



# Suzhou Innovation Academy

## 希雅国际学校

### SIA Language Policy

Policy Review Process			
Version	Revision Date (Document Review Date)	Authors (Who revised it?)	Any significant changes / editing to the original policy.
V1	14 <sup>th</sup> March 2023	James Gareth Hogg	
V2	1/2/2024	Senior Leadership	George , Alice, Pankaj
		DP staff	Collaborative meetings
		DP students	CORE meetings
		Parents	

#### SharePoint location

[https://chinabest.sharepoint.com/:w:/r/sites/SIAFaculty/\\_layouts/15/Doc.aspx?sourcedoc=%7BE0FA3774-01F9-42A7-9184-199C924441E8%7D&file=SIA%20Language%20Policy%20March%2023%20-%20March%2024.docx&action=default&mobileredirect=true](https://chinabest.sharepoint.com/:w:/r/sites/SIAFaculty/_layouts/15/Doc.aspx?sourcedoc=%7BE0FA3774-01F9-42A7-9184-199C924441E8%7D&file=SIA%20Language%20Policy%20March%2023%20-%20March%2024.docx&action=default&mobileredirect=true)

Original Policy Approval	
Policy Title	Language Policy
Policy Authors	Robert Clarence, N.Y. Louis Lee, Mohammed Zawid Naseem, Karen Shen
Date Written	September 2018
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Review Procedure	January and June (of the first year); June (subsequent years)
Stakeholders Consulted	Principal, SLT, Teachers, Students, Administrative Personnel
Published on	Staff Handbook, Student Handbook, Student Information Management System

## The language policy:

**Culture 4.1:** The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

**Culture 4.2:** The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

**Culture 4.3:** The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

**Culture 4.4:** The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

## The language policy:

1. recognizes that all teachers are, in practice, language teachers with responsibilities in facilitating communication
2. outlines how students are to learn at least one language in addition to their home/personal language(s)
3. describes how the development and maintenance of the home/personal language(s) for all learners is to be supported
4. ensures that there are practices in place to provide inclusion and equity of access to the IB programme(s) offered by the school for all learners, including those who are learning in a language other than their home/personal language(s)
5. ensures support for multilingualism, which is required to support multiliteracies
6. describes how the language(s) of the wider community are respected and promoted
7. considers what resources and practices are to be used to involve parents in planning their children's language profile and development
8. considers the sociocultural circumstances of the school
9. includes evidence of a review process such as the date of the most recent review.

## 1. Introduction

Language learning at Suzhou Innovation Academy (SIA) is considered an essential learning need that enables students to become successful in the globalised society of now and the future. Languages help build connections across cultures and contexts, and hence pave the way for the day-today interactions in both the personal and professional life of a human being. A well-structured language programme is hence necessary to meet differentiated language development needs that go beyond attainment of Basic Interpersonal

Communication Skills. The programme is in place to help students attain Cognitive Academic Language Proficiency to ensure their success in completing the rigorous International Baccalaureate Diploma Programme (DP).

**Most (ALL) students at SIA are Chinese native speakers.** The School's learning environment must therefore nurture students' language development not only of the English language, which is the medium of instruction in all subjects apart from Chinese, but also of Chinese. The School recognises the importance of the mother tongue and its relationship in the construction of knowledge and self-awareness.

## **2. Aims and Objectives**

**The aims and objectives of this Policy are:**

1. to foster students' interest in language learning throughout the learning continuum
2. to stimulate and encourage students' creative attitude towards language and language acquisition
3. to support and develop students' mother tongue literacy and communication skills
4. to promote inquiry and concept-based language learning
5. to plan, deliver and assess language learning through diverse, cutting-edge teaching-and learning techniques and innovations
6. to promote appreciation of cultural similarities and differences through language learning.

## **3 . Roles and Responsibilities a. Senior Leadership Team (SLT)**

**The SLT, headed by the Principal, will:**

1. ensure awareness of and compliance with this policy across the School
2. work closely with subject teachers in the implementation of this policy
3. ensure compliance with the legal requirements
4. provide leadership and vision in respect of equality of access to language for students with diverse language learning needs and desire for new language learning and acquisition
5. provide guidance, support, resources and training to all staff
6. monitor effectiveness of this policy
7. annually review the success and development of this policy with the relevant stakeholders

## **b. Teachers**

Recognizing that language is central to learning, all teachers are responsible for facilitating communication in the classroom. Teachers will use a range of strategies to support students in accessing and understanding the curriculum, including differentiating instruction, using visual aids, and scaffolding language learning. The school will provide professional development opportunities for all staff to enhance their language teaching skills.

### **Teachers will:**

1. comply with this Policy
2. believe in and serve as a language teacher in a suitable capacity irrespective of their own subjects of teaching
3. participate in the development of this Policy
4. devise short- and medium-term planning to achieve the aims and objectives of this policy
5. be mindful of the need to develop students' spoken language, reading, writing and vocabulary in all subjects
6. plan differentiated lessons which are interactive, engaging and well-paced
7. assess, record and report on the development, progress and attainment of students

### **c. Students will:**

1. comply with this policy
2. work in partnership with the School in making good decisions and choices about their educational programmes
3. seek help in face of difficulty with language learning
4. participate in discussions concerning progress and attainment of language learning

#### **4. Teaching and Learning of Languages**

**The language of instruction at the School will be English. (However, local - native speaking Chinese teachers use Chinese language as instruction as well)** Currently, Chinese L&L is the the Language A and English is the Language B subject choice. Students can elect to take each of Language A and Language B at the Higher or Standard Level (HL/SL).

**Every teacher will act as a language teacher in some capacity.** Language proficiency evaluation is available to students to help them remove barriers to their language learning. Curricular planning will take into consideration student language needs in language subjects or otherwise. Collaborative planning among various departments, as well as sharing of best practice, will take place regularly to improve teaching and learning. Assessment will be differentiated to cater to the language learning objectives of the subject concerned.

The school recognizes the importance of maintaining and developing the mother tongue of all learners. Parents will be encouraged to share information about their child's language proficiency and development, and teachers will support students in maintaining and developing their mother tongue. The school will provide resources and opportunities for students to engage with their culture and language, such as celebrating cultural events and using literature from the mother tongue in the classroom.

#### **5. Dissemination of Policy**

This Policy will be disseminated through:

1. the School Prospectus
2. the Staff Handbook
3. the Student Handbook
4. student information platform - Managebac
5. meetings with parents such as introductory meetings, parent-teacher conferences and regular curriculum workshops
6. written communication such as daily emails, newsletters, and reports
7. information displays around the School

#### **6. Relevant Professional Development**

The school recognizes that administrators, teachers, librarians, and other staff members will require professional development in the fields of language learning and teaching. The school will provide opportunities for staff to enhance their language teaching skills and to understand the school's language policy. Staff will also be supported to implement the language policy through ongoing coaching, mentoring, and feedback.

**Staff will:**

1. have equal chances of training, career development in language teaching and learning
2. be well-informed of this Policy during induction
3. take part in periodic training sessions so as to stay updated
4. receive equal opportunities training during induction

**7. Involvement of parents**

SIA recognizes the importance of involving parents in their children's language profile and development. The school will provide resources and opportunities for parents to engage in their child's language learning, including

- parent workshops
- language learning resources
- language exchange programmes.

**8. Monitoring Policy Effectiveness**

The practical application of this Policy will be reviewed annually, or when need arises, by the Programme Coordinator, the Principal or other stakeholders. A statement of the Policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement.

**9. Linked Policies**

1. Academic Honesty Policy
2. Admissions Policy
3. Assessment Policy

#### 4. Inclusive Education Policy

### **10. Acknowledgements**

This policy has been prepared by referring to the following documents:

- 1. General Regulations: Diploma Programme, 2016. Published by IBO.**
- 2. Guide to Programme Evaluation, 2016. Published by IBO.**
- 3. Diploma Programme: From principles to practice, 2015. Published by IBO.**
- 4. Guidelines for developing a school language policy, 2008. Published by IBO.**
- 5. Guidelines for school self-reflection on language policy, 2012. Published by IBO.**
- 6. Language and Learning in IB programmes, 2014. Published by IBO.**
- 7. Learning in a language other than mother tongue in IB programmes, 2008. Published by IBO.**