

since 1980



St. Nicholas

Language and Literacy

Policy and Procedures at Alphaville

All teaching staff should read this policy before teaching.

For this effect, at the beginning of each academic year, time will be allocated for staff to read it.

This will apply to any teaching staff joining us during an academic year.

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Table of Contents

Table of Contents	From Page	To Page
Introduction and purpose of the language policy	3	3
Mission	3	3
School Profile	3	4
IB Standards and Practices	4	5
Language Philosophy	5	6
Language Learning Beliefs and Approaches	6	7
Language Learning Aims	7	8
Approaches to Teaching and Learning	8	9
IB Programmes (PYP, MYP and DP)	9	11
Practices and Resources	11	13
Inclusion / Equal Opportunity	13	14
Mother Tongue	14	14
Professional Development	14	15
Communication of Language Policy	15	17
Review Cycle	17	17



Introduction and purpose of the language policy

The language policy at St. Nicholas School Alphaville is a collaborative effort developed by representatives from all members of the school community, including students, staff, parents, and other stakeholders. It aligns with the standards set forth by the International Baccalaureate (IB) guide titled "[Guidelines for Developing a School Language Policy](#)" (2008), and its purpose is to provide an encompassing framework and guiding principles for language learning. It defines the educational objectives related to language learning, outlines clear goals, and establishes language proficiency and usage expectations. Additionally, the policy serves as a roadmap for achieving these objectives, providing direction for educators and learners alike. Establishing uniform language standards and practices to guide educators in creating effective language learning experiences throughout the school.

In line with our commitment to inclusion, our language policy recognizes and values linguistic diversity. It emphasizes the importance of maintaining and developing students' native languages alongside the target language(s) of instruction. Therefore, the policy addresses the strategies, resources, and support mechanisms to aid in the development of language skills in the mother tongue as well as English, which is the school's language of instruction. The language policy encourages the integration of language learning across the curriculum by highlighting the use of language as a tool for learning in all subject areas, fostering interdisciplinary connections, and enhancing students' overall educational journey.

Above all, our language policy reflects the mission, vision, and values of St. Nicholas School Alphaville. It aligns language learning objectives with our broader educational goals and ensures consistency with our core principles. Ultimately, the purpose of our language policy is to cultivate a supportive, inclusive, and effective language learning environment that empowers students to develop their language skills, international mindedness, and academic success.

Mission Statement

Through an inquiry-based international education, St Nicholas School develops responsible, confident, and caring citizens of an ever-changing world. By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

School Profile

St. Nicholas School Alphaville boasts a diverse and multicultural student body, with the majority of students being native Brazilians, comprising around 85% of the population. The rest of the students primarily come from various Latin American countries. However, the school is also experiencing a positive trend of welcoming a small but growing number of families from other parts of the world,



including several children from India, Europe, and East Asia. These families have settled in Brazil for a significant period, indicating a growing international presence within the school community.

Due to the multicultural nature of Brazil, and especially Sao Paulo, Brazilian students at the school come from diverse ethnic backgrounds, where a number are ethnically Japanese, and others claim an Italian, German, or Eastern European heritage. Moreover, many of these students have experienced living abroad in international settings and attending other international schools. So nearly all of the children at the school are fluent Portuguese speakers, even if they speak a variety of languages at home, where the most prominent language groups are Korean, Spanish, and a variety of European languages.

The school employs expatriate staff members from various countries such as Iceland, the Philippines, the United States, Argentina, Colombia, Canada, Kenya, Mexico, Ghana, United Kingdom and India. These experienced educators have worked in IB schools worldwide, bringing a global perspective to the learning environment. While they come from diverse linguistic backgrounds, English proficiency unifies them, and many are actively learning or are about to become proficient in Portuguese, further bridging the language and cultural gaps. The staff complements this richness with Brazilian teachers and assistants who speak fluent English (the school's medium of instruction) due to their teaching experience as well as extended periods of study abroad, all contributing to an inclusive and multicultural learning environment.

IB Standards and Practices

In order to cater to and support a diverse community of multilingual students, St. Nicholas School Alphaville provides an extensive array of resources and learning opportunities in multiple languages throughout its curriculum. These offerings, which are reinforced both implicitly and explicitly in the IB document "[Programme Standards and Practices](#)" (January 2014), enable our students to potentially achieve exceptional levels of proficiency, literacy, and knowledge in multiple languages. By nurturing this linguistic diversity, the school empowers students to become highly skilled and knowledgeable multilingual individuals.

The following IB standards and practices were taken into account during the development of the school's language policy:

Programmes standards and practices for all programmes

Section A: Philosophy

Standard A: The school's educational beliefs and values reflect IB philosophy.

Practice 7: The school places importance on language learning, including mother tongue, host country language, and other languages.

Section B: Organization

Standard B1: Leadership and Structure

The school's leadership and administrative structures ensure the implementation of the IB programmes.



Practice 5: The school develops and implements policies and procedures that support the programme(s).

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 8: The school provides support for its students with learning and/or special educational needs and support for their teachers.

Section C: Curriculum

Standard C1: Collaborative Planning and Reflection

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 8: Collaborative planning and reflection recognizes that all teachers are responsible for the language development of students.

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1: Teaching and learning aligns with the requirements of the programme(s).

Practice 7: Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Practice 8: Teaching and learning demonstrates that all teachers are responsible for language development of students.

Practice 10: Teaching and learning differentiates instruction to meet students' learning needs and styles.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1: Assessment at the school aligns with the requirements of the programme(s).

Practice 9: The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

Language Philosophy

At St. Nicholas School Alphaville, our language philosophy is deeply rooted in the principles and frameworks of the International Baccalaureate (IB) programs, specifically the [Primary Years Programme \(PYP\)](#), the [Middle Years Programme \(MYP\)](#), and the [Diploma Programme \(DP\)](#). We believe that language serves not only as a means of communication but also as a gateway to knowledge, understanding, and cultural appreciation.

In the dynamic and fast-paced global society of today, St. Nicholas School acknowledges the immense value of language proficiency and the substantial benefits that come with being able to communicate in multiple languages. We are dedicated to actively cultivating excellence in multiple languages, empowering our students to thrive as active participants in a global community. Our



curriculum is designed to facilitate the transfer of linguistic skills across different languages while also fostering cross-cultural understanding and appreciation. We create an immersive learning environment that not only facilitates pragmatic language development but also equips our students to become effective and empathetic communicators in diverse social settings.

In alignment with the **PYP language philosophy**, we acknowledge language as a fundamental means of learning and expression. We integrate language across the curriculum, empowering students to inquire, explore, and construct meaning in different subject areas. By developing their listening, speaking, reading, writing, and viewing skills, we enable students to engage with diverse texts and perspectives, fostering their linguistic growth and promoting intercultural awareness.

Building upon the PYP language foundation, our **MYP language philosophy** expands students' language acquisition, usage, and understanding. We emphasize the development of effective communication skills, critical analysis of different forms of communication, and engagement with a variety of texts. Through literature studies and language exploration, we encourage students to become reflective and critical communicators while valuing multilingualism and intercultural understanding, preparing them for academic and personal success.

In the **DP**, our language philosophy recognizes language's central role in learning and self-expression. Students are encouraged to deepen their language proficiency, explore the power of language, and critically analyze and appreciate literary texts. Our aim is to motivate students to engage with a range of texts, explore the power of language, and develop effective communication skills in order for them to acquire a rich understanding of language as a cultural and social phenomenon, promoting intercultural understanding and multilingualism.

Our language philosophy aligns with the IB PYP, MYP, and DP. We firmly believe language acquisition, development, and proficiency are integral to students' education and personal growth. By embracing the principles of these IB programs, we cultivate an environment that nurtures confident, skilled, and culturally aware communicators who are well-prepared to thrive in an increasingly interconnected world.

Language Learning Beliefs and Approaches

St. Nicholas School Alphaville holds language learning in high regard, aligning its beliefs with those of the International Baccalaureate (IB) program, encompassing the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). Although the precise beliefs and approaches may differ among the programs, the following are fundamental principles guiding language learning at St. Nicholas School Alphaville:

Language as Communication: We believe language is primarily a tool for effective communication. Our students will develop their language skills to express themselves, understand others, and engage in meaningful interactions. We emphasize the importance of listening, speaking, reading, and writing skills rather than solely focusing on vocabulary and grammar.



Multilingualism and Intercultural Understanding: We promote multilingualism and value proficiency in more than one language. Learning additional languages not only facilitates communication but also enhances intercultural understanding. We foster respect for different perspectives and promote global citizenship by exposing our students to diverse languages and cultures.

Language and Identity: We acknowledge the close relationship between language and identity. Our programmes aim to foster students' self-awareness and respect for their own linguistic and cultural backgrounds. We also encourage an appreciation for other languages and cultures, recognizing that language plays a significant role in shaping individuals' cultural, social, and personal identities.

Inquiry-Based Learning: Students are encouraged to explore and inquire about language, using critical thinking skills to analyze linguistic structures, literary texts, and communication contexts. This approach stimulates curiosity, creativity, and independent thinking.

Authentic and Purposeful Language Use: We promote authentic and purposeful language use, providing students with opportunities to apply their language skills in real-life contexts. By incorporating authentic resources such as literature, newspapers, videos, and online platforms, we expose students to diverse language forms and cultures. This approach helps students understand the relevance and value of language learning beyond the classroom.

Reflection and Metacognition: We encourage students to reflect on their language learning processes, set goals, and monitor their progress. Metacognitive strategies are emphasized, enabling students to develop self-regulation skills and take ownership of their learning. Reflection allows students to identify strengths, areas for improvement, and strategies to enhance their language proficiency.

Interdisciplinary Connections: We promote interdisciplinary learning, integrating language across various subjects. This approach allows students to develop language skills within the context of other disciplines, enhancing their ability to apply language skills in different contexts. It also deepens their understanding of subject-specific terminology and concepts.

These language learning beliefs and approaches reflect our commitment to providing a holistic education. We aim to develop our students' linguistic abilities, intercultural understanding, and critical thinking skills, preparing them to meaningfully engage in an interconnected world.

Language Learning Aims

The International Baccalaureate (IB) programmes, which include the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), emphasize the development of language skills as an integral part of the curriculum. Here are the language learning aims for each of the three IB programmes:

PYP (Primary Years Programme):

- Develop communication skills: The PYP aims to develop students' ability to express themselves clearly and confidently in various forms of communication, including speaking, listening, reading, and writing.
- Foster intercultural understanding: The PYP encourages students to explore different cultures and languages, promoting empathy, respect, and appreciation for diverse perspectives.
- Enhance cognitive development: Language learning in the PYP supports the development of critical thinking, problem-solving skills, and the ability to make connections across different subject areas.

MYP (Middle Years Programme):

- Develop language proficiency: The MYP aims to enhance students' proficiency in their chosen language(s), enabling them to engage effectively in oral and written communication.
- Promote global awareness: Language learning in the MYP promotes an understanding of global issues, intercultural communication, and encourages students to become active global citizens.
- Enhance literacy skills: The MYP emphasizes the development of reading, writing, and comprehension skills, enabling students to effectively interpret and analyze texts across various disciplines.

DP (Diploma Programme):

- Cultivate language skills for academic study: The DP aims to develop students' language skills to a level that allows them to engage with complex academic texts, express ideas coherently, and conduct research effectively.
- Foster intercultural understanding and appreciation: Language learning in the DP encourages students to explore different cultural perspectives through the study of literature and other forms of written and spoken communication.
- Develop critical thinking and analytical skills: The DP promotes the development of critical thinking and analytical skills through the study of language and literature, enabling students to analyze and interpret texts in depth.

These language learning aims are integrated into the broader curriculum of each IB programme, emphasizing the importance of language as a means of communication, cultural understanding, and intellectual development.

Approaches to Teaching and Learning

Teaching and learning at St. Nicholas School Alphaville follows the **IB Approaches to learning** and **Approaches to teaching** frameworks in [PYP](#), [MYP](#), and [DP](#), which are designed to foster critical thinking, collaboration, and lifelong learning skills among students. These frameworks serve as the foundation for our educational practices, ensuring a comprehensive and well-rounded approach to teaching and learning.



The IB Approaches to Learning focus on developing students' abilities to acquire and apply knowledge effectively, think critically and creatively, and communicate and collaborate with others. At St. Nicholas School Alphaville, these approaches are integrated into every aspect of the curriculum, encouraging students to become independent learners who take ownership of their education. Teachers facilitate this process by providing guidance and support while encouraging students to explore different perspectives and find innovative solutions to problems.

Furthermore, the IB Approaches to Teaching provide a framework for educators to create engaging and stimulating learning environments. Teachers at St. Nicholas School Alphaville utilize a variety of instructional strategies and resources to cater to diverse learning styles and needs. They promote inquiry-based learning, where students actively investigate and seek answers to their own questions, fostering a deep understanding of concepts and encouraging a love for learning.

Collaboration and reflection are key components of the IB Approaches to Teaching and Learning. Students are encouraged to work together in teams, engaging in discussions and projects that promote effective communication, cooperation, and respect for others' viewpoints. Teachers guide these collaborative activities, providing opportunities for students to develop critical thinking skills, analyze information, and synthesize ideas. Assessment is also an integral part of the teaching and learning process. Students' progress is evaluated using a range of formative and summative assessments that align with the IB standards. These assessments provide valuable feedback to both students and teachers, enabling them to monitor growth, identify areas for improvement, and celebrate achievements.

Overall, the adoption of the IB Approaches to Learning and Approaches to Teaching at St. Nicholas School Alphaville creates a dynamic and enriching educational environment. It equips students with the necessary skills and competencies to succeed academically and thrive in an ever-changing world, fostering a lifelong love for learning and a commitment to making a positive impact in their communities.

IB Programmes (PYP, MYP, and DP)

Primary Years Programme (PYP)

Language plays a crucial role in every facet of learning that takes place within our PYP classroom. It serves as a fundamental instrument for exploration and the crafting of significance. It endows learners with empowerment and establishes an intellectual structure that promotes the evolution of ideas and the cultivation of critical thinking. Our learning spaces uphold the tenets of inquiry, fostering a deep fusion of language by providing ongoing chances to participate in education within pertinent, genuine, and significant contexts of the inquiry units.

In the "knowledge" area of the PYP, language is the most significant connecting element across the school's curriculum, both within and outside its transdisciplinary programme of inquiry. As educators devise learning experiences that facilitate students' language development within contexts that are meaningful and enjoyable, students are empowered to make connections, apply their learning, and transfer their conceptual understanding to new situations.



Language learning is recognized as a developmental process where there are opportunities for students to build on prior knowledge and skills in order to help them progress to the next phase of language development. The PYP Language scope and sequence presents a set of developmental continuums that are designed as diagnostic tools to assist teachers in planning language-learning experiences for students, and in monitoring students' development throughout the PYP.

English and Portuguese instruction work in conjunction as a single language and literacy programme in the Primary Years Programme. All planning should be carefully coordinated to ensure a cohesive curriculum across both languages. We recognize that English is an additional language for most of our students, and so although the literacy programme is carried out in part in English, the curriculum will allow for students to engage with it on their own terms as fits their language profile and additional support will be provided as per our Personalised Learning/Inclusion policy.

Middle Years Programme (MYP)

At the core of the MYP are three fundamental principles: holistic learning, intercultural awareness, and effective communication. Students are actively encouraged to explore diverse issues from a multitude of viewpoints, enabling them to delve into their own and others' social, national, and ethnic backgrounds, in order to develop international-mindedness. The significance of communication resonates throughout all MYP subject groups, serving as both an essential objective and a pivotal assessment criterion. Within this framework, students are tasked with acquiring proficiency in a minimum of two languages, with the invitation to expand their linguistic repertoire further.

An imperative aspect of the MYP is to furnish consistent and comprehensive language instruction in a minimum of two languages throughout each year of the programme. At St. Nicholas school we strive to cater the linguistic requirements of all the student population in order to ensure the complete engagement within the programme.

Languages A and B (Portuguese, English, Spanish)

In the middle years, Portuguese is taught as Language and Literature, although English will be the medium of instruction for all other subjects, except Spanish as and when appropriate. English is taught as Language Acquisition, together with Spanish, although the progression of English will aim to prepare students to work at a proficient level by MYP Year 4 (Grade 9), and eventually be able to choose English as their Language and Literature course in the Diploma Programme. Spanish is offered at an emergent to capable level throughout the MYP, with the aim of students eventually being able to choose Spanish as their Language B (SL or HL) in the Diploma Programme.

Diploma Programme (DP)

St. Nicholas School provides a range of courses to effectively address the intricate language backgrounds that students may possess upon joining the DP programme. We are committed to creating an environment that not only acknowledges but also nurtures each student's potential to the fullest extent, bolstering their language capabilities with the required support.

Group 1: Studies in Language and Literature

The offerings within this group encompass Portuguese Language and Literature at both SL and HL levels, as well as English Language and Literature at the SL level. These courses are designed for students who have previous experience of using the language of the course in academic contexts and focuses on critical literacy and the way meaning in texts is constructed by, among other things, the contexts of production and reception. With an unwavering focus on critical literacy, we delve into the intricate process of meaning construction within texts. This group also recognizes the right of all students to study their mother tongue at the same level as other DP subjects.

Group 2: Language Acquisition

Within the confines of Group 2, our curriculum encompasses English Language B at both HL and SL levels. These courses are specially tailored for students who possess a foundation and level of proficiency in the language. Additionally, we extend our offerings to include Portuguese Language ab initio, tailored to some of our international students who have little or no knowledge of the Portuguese language.

Both courses share an emphasis on the importance of understanding language acquisition as a process that also involves the recognition and understanding of another culture. The consequent reflection on the way one's immersion in one's own culture leads one to assumptions about the world that are not necessarily shared by others is important in the development of intercultural awareness and international-mindedness.

Practices and Resources

Transdisciplinarity

There should be evidence of language and literacy learning in the programme of inquiry in the Primary Years Programme. Practices that support integration include but are not limited to

- genre study/text work that supports research and inquiry. For example, non-chronological reports create an avenue for research
- literature study, exemplifying themes, issues, and dilemmas that help with the understanding of the central idea
- conceptual connections to the central idea, for example, pattern (poetry), cause/effect (reading comprehension), conflict (story structure)

Early Years Practices (Tiny Tots-Nursery)

Language immersion

An immersion experience creates an authentic context for learning. Teachers should use English as the classroom language; however, sensitivity to emotional needs, safety and specific thought processes may create situations in which the use of the child's most proficient language is necessary. English use should be encouraged and celebrated. Use of a child's home language should not be prohibited or responded to negatively, and all language profiles are welcomed and nurtured. Grouping children with a range of home languages is an effective way to encourage the use of English, as English may be the common language amongst them.

Literacy

A literacy-rich environment must be in place, with books, labels, and opportunities for viewing print in a range of ways and purposes. Children should be read to daily. The phonemic awareness programme should begin in Nursery, following Phase 1 of the *Letters and Sounds* programme.

Primary Practices (Kindergarten-Grade 5)

Language use

Teachers should use the language of instruction in which he/she teaches with children both inside and outside the classroom. For example, the Portuguese teachers use Portuguese when communicating with children at all times, and classroom teachers and specialists use English with children at all times. Nevertheless, demonstrating bilingual skills in appropriate situations is a good model for children, and common sense should prevail when deciding what language to use when communicating with children in atypical situations.

Portuguese/English Integration

Portuguese lessons begin as of Kindergarten 1 and by Grade 1, Portuguese and English literacy lessons receive the same curricular weight. The literacy process is begun first in English, and subsequently, Portuguese is introduced as a written language, relying on the transfer of decoding skills and the teaching of unique characteristics of the Portuguese language. Integration and links within the literacy programme are essential as we strive to have one literacy programme divided into two languages.

Reading

Reading instruction should include the goals of decoding, reading for comprehension and learning, and reading for pleasure. The Individual Reading Programme, with the use of Oxford Reading Tree and StoryWorld collections, can be used as of Kindergarten 1 to meet these goals. Both Fiction and Nonfiction books should be used. Home reading should focus on fluency and comprehension. Guided reading should be a regular feature in the curriculum as of Kindergarten 2. Authentic literature must be integrated into reading instruction, in the beginning as read-aloud books and then in group and guided reading.

Phonics

Letters and Sounds is used as of Kindergarten 1 for phonics teaching but is adapted so that the pace of instruction meets the needs of each group of students. Jolly Phonics materials are compatible with our programme of instruction.

Spelling

Spelling involves auditory skills (generally acquired through phonics), visual skills, and internalisation of rules. Spelling teaching should involve all these skills. Spelling tests are permitted, however, can not be the primary focus of the spelling programme.

Handwriting

Further information concerning the teaching of handwriting can be found in our Handwriting Policy, which uses The Nelson handwriting style as its focus. Children are taught correct letter formation with a specific, focused practice in order to develop good habits early on. Joined handwriting is introduced when the child is ready, which is generally in Grade 1. Note of caution: handwriting is



only a tool, and although it is important to develop good handwriting habits, undue attention to the retro can detract from communication skills, and so moderation and balance are what guide our instruction on handwriting.

Grammar

Grammar is a tool for effective communication. When possible, it should be taught within the context of the application of good reading, speaking, and writing skills and not for its sake alone. First-language and second-language learners often require different approaches, and so the school will draw on a range of resources and approaches in order to allow students to acquire grammatical knowledge in an engaging way. Where possible, an inquiry-based and deductive approach will be used.

Library

Children receive regular library lessons once a week through Grade 2 and as necessary and practical in the upper primary years. The school's library policy states that: "The library is both a teaching and working centre. It actively promotes reading: learning to read as well as reading for a range of purposes. It should lead the school community in creating life-long readers. The library also actively engages children in research and teaching children to use available sources of information, with a particular focus on digital resources and online databases. Librarians teach children how to find and select appropriate sources of information, both on- and offline. They also teach children how to read, understand and use information." Further information can be found in the school's library policy.

Transdisciplinary Opportunities

Language is naturally used in every area of the curriculum. In accordance with the IB, St Nicholas firmly believes that each and every teacher in the school is a language teacher. The skills students will learn in their language lessons (reading, writing, speaking, and listening) should be transferred across the curriculum. Likewise, language, by its very nature, is social and, therefore, a part of learning in every context.

Library and media center

The library plays a central role in language learning in the MYP and DP, as it is not only a repository of literary works and reference books for the languages taught, but also a center for research as well as a creative hub where linguistic endeavours are encouraged and eventually published. All languages are supported in developing research and information literacy skills with the help of librarians who are proficient in all the languages of the school, and they will be encouraged to make independent use of the library to further strengthen their language and communication skills, for example through reading for pleasure or creative writing initiatives.

Inclusion / Equal Opportunity

St. Nicholas School Alphaville is dedicated to promoting inclusive learning and active participation by offering support to students learning English and/or Portuguese as a second language, as well as those who require reinforcement in their language and literacy skills. We believe every student



deserves a language curriculum tailored to their individual needs, ensuring equal access and opportunities and facilitating their full engagement in all aspects of the curriculum.

In cases where a student has been identified with additional learning needs, such as language difficulties or gifted and talented abilities, the Personalized Learning Department (PL) provides intervention and support in accordance with the referral process. The PL department works with teachers to help them meet the needs of students identified with special language learning needs in English and/or Portuguese. This support may be formalized through an In-class Support Plan or an Individual Education Plan and may involve short or long-term interventions as necessary.

Mother Tongue

St. Nicholas School Alphaville places a significant emphasis on the profound importance of both the mother tongue and English in fostering students' cognitive and cultural growth. As an International Baccalaureate (IB) school, we value the diverse linguistic backgrounds of our students and strive to create an inclusive and internationally-minded learning environment. Guided by our alignment with the IB guidelines for the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP), our language policy underscores the significance of nurturing and harnessing students' mother tongues. This approach enables students to express their thoughts, understand concepts, and communicate effectively while maintaining a strong connection to their cultural heritage.

Furthermore, our school supports the cultivation of students' mother tongues and actively strives to collaborate closely with families to ensure the ongoing development of the mother tongue, by harnessing the combined resources, expertise, time, and space available both within the school environment and the home. This collaborative approach solidifies our commitment to enabling students to express themselves, understand complex concepts, and communicate effectively, while simultaneously preserving their cultural roots.

Professional Development

At St. Nicholas School Alphaville, we recognize the importance of providing professional development opportunities for administrators, teachers, librarians, and other school staff in the fields of language learning and teaching across all three International Baccalaureate (IB) programmes: Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). To ensure that our staff members are well-prepared to implement the language policy in each IB programme, St. Nicholas School Alphaville is dedicated to providing targeted professional development opportunities in language learning and teaching for each specific program. These opportunities are designed to equip our staff with the required knowledge, skills, and resources that are tailored to the unique contexts of each IB program. By prioritizing the professional growth of our staff, we aim to support our overarching goal of fostering language development and proficiency among our students while also enhancing their overall IB learning experience.



Our ongoing professional development program continues to underscore the following components, aimed at evolving our teaching practices:

Inquiry-based language learning: Our aim is to train all teachers to incorporate language learning into interdisciplinary inquiry, enabling students to employ language as a tool for exploring concepts and expressing their understandings.

Cultivating a language-rich environment: Staff members are undergoing training to implement strategies fostering oral language development and instilling a passion for reading and writing, thereby creating an immersive language-rich classroom atmosphere.

Encouraging collaborative planning and reflection: We prioritize collaborative planning among educators to seamlessly integrate language objectives into our curriculum, ensuring continual reflection and refinement of teaching methods.

Integrating language skills across subjects: Teachers will be equipped with strategies to support language development in their specific subjects, encompassing vocabulary enhancement, comprehension, and effective communication skills.

Embracing language, culture, and identity: Training sessions focus on promoting students' appreciation for their native language and cultural diversity, fostering an inclusive learning environment.

Seamless integration of language objectives: Through collaborative planning and interdisciplinary connections, our goal is to embed language objectives into all units of study, fostering comprehensive language development across the curriculum.

Effective teaching of language and literature: Training will cover techniques for teaching language and literature effectively, spanning close reading, literary analysis, and the enhancement of written and oral communication skills.

Facilitating language acquisition: Staff will receive guidance on supporting students in acquiring additional languages, including tailored instructional strategies and resources.

Nurturing academic writing and research skills: Our emphasis is on guiding students in developing academic writing prowess, honing research skills, and mastering citation practices.

Proficient language assessment: Our PD will equip staff to assess language development across subjects, providing guidance on assessment criteria, formative and summative evaluation, and delivering effective feedback for student language growth.



Communication Of Language Policy

The language policy is regularly communicated to the St. Nicholas School Alphaville community through multiple pathways, including staff meetings, grade-level meetings, and newsletters. The policy is also featured on the school's website, and new staff will be familiarized with the document during orientation.

Here are some steps and strategies that will be employed:

- **School Website:** Post the language policy prominently on the school's website. Create a dedicated page or section where parents, students, and faculty can easily access and refer to the policy.
- **Parent-Teacher Meetings:** During parent-teacher meetings, discuss the language policy with parents and caregivers. Allow them to ask questions and clarify any doubts they may have.
- **Orientation Sessions:** Conduct orientation sessions at the beginning of each academic year or whenever new students join the school. Include a presentation on the language policy and its significance in the IB PYP, MYP, and DP.
- **Newsletters and Emails:** Send out newsletters and emails to parents and staff. Include summaries of the language policy, its objectives, and how it is implemented across different IB programs.
- **Student Assemblies:** Organize student assemblies to present the language policy in an age-appropriate manner. Use engaging methods like videos, skits, or interactive discussions to make it relatable and interesting for students.
- **Multilingual Brochures and Posters:** Create visually appealing brochures and posters in multiple languages, summarizing key points of the language policy. Display them in prominent areas around the school campus.
- **Workshops and Professional Development:** Offer workshops and professional development sessions for faculty and staff on the implementation of the language policy. Teachers play a crucial role in supporting language development, and their understanding is vital.
- **Parent Workshops:** Organize workshops specifically for parents to understand the language policy's practical implications and ways they can support their children's language learning at home.
- **Collaboration with Parent Associations:** Collaborate with parent associations to disseminate information about the language policy and encourage discussions within the parent community.

- **School Meetings:** Present the language policy during school-wide meetings or gatherings. This will ensure all staff members, including support staff, are familiar with the policy.
- **Multilingual Staff:** Staff members who are proficient in different languages will utilize their skills to facilitate communication and understanding of the language policy among diverse language communities within the school.

By adopting a variety of communication methods and engaging all stakeholders, the St. Nicholas School Alphaville community will develop a shared understanding and commitment to the language policy, thereby fostering a supportive and inclusive language learning environment for all its members.

Review Cycle

This policy will undergo regular and official reviews, following the school's established policy review cycle, with a frequency of once every two years. The next scheduled review is set for 2025 and will involve key stakeholders to ensure comprehensive feedback and input. The review committee will consist of the following participants:

- Senior Leadership Team: Including all programme coordinators to assess the policy's alignment with the school's overall vision and objectives.
- Representative for the School's Language Teachers: To provide insights from the educators' perspective and assess the policy's practicality and effectiveness in language-related matters.
- Student Representative: To offer the student body's viewpoint, ensuring the policy remains relevant and considerate of their needs and experiences.
- Parent Representative: To represent the parent community and provide valuable feedback on how the policy impacts students' education and well-being.

By engaging these stakeholders, we aim to create a comprehensive and inclusive policy review process that fosters transparency, collaboration, and continuous improvement.

Links to other policies

St Nicholas School Alphaville Assessment Policy

St Nicholas School Alphaville Admissions Policy

St Nicholas School Alphaville Access and Inclusion Policy

St. Nicholas School Alphaville Academic Integrity Policy

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