talents, and interests that must be taken into account during the teaching and learning process. Multilingualism and critical literacy development are significant components in creating international-mindedness through the promotion of cultural identity, intercultural awareness, and global citizenship, according to JISK.

Because language cuts across all curricular areas, all teachers at JISK are language teachers. We hope to build confident, curious, highly adept, and enthusiastic readers, writers, watchers, presenters, speakers, and listeners through the IB language programs. Language is always taught in a relevant and contextual manner. These situations vary, but they frequently include real-life circumstances, native speakers, the surrounding surroundings, and a wide range of text types. We promote language acquisition through inquiry, which allows children to establish connections with context, as well as explore and examine. Any language learning is progressive in nature, building constructively on what each student already knows to help them progress.

We are committed to giving children with access to French language study and utilizing the community for linguistic and cultural activities across the curriculum as an international school in Kinshasa, Congo. The concept that each student should have the opportunity to keep and improve their mother tongue is very vital to the school (s). Students can further reflect on and explore other cultural viewpoints by learning additional languages.



Our language philosophy is in line with our school's mission statement (lifelong learning and responsible citizenship). Language is a primary means of thinking and communicating, and it is vital to learning, pervading the entire curriculum, according to the school. It is more about learning through language and learning about language than it is about 'learning the language.' We believe that language should be cultivated, and that pupils should have an appreciation for the diversity of language as well as a passion for reading.

Purpose of the Language Policy

This language policy was created by staff and administration as a working document (IB Coordinator-Head of School- IBDP teachers). The policy is in accordance with the IB's stated principles and practices. This paper highlights our school's linguistic and academic objectives, as well as the curriculum developed to assist our students in achieving these objectives.

This policy is intended to give an overview and guiding principles for language learning at JISK, which is integrated throughout the school curriculum and occurs in authentic circumstances in a culturally rich and diverse environment. Our policy is a contract—one that the IBDP staff and the JISK community must sign in order for our school to fulfill its objective.

Definitions

• **Mother-Tongue:** The student's native language, which he or she speaks at home and/or outside of the classroom. This word includes terminology like "first language," "home language," "preferred language," "native language," "heritage language," and "best language," among others. Sign language is included in this category. Because many second-language students use more than two languages outside of the classroom, this could also contain numerous languages.

Language B: describes the language(s) learned subsequently to the first language.

Language Acquisition: The class that provides instruction and support for the learning of the language B.

Common Practices and Philosophy for IBDP students

- We foster multilingualism and promote international awareness.
- In addition to promoting mother tongue languages, we provide students pathways to language learning.
- We assist students in achieving their language learning goals.
- We urge students to get involved and apply their language skills in ways that benefit their community.
- We make certain that every field has systems in place to facilitate language development, both written and spoken.
- We encourage people to be mindful of their own language and culture.



- We think that language learning is critical for children's social, emotional, and cognitive development, and that all teachers are responsible for their students' language development through collaborative planning and reflection (IB Standard C1, Practice 8).
- We make use of community resources and knowledge to improve learning in our programs (IB Standard B2, Practice 11).

Language Curriculum in the IBDP

- Group 1: This option is for a native speaker who is learning his or her most proficient language. Students will be studying literary texts and will be in charge of developing communication abilities.
- Group 2: Higher or Standard Level: Students will work on their language B acquisition. Students are encouraged to continue to improve their skill in the Language B of their choice from their MYP years. Students will learn how to successfully communicate, analyze literary materials, and achieve fluency in a foreign language.

Supports for all students

- JISK offers a variety of summer school programs for children of all ages, including ESL classes.
- Technology assistance such as voice recordings, digital editing of drafts, and other language learning applications that apply to the 21st century learner
- After-school tutoring
- Additional Reading and Writing support classes

Assessment

JISK assesses in accordance with the program(s)' requirements (IB Standard C4, Practice 1).

At JISK, assessment is an important part of teaching and learning. Teachers can assess students' language knowledge, abilities, understanding, and attitudes using a variety of methods and strategies.

Pre-assessment is used by teachers at JISK to determine what pupils already know, can do, and comprehend. Formative assessment is used to check in with students and provide constructive or positive feedback on their progress. Summative evaluations are used at the end of a unit to gather evidence about a student's learning. It is possible to employ a variety of formative and summative assessment methods. Students are frequently requested to peer or self-assess in addition to instructor evaluations.



Parents are informed about their children's assessments in a variety of ways. Students receive written feedback on their language learning on report cards. Parent-teacher, three-way, and student-led conferences are also open to parents.

Collaborative Planning

All teachers are responsible for their students' language development, according to collaborative planning and reflection (IB Standard C1, Practice 8).

Because kids learn about and through language, we believe that all teachers at JISK are accountable for their students' language development. As a result, collaborative planning and reflection has become a regular part of the team's work, as well as the topic of staff meetings throughout the year. We can establish relationships between different topic areas and departments across the School in this way.

Furthermore, instructors can gather as a teaching faculty during timetabled curriculum planning time (CPT). This can be done in large group meetings or in smaller groups where teachers meet in department groups, language groups, or multidisciplinary groups. Teachers decide what will be taught, reflect on best practices, and assess the needs of individual students during these meetings. They also examine articulation, transitions, and progression between all three IB programs, as well as ensuring that the programs are delivered in a consistent and up-to-date manner with IB advances.

Ongoing Review of the Language Policy

After consulting with the IBDP coordinator and the Head of School, JISK staff shall formally evaluate this policy at the end of each academic year. This policy will be updated as necessary to reflect evolving best practices and the requirements of our educational community.



Jewels International School of Kinshasa