CROSSROADS
INTERNATIONAL SCHOOL

LANGUAGE POLICY

CONTENT

Crossroads International School is a candidate school* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.**

*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

**For further information about the IB and its programmes, visit www.ibo.org

CIS Language Policy

VISION

Crossroads International School aims to build, hone, and nurture a community of thoughtful, compassionate, and balanced world citizens, who are committed to living with social responsibility, confidence, and strength of character.

MISSION

Our mission is to foster authentic learning and nourish young minds by providing creative spaces that encourage students to evolve as lifelong, self-regulated learners. We aspire to develop caring and open-minded individuals who will aid in building a better world through global understanding and inter-cultural respect.

IBO Mission Statement

Our mission is to foster authentic learning, nourish young minds by providing conducive learning spaces that encourage students to evolve as lifelong learners committed to positive change. Through individualized learning and world-class education, we aspire to impart academic excellence along with a sense of "self-learning" and thus develop curious, knowledgeable, and caring young minds who will aid in building a better world through global understanding and intercultural respect.

Philosophy

The Limits of My Language Mean the Limits of My World.

-Ludwig Wittgenstein

The Conquest of Learning is achieved through the Knowledge of Languages.

- Roger Bacon

OUR SCHOOL'S VISION FOR LANGUAGE POLICY

English is preferred as the medium of instruction at Crossroads International School. Our students come predominantly from the local Indian communities, with a majority of them using Hindi as their mother language.

All communications made to the stakeholders of the school are primarily in English.

At CIS, we firmly believe that the mother language plays an important role in the holistic development of the learners. We strive to provide an environment conducive to multicultural learning. Through language one is able to form his or her own identity, explore one's environment, solve problems, and express with clarity. Towards this goal, every teacher has the responsibility of being a language teacher.

Our policy aims at developing students that are proficient in English as well as other languages they pursue.

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. It enhances creativity and supports adjustment in society. Learners need an organized medium of communication in any given social set up.

Language is central to human existence as it is the medium of exchanging meaning and knowledge. It is through language that all learning takes place; hence, it is the main tool of the cognitive development of a student.

Crossroads International School recognizes that language is the driving force that connects all disciplines and endeavours to promote language learning among its learners to facilitate social and emotional growth.

We provide a strong, challenging curriculum that is inquiry-based and incorporates all areas relevant to literacy; oral, written, and visual. Language is used in all subject areas including Mathematics, Social Studies, Science and Technology, Arts, Personal, Social and Physical Education. It is a tool that students use to inquire and communicate what they have learned. The acquisition of language proficiency skills supports and develops interpersonal skills, student's identity, and confidence.

SCHOOL LANGUAGE PROFILE

Language provides a structure for conceptual understanding and critical thinking within and beyond a transdisciplinary framework. Language learning and teaching immerse students in the interplay between learning language, learning through language, and learning about language.

Students at CIS learn English, as their first language from Early Years. English is also used for all operational and developmental activities including governance, management, and academic committee.

The students of early years at CIS undergo the Jolly Phonics program to develop their language skills (Speaking, Reading, and Writing)

Students from grade 2 to 6 at CIS are offered Spanish and French as a third language. Going further, students will get the agency to choose any one of the offered languages.

To compile the school's language profile, CIS identifies the following points:

The medium of instruction and communication- English

- **Inside the classroom/ homerooms-** English and Hindi

  The students in pre-primary and the primary classes occasionally use their second language (Hindi) to comprehend, read, and express their understanding. Teachers are encouraged to use a variety of educational technology tools and resources to facilitate the understanding of a concept, or sharing their understanding.

- **Outside the classroom/ homerooms-** English or Hindi

  Students will be and are encouraged to communicate in the language that is comfortable to them. This will foster the development of a bilingual environment for our learners.

Other language needs of the community

- **Interacting with Auxiliary Staff**

  The language of communication with the auxiliary staff will be in Hindi as they come from the local community.

- **Interacting with Visitors**

  Visitors at CIS, come with diverse language backgrounds. English or Hindi will be used as the language of communication as per the need and the convenience of the visitors in school.

- **Interacting with Parents**

  Most of the communication with parents will be in English. The staff at CIS will communicate in Hindi as and when the need arises.

CIS aims at developing students who are confident in multilingual communication. Creating a multilingual learning environment is a collaborative process involving all stakeholders; staff, students, and the parent community. The above-mentioned practices are observed by our school to ensure multilingual exposure for learners within and beyond the academic rigor. The school believes that the contribution of parents, students, teachers, and the wider society will go a long way in developing a caring language community and confident language learners.

The Language Learner

Students at CIS learn to become confident communicators. They are given opportunities to think and present in more than one language thus contributing to diversity, inclusion, and differentiation. At CIS, we strive to ensure that students are able to use language to:

Express Identity

Language is a big part of a person's identity along with its culture, beliefs, and values. CIS welcomes students from different cultural backgrounds without any bias. We understand that students may come from varied backgrounds and find their comfort level in languages other than English. A student's Language Profile consists of the complex and diverse languages he/she may be using at home and in the family or outside of school. The backgrounds, goals, and experiences are some factors that are captured in a student's Language Portrait.

Develop International mindedness

Multilingualism allows students to appreciate the different languages and cultures. Language gives students an insight into the beliefs and values of a culture other than their own. At CIS, Teachers take each learner as he/she is, as a unique, complex, and multifaceted individual who brings their knowledge, skills, and cultural understandings in classrooms. Teachers use stories, case studies, news articles, and other material to help nurture internationally minded students.

Become Literate

Literacy allows students to make sense of the world around them. They use symbols, words, sounds, visual cues to make meaning of what they have learned. They uncover perspectives in images and text, express themselves through written or spoken language, through a variety of technological tools. Teachers in CIS use tools like Padlet, Jamboard, and Google Forms to get students to reflect and make deeper connections with what they know and learn.

Become effective Inquirers and Communicators

Language allows students to learn by asking questions. It allows them to engage, explore, explain, evaluate the world around them. It allows them to probe, find information, set learning goals, and find strategies to achieve those goals. Language gives them the power to exercise their voice, choice, and ownership. At CIS teachers use student questions to drive their learning inculcating a love for lifelong learning.

Language Learning and Teaching

'Language learning and teaching immerse students in the interplay between learning language, learning through language, and learning about language. Although these aspects are inseparable, they are used here to support an understanding of how language is learned and used to make meaning.'

Language provides a structure and scaffold for learning. Students come with significant background knowledge of a language which is developed through their interactions with family, peers, and the community around them.

Learning Language	Learning about Language	Learning Through Language
● Complex developmental process ● Learn a language through a variety of engagements ● Inquire into different languages other than their own ● Learning language within an authentic, meaningful context ● Learning an additional language ● Learning Language through co-curricular activities	● Identify purposes, techniques, and perspectives in the text ● Comparing texts ● Analyzing different types of texts ● Sharing experiences ● Connecting language and culture ● Learning different genres of writing ● Language Conventions ● Learning to use different types of resources to learn about language	● Listening to stories, songs, music ● Reading stories, informational text, websites for research ● Perform demos, experiments, role plays, skits during assembly, school production, etc ● Write stories, exposition, biography, passages ● View text online, videos, cartoons ● participate in discussions and debate ● Give peer feedback during various learning experiences ● Using Visible Thinking Routines **Special Events**

		- Show and Tell - Edubition - a Making Learning Visible Event - Student-Led Conference - Annual Production - Genius Fridays - Peer Teaching *(All of the above are conducted using English and Hindi. They also aid student's learning and create cultural and regional awareness.)*

Language Learning and Teaching support material available in school library include:

- Short storybooks
- Fiction (English and Hindi)
- Non - Fiction (English and Hindi)
- 3D storybooks
- Reference books
- Encyclopaedia
- Magazines

- Newspapers
- Novels
- Graphic Novels
- Choice board for a virtual setup
- Electronic reading material including e books, websites etc

MOTHER LANGUAGE SUPPORT

The first language that a baby learns right from his or her birth is termed as the birth language and thus, plays a crucial role in our lives for a variety of reasons. When languages disappear, the world loses a rich tapestry of cultural identity.

Languages are the most important way of keeping our culture alive. Studies have shown that cognitive development, as well as intellectual development, is comparatively faster in those who are fluent in their mother language. It has also been noted that if a student is educated in his/ her mother language, the rate of his or her educational success is higher than someone who is taught in a different medium other than the mother tongue.

To achieve this school ensures that

- Student read, discuss and analyse different texts independently and with the help of their teachers
- Engagements at CIS, that aid the development of mother language includes-
    - Story session conducted by parents and grandparents
    - Roleplays
    - Celebration of National Days
    - Celebration of Cultural festivals
    - Hindi Diwas celebration
    - Recitation and Elocution

At CIS we promote an environment, which supports and encourages the language of the students coming from multilingual backgrounds.

CONNECTION BETWEEN THE LANGUAGE POLICY AND OTHER POLICIES

Admission policy

Both English and Hindi are used for written and oral assessment at the time of admission. They are also used as a language of communication with prospective parents and students.

Inclusion policy

At CIS, we focus on each student's uniqueness irrespective of the diverse cultural backgrounds and foster an environment where all students feel respected.

Assessment policy

Language plays an important role in formulating the assessment strategies at CIS which includes:

- Ongoing assessments in English and Hindi.
- Student-Led Conference
- Grade 6 exhibition
- Parent-Teacher Conferences
- Three Way Conferences

COMMUNICATION OF THE POLICY

CIS Language Policy will be made available to the community through multiple pathways including the school website. New staff will be familiarized with the document during the orientation program. The printed copies of the policy will be made available for the reference of the Admissions Department.

LANGUAGE POLICY REVIEW PROCESS

The language policy will be reviewed by a team of teachers once annually in the month of February and submitted as a draft to the leadership team. This draft will be further reviewed by the leadership team to be approved and published by April.

Bibliography

- PDF. IBO. Learning and Teaching Principles and Practice. Cardiff,: International Baccalaureate Organization, Updated December 2018, February 2019 (
- Language policies from:
  - ★ Genesis Global School
  - ★ Ahmedabad International School