

SUNSHINE WORLDWIDE SCHOOL GOA.

LANGUAGE POLICY DOCUMENT

Date of the Language Policy formation:

10 April, 2021.

Policy Review Timeline

April 2022

April 2023

April 2024 as per program review cycle.

April 2025, will be revisited.

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 organisation works with schools, governments, and international organisations 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. (IBO, 2014)

SWS Mission Statement:

Sunshine Worldwide School (SWS) is dedicated to delivering top-tier education that nurtures academic prowess, fosters intercultural comprehension, and enhances language proficiency. Embracing the International Baccalaureate, our language policy is designed to nurture the varied linguistic requirements of our learners, create an all inclusive environment where every child feels safe to speak in their mother tongue, champion multilingualism, and guarantee fair access to the curriculum for all learners.

SWS Vision Statement:

Sunshine Worldwide School is dedicated to providing education that is both relevant to life and imbued with values, aimed at preparing children to adapt creatively to future challenges. Our goal is to cultivate a new generation of global and compassionate achievers, whose skills contribute to a world that is unconditionally happy and respectful of nature and diversity.

Purpose of the Language Policy at Sunshine Worldwide School:

The purpose of having the language policy in an International Baccalaureate (IB) Primary Years Programme (PYP) and IB Career-related Programme (CP) school is multi-layered and essential for nurturing an inclusive and supportive learning environment for all students, parents, and educators.

1. **Enabling Expression:** The purpose of the language policy at Sunshine Worldwide School is to recognize that a language is not just a tool for communication but a vehicle for self-expression and identity formation. By providing opportunities for learners to express themselves effectively in their chosen language(s), the policy intends to validate their voices. This would encourage learners to actively participate in classroom discussions, engage with their educators, connect with their peers, and communicate with their families, thereby fostering a sense of self-worth and belonging within the school community.

2. **Promoting Multilingualism and Inclusivity:** A key purpose of the language policy at Sunshine Worldwide School is its commitment to a multilingual approach. By acknowledging and celebrating the linguistic diversity of its *learners, parents, and educators*, the policy ensures that children from various cultural and linguistic backgrounds feel valued and included. Through exposure to different languages and cultures, learners develop intercultural awareness, empathy, and respect for diversity. This would not only enrich their learning experiences but also prepares them to thrive in an interconnected and multicultural world.

3. **Celebrating Mother Tongue:** Sunshine Worldwide School recognizes the impact of learners' mother tongues in shaping their identity and cognitive development. The language policy at SWS emphasizes the importance of maintaining and nurturing learners' proficiency in their mother tongue(s) alongside the acquisition of additional languages. By providing opportunities for learners to use their mother tongue(s) in academic and social contexts, the policy affirms their cultural heritage and reinforces their sense of belonging within the school community. This ensures that every child feels valued and respected for their linguistic and cultural background, creating an inclusive and supportive learning environment for all.

Language Philosophy:

Sunshine Worldwide School, an independent day school, provides co-ed education from nursery to grade XII. Our primary focus is on nurturing the linguistic and cultural development of our students. We actively seek collaboration with our stakeholders that entail educators, parents, and the wider community to encourage students to embrace Indian culture and language.

The medium of instruction at our school is English, supplemented by Hindi as the national language and Konkani as the regional language, which are integrated into our curriculum. Language acquisition is seamlessly woven into our Unit of Inquiry. Scheduled time slots in our timetable are dedicated to teaching Hindi and either Konkani or Marathi. English, as the medium of instruction, is considered the first language at Sunshine Worldwide School.

We have a collective commitment within our school community to use courteous and gentle language, greet others with a smile and a Namaste, employ positive affirmations to nurture optimistic thinking (*for instance, instead of using the phrase “do not run,” we prefer to tell our children to “walk slowly.” This helps in reinforcing positive thinking*) and communicating confidently, serving as role models for our learners.

We aim at preparing each educator at Sunshine Worldwide School to serve as a language mentor, contributing to the broadening vocabulary of our students.

We believe in supporting the development of English while also valuing the use of the mother tongue within our school community. Our primary objective is to prepare learners for the challenges and opportunities they may encounter in their future lives.

Sunshine Worldwide School offers the International Baccalaureate Primary Years Programme (IB PYP) from nursery to grade 6, transitions to the Central Board of Secondary Education (CBSE) curriculum in the middle years, and culminates with a choice of either the International Baccalaureate Career-related Programme (IB CP) or CBSE curriculum in the higher secondary level.

Languages offered at SWS

As stated in our vision and mission statement, we believe in fostering life-relevant education that would create competent individuals with an open mind-set to face any adversity life may present them with ; to do so, we use English, as the mode of communication but also support the use of our mother tongue and/or host country language by the stakeholders for the day-to-day functioning of our school.

Languages Offered at PYP

- Group 1: English Language and Literature
- Language Acquisition (Group 2): French, Hindi, and Marathi.
- In Language Acquisition learners are grouped according to phases - emergent, capable and proficient. The learners are grouped into phases based on prior knowledge tests, guidelines given by IB and the educator’s professional judgement based on learners’ performance.
- Learners are exposed to Konakani and Marathi from class 1 upwards

Languages Offered at the middle school level (Class VII to Class X).

- Group 1: English Language and Literature
- Language Acquisition (Group 2): French, Hindi, Sanskrit and Marathi.

- In Language Acquisition learners are grouped according to phases - emergent, capable and proficient. The learners are grouped into phases based on prior knowledge tests, guidelines given by IB and the educator's professional judgement based on learners' performance.
- Marathi is taught from Age group 11-14.

Languages Offered at CP

- Group 1: The school offers English Language and Literature.
- Students can study their mother tongue as a self-taught language in Group 1.
- In the future we may add more languages if needed. However, at this point we want to focus on business management and skill subjects to help our learners be world-ready as Sunshine Worldwide School has always propagated a life-relevant approach to education. Our goal is to create individuals who are industry-ready. Hence, our focus would be more on skill subjects.

Practices Followed at SWS

1. The school supports language learning at various levels through various practices.

What	How	Who
Mapping Language proficiency and development.	By working on a Progressive Curriculum that acts as a bridge to merge any possible gaps that might occur as learners go to higher grades. Progressive Curriculum (working document).	English Department facilitators. Special Educators.
Language Support	A separate vocabulary book is kept to help learners acquire a higher order vocabulary. Every new word is used by the learners in their daily conversations followed by a time-bound activity by the end of each week where they write a Paragraph/Short Story incorporating all the new words. Spoken English is emphasised on through various activities such as Moot Court, debates, presentations, quizzes, crosswords, games, reading sessions, etc. While learners mostly use the English language for academics and general communication, they are encouraged to use resources from the local language(Marathi) or host country language(Hindi) or their mother tongue(if it is other than the local language or host country language) for better comprehension by the facilitators.	Subject Facilitators Homeroom Educators. SEN Facilitators.

	<p>Learning engagements, all assessments and culminating experiences use English as a language of communication. Students are encouraged to communicate in the local language or Indian National Language for any activity where local or outside audience is involved such as Inquiry Project, MLVs, etc.</p> <p>Mention Performances.</p>	
Celebrating Languages.	<p>School Assemblies. Through Clubs such as SWS Interaction Club, Drama Club, and Sunlight Café. SWS Newsletter that goes out every month gives learners a platform to voice their perspectives through in the language of their choice. Sunshine Worldwide School is also the only school in Goa to organise TEDx for learners to further enhance their language and critical thinking skills.</p> <p>International Language Day - The French Educator will organise it in collaboration with Parents, Librarian, Learners and fellow language educators, to create a sense of curiosity for at least one foreign language.</p> <p>Author Week - The Librarian would choose an Author from different countries every week; this would help learners explore diverse languages and cultures.</p> <p>SCBW Assemblies - Every Tuesday, Sunshine Worldwide School hosts an assembly where experts from different industries are invited to speak about career options and scope. These assemblies help learners acquire contextual vocabulary.</p>	Learners and Facilitators.
Developing Language skills in IB CP for Reflective Projects and Business Management.	<p>Subject specific academic writing and language skill-set building for analysis of reflective Projects. Hands-on activities, discussions, debates, impromptu talks, evaluation of real-life situations, and application of concepts to develop communication skills for Business Management.</p>	Subject Facilitators.

2. Language scope, diversity, and multilingualism.

- Multilingual Environment: Sunshine Worldwide School (SWS) embraces and celebrates linguistic diversity, providing a multilingual environment where learners have the opportunity to engage with and learn from various languages and cultures.

- IB Career-related Programme (CP): As part of the International Baccalaureate (IB) Career-related Programme, SWS integrates language learning within a career-related context (vocabulary used for Hospitality), preparing students for success in an increasingly interconnected world where linguistic skills are highly valued in various professional fields.
- Equitable Access: SWS ensures that all students, regardless of their linguistic background, have equitable access to the curriculum. This includes providing support and resources to help learners develop proficiency in the language(s) of instruction and fostering an inclusive learning environment where language barriers are addressed effectively.
- Academic Excellence: The language policy at SWS is designed to enhance academic excellence by promoting language proficiency across all subject areas. Through a comprehensive language program, learners are equipped with the skills necessary to excel academically and communicate effectively in a global context.
- Intercultural Understanding: SWS recognizes the importance of language in promoting intercultural understanding and collaboration. By learning multiple languages, learners gain insight into different cultural perspectives, fostering empathy, respect, and appreciation for diversity.
- Supportive Language Policy: SWS implements a supportive language policy that addresses the diverse linguistic needs of learners, providing tailored language support programs, language acquisition resources, and opportunities for language enrichment activities both within and outside the classroom.
- 7. Continuous Improvement: SWS is committed to continuously reviewing and improving its language policy to ensure that it remains responsive to the evolving needs of learners, the community, and the broader global context. Through ongoing evaluation and feedback mechanisms, SWS strives to optimize language learning outcomes and enhance the overall educational experience for all learners.
- Language policy is an ongoing working document which has been developed collaboratively with the administrative staff of the school, academic staff, parents, and students.
- The whole school community-Academic staff, Librarian, administrator and specialists are informed about and contribute towards the language policy.

3. Library support in Language development

- During the weekly library period, the librarian encourages students to explore the library resources, read to enhance linguistic skills and supports the students for research.
- The SWS library is regularly updated with library and media resources linked to teaching and learning with language as a focus.
- The SWS library is regularly updated with reading resources such as fiction, non-fiction, journals, magazines, etc. in target languages and newspapers in English, Hindi, and Marathi with suggestions from the language facilitators.

- To support language development, the school uses on-line databases such as Jstor and organises an Annual Book Fair in collaboration with Crossword and Scholastic.
- The librarian facilitates students to follow the style of citation (MLA) and the Academic conventions in writing.
- The librarian periodically shares information about the reading resources and updates with the parent and teacher community.
- Librarian Prepares herself for helping children for inquiry and suggesting research.
- Sunshine Worldwide School has initiated a unique concept called ***The Corridor Library***. Parents across all grades donate books annually; these books are then added to the corridor library. Learners browse through the corridor library while on their walks, when they go to fill their water bottles, during the break, etc. This concept has proven effective in terms of inciting interest for books amongst the younger generation.

4. Additional Support for Language Proficiency in English

- Learners walk into the school campus from different parts of the country with beautiful values, cultures, and stories of their own. At SWS, we host Goa's only Children's Art and Literature Festival with a goal to expose our learners and children of Goa to different genres of literature. Thereby, giving them the right exposure as they try to make a living in the real world.
- The Language Department developed the English Language Enhancement Programme (AY 2021) specifically for facilitators. This programme aims to assist fellow faculty members from all departments in enhancing their linguistic skills, with a primary focus on improving speaking abilities. The classes were conducted online via Microsoft Teams.
- Multiple initiatives such as Model G20, Moot Court, SunMun, etc. to further expose learners to vocabulary from different areas.

Essential agreements regarding the *Sunshine Worldwide School* language policy:

It is the responsibility of Educators, Department Heads, Principal, Language Departments, Parent representatives, and student representatives to ensure that the Sunshine Worldwide School Language Policy is in continuous practice. The learners and Educators will both be responsible for the language development.

Role of the community:

The community is committed to:

- Encourage contextual use of language.
- Effective implementation of grammar concepts.
- Creating an inclusive environment for every child so that they feel comfortable to speak in their mother tongue whenever necessary.

1. Alignment with other school policies:

- Academic Integrity Policy - Responsibilities of the teaching staff - encouraging learners:
 - for communicating their original perspectives/points of view in appropriate language and style.
 - Paraphrasing of other's work in their own language with appropriate referencing style.
- Admission Policy - Student Language Profile at the time of admission.
- Inclusion Policy - Session with counsellors/SEN educators for Language Support.
- Assessment Policy - Assessments are conducted in taught languages.

DEVELOPING A SCHOOL LANGUAGE PROFILE:

- At Sunshine School, English serves as the primary medium of instruction, starting from nursery level. English enjoys wide acceptance in the state of Goa and serves as the working language for all internal and external communications within the school.
- The acquisition of language skills encompasses Listening, Speaking, Reading, Writing, Viewing, and Presenting. This progression, known as L-S-R-W, mirrors the natural process of language acquisition. Listening aids in understanding and making connections, speaking facilitates communication and expression of thoughts, reading fosters comprehension and inference-making, and writing enables clear and effective message conveyance. Viewing helps in reflection, while presenting enhances engagement with the audience.
- Upon admission, children undergo assessment based on the minimum learning standards, and language support is provided as per individual needs. Language learning is fostered through independent reading, book sharing, book discussions, and peer reading activities.
- Guided inquiry and grammar instruction aid in language understanding. Learners are exposed to age-appropriate texts and genres aligned with the units of inquiry to enhance language acquisition.
- The Special Education Needs (SEN) department supports language learning through initiatives such as the 'Guided Reading Program' for grades UKG to 2, tailored to the learners' English proficiency levels. For grades 3 to 6, task differentiation based on novel studies caters to varying English language abilities. A selection of books at

different reading levels is chosen annually by educators in consultation with the language steering committee to enrich the guided reading program. Collaboratively, teachers and the language steering committee decide on annual resource purchases, which are then submitted to the librarian.

- The school promotes international-mindedness by celebrating linguistic diversity through events such as Hindi/Konkani/Marathi days, Konkani storytelling sessions, weekly assemblies, and annual performances.
- Language development is integrated across all subjects through the teaching-learning process. Collaborative planning sessions with educators contribute to the development of the language program, aligned with the International Baccalaureate (IB) language scope and sequence document.
- A literacy profile is maintained for each student, documenting reading, listening, speaking, and writing assessments at the beginning, mid-term, and end of the year, along with exit-level assessments in terms 1 and 2, to monitor language progress.
- Regular assessments are conducted to identify language learning needs, and appropriate support is provided accordingly. The school accommodates multiple languages, with English as the medium of instruction, Hindi as a second language, and Konkani as the state language. Additionally, learners speaking other regional languages are supported, and a vocabulary book, initiated from grade 1 and continued till grade 10, encompasses new words ranging from simple to complex. State languages are promoted through classroom activities and wall displays.

SUPPORT AND ENHANCEMENT STRATEGIES FOR ALL LANGUAGES:

- ESL and SEN support for English language are provided to students once they are identified by their homeroom educator based on their daily class performance. The identified students receive assistance in developing all four English language skills: reading, writing, listening, and speaking, as well as basic grammar. This support is offered by ESL and SEN teachers, who work either by pulling students out of classes during a specific time slot (2:45 pm to 3:45 pm) or by co-teaching during mainstream classes. Students requiring moderate or intensive support in any subject are directed to the learning support department for additional sessions twice a week on a one-to-one basis, aiming to bridge any knowledge or skill gaps. For these students, an alternative curriculum is developed by ESL/Learning support teachers in collaboration with homeroom educators and parents to track their progress. For more information, please refer to the inclusion policy of SWS.
- A 15-minute DEAR (Drop Everything and Read) time will be integrated into the timetable.
- Storytelling sessions are being conducted by the librarian.
- Media literacy is being promoted through the teaching-learning process.

- A Guided Reading Programme will be implemented from upper KG to Grade 2, and a Novel Study programme from Grade 3 to 6.
- Enhanced PYP documents will be read, shared, and discussed during PD sessions to help educators understand the philosophy and expectations of IB in terms of language.
- Storytelling sessions in the mother tongues of Konkani and Marathi will be conducted. Books in Konkani, Hindi, and Marathi will be available in the library for student use.
- Learner profiles will be displayed in multiple languages (English, Hindi, and Konkani).
- The school assembly will include performances in various regional languages of India, showcasing the richness and culture of each language through music, dance, art, and drama.
- Students will be encouraged to express their understanding of any topic learned in their mother tongue.
- Students will be encouraged to read Hindi/Marathi newspapers displayed in the school gallery.
- Hindi and Konkani songs will be sung as prayers from the school diary.
- Street plays will be performed by students in English, Hindi/Konkani to celebrate special occasions.
- Students are encouraged to borrow books from the library in both Hindi and English.
- Students are also encouraged to write articles in Hindi for the school magazine.
- Conversational Konkani/Marathi sessions will be held once a week as part of a club for students from grade 3 to 5.

**Our Commitment to IB Standards and Practices pertaining to Language Learning:
(how much is this can we use on a regular basis)**

- The school emphasizes the importance of language learning, which encompasses the study of both the students' native language, the language of the host country, and other languages (IB Standard A, Practice 7).
- Teaching and learning methods cater to the diverse linguistic needs of students, including those who are learning languages other than their mother tongue (IB Standard C3, Practice 7).

- It is evident in the teaching and learning approach that all teachers share responsibility for students' language development (IB Standard C3, Practice 8).
- Assessment practices within the school are in accordance with the requirements of the relevant programs (IB Standard C4, Practice 1).
- Collaborative planning and reflection acknowledge the collective responsibility of teachers for students' language development (IB Standard C1, Practice 8).
- The school leverages the resources and expertise available within the community to enrich the learning experience within the programs (IB Standard B2, Practice 11). Each of these measures aligns with the IB guidelines outlined in the document 'Guidelines to Develop a School Language Policy,' contributing to excellence in language learning.

Learners' language profile maintained by CP Educators

Learner's Language Profile

Name of the Teacher:

Name of the Student:

Assessment Type:

Date:

Please tick the column according to the achievement level of the learner

	Emerging	Developing	Proficient	Exemplary
Comprehension				
Understanding the important information				
Makes Relevant Connection				
Valid Interpretations				
Writing:				
Appropriate vocabulary (terminology)				

Clarity				
Precision				
Effectiveness				
Presentation:				
Organization of ideas				
Using supporting examples				
Legibility of handwriting				
Coherence				

Academic Writing Workshop

Academic writing serves as a means of sharing knowledge gained within a specific academic discipline. It facilitates the analysis and communication of information, encourages critical thinking, and emphasizes mastery of technique and stylistic conventions.

Sunshine Worldwide School hosts Academic Writing Workshops through SCBW (Sunshine Corporate Business World). SCBW is a unique initiative that lets learners explore their entrepreneurial interest while preparing them for colleges and the outside world. MLA format is used for all SCBW documents and learners are encouraged to attend Academic Writing Workshops to hone their Academic Writing skills.

Learning Objectives of the Workshops:

- Appreciating the significance of scholarly writing.
- Generating content tailored to the specific field.
- Strategizing and organizing writing coherently.
- Ensuring cohesion throughout the written work.
- Adapting writing styles and tones for diverse purposes and contexts.
- Employing language accurately and proficiently in academic writing.

Review of Language Policy:

Each year, language policy undergoes a thorough examination, typically conducted towards the end or beginning of the academic session. Facilitators from various programs engage in collaborative discussions to assess its effectiveness. The Steering committee members, along with respective coordinators and the Principal, utilize the outcomes of these discussions to revise the policy as needed. This revision process ensures alignment with updates from entities such as the IB and relevant local, state, or national governing bodies. Once revised, the policy is promptly disseminated to the school community for awareness and adherence.

Policy Review Timeline

April 2021

April 2022

April 2023

April 2024 as per program review cycle.

August 2024, will be revisited.

Review team:

- Principal
Mr. Anil Kashyap
- Programme Coordinators
PYP – Ms. Patricia Britto
CP – Mr. Sandeep Doifode

Steering Committee Members:

- Director - Ex-officio member.
- Administrator - Ex-officio member.
- Headmistress - (Primary & Pre).
- IB PYP coordinator.
- IB CP Coordinator
- English Liaison

Celebrating Language Special days in Sunshine Worldwide School

Common Celebrations:

- Annual day
- Sports day
- Children's Day
- Mother Language Day
- Teacher's day
- French Day
- Hindi Diwas
- Author of the month
- Sunlight Café

- Interaction Club (every month)

IB PYP

- MLV after every unit (6 times a year) where learners share their learning with their peers, educators, and parents.
- PYP Exhibition happens once every Academic Year where learners are given a research topic to research on and then present it to the parents and educators. This includes models, lesson plans that are designed by learners, etc.

Activities – Learning engagements for the students of PYP

- Impromptu
- show and tell
- object talk
- poem recitation
- story telling
- fancy dress show
- inter house spelling bee
- J-A-M (just a minute session)
 - elocution
 - story writing
 - essay writing
 - poetry recital
 - role Play
 - inter house debate
 - Hindi
 - Inter house poetry recital
 - Hindi Essay Writing
 - Hindi story Writing

IB CP

- English – Prose & Poetry Writing
- English - Essay Writing

- Food Production Week (learners prepare food items as part of their food production session and gather feedback from people across the school after which they write their report.
- Community Service Club – Learners are encouraged to write letters to the local authorities surrounding environmental issues.
- Sunshine Business Conclave – learners are required to write Research papers based on the sectors assigned to them during the SCBW class (refer to the following point for context)
- Business Management – SCBW (Sunshine Corporate Business World) gives learners the much needed exposure to the outside corporate world thereby equipping them with the knowledge they would require to sustain once they step out into the real world; business communication, formal terminologies, etc.
- Reflective Projects; learners will be working on reflective projects from the very beginning.

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