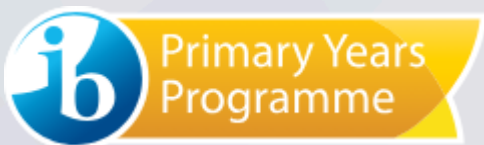# LANGUAGE POLICY 2024-26

GPS Brookes Kochi Overview

Global Education Trust has partnered with Brookes Education Group to establish GPS Brookes Kochi, with the aim of providing world class education and an opportunity for students to connect worldwide to become responsible global citizens.

Global Education Trust (GET) also caters to other curricula through its two schools: Global Public School (CBSE) and GPS International (CAIE). GPS Brookes Kochi being within the umbrella of GET is part of the GET schools community apart from being globally connected to the Brookes network 0of schools.
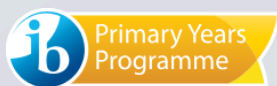
Vision

A world of self-confident lifelong learners connected and inspired to help others

Mission

Students are supported in a caring environment and given opportunities to learn about themselves and to take action in areas in which they are passionate. Our students and teachers come from diverse backgrounds, and we connect globally with our other campuses to learn about the world, from the world. We inspire and teach students about global issues by connecting ideas and stories locally. We strive to use our environment as a tool and a canvas for learning and action.

Values

Through leadership challenges and opportunities, we help students discover their passion, develop their character, and understand their connection to others and society. We espouse creativity, build character, and develop connections to deliver exceptional educational learning experiences.

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Language Policy

Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom **(Ritchhart 2002: 141).**

Language philosophy

GPS Brookes Kochi is an International Baccalaureate (IB) authorised school. We create a challenging and motivating multilingual environment where the language of instruction is English. We view language as a tool for making meaning in the world. We believe that every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process. Multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship.

At GPS Brookes Kochi, in the Primary Years Programme, all teachers are language teachers as language transcends curriculum areas. Through the IB language programmes, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in context . These contexts vary, but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward.

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As an international school, we are strongly committed to providing students with access to English language learning and utilising the host country and community for language and cultural experiences throughout the curriculum. Equally important to the school is the belief that each student should have the opportunity to maintain and develop their mother tongue(s). The acquisition of additional languages allows students to further reflect upon and explore different cultural perspectives. Effective learning depends on student engagement with the inquiry cycle: understanding → taking action → reflection → understanding. This lifelong learning process is the focus of all aspects of our curriculum. Students are encouraged to question, challenge, think and rethink texts and their meanings. They are not only exposed to different forms of communication, but they study the languages by applying inquiry techniques to their own work. Through opportunities to collaborate with others, students develop their communication skills, which we believe will strengthen them as communicators.

Language Rights, Roles and Responsibilities

All the members of a school community have a role to play in the development and maintenance of the school's language. The learning community at GPS Brookes Kochi shares the roles and responsibilities, though they may vary. In general, the following roles are appropriate:

The School Leadership

● Ensures that accurate data is collected through enrolment procedures, interviews and meetings with parents, so that statistical information about the school population can be collated, and so that important factors that may influence students' learning are known.
● Provides teachers with access to information about their students that is relevant to the teaching and learning program.
● Provides opportunities for staff professional development to ensure that there is an awareness in the school community of the implications of second language acquisition for learning and teaching.

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● Promotes a culture that values diversity and ensures that multicultural perspectives are incorporated in all aspects of school life.
● Encourages home–school partnerships
● Ensures that policies and learning programs in all learning areas are formulated and implemented with the language learning needs of all students in mind.
● Ensures that all teachers are informed about teaching strategies for making the curriculum accessible for all students.
● Ensures that curriculum policies require that multicultural perspectives are incorporated in all learning areas.
● Communicates the language pathways and directions to the family and the student, and takes their choices into consideration in the design and implementation of the language programmes and classes.

Languages Coordinator

● Provides information which helps teachers plan and implement school programmes with multicultural perspectives and develop cross-cultural understandings with their students
● Provides resource information for teachers in the areas of additional language acquisition, classroom organisation, and selection of suitable texts and resources.
● Organises information and practises sessions for staff
● Consults with the School Psychologist and/or SENCO regarding the language development of the students with special needs.
● Consults language teachers and language departments in the assessment of language skills and placement in the relevant language classes
● Works in cooperation with the curriculum coordinators in the design and implementation of the curriculum in order to cater to the needs of students' language learning
● Identifies language needs and implements intervention programmes pertinent to the needs of the student.

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Homeroom and stand-alone subject teachers

● Considers the language learning needs of all students when planning activities across all areas of the curriculum
● Uses assessment strategies that allow all students to express the understandings they have gained across the curriculum
● Keeps assessment records that indicate the growth of understandings and skills in English
● Informs parents of student progress in the learning areas other than English
● Provides opportunities for all students to share the diversity of their experiences
● Develops classroom activities that relate to and build upon the experiences that students bring to the learning situation
● Ensures that multicultural perspectives are incorporated in all aspects of the classroom social and learning environments
● Attends relevant professional learning opportunities to support students' language Development
● The language learning happens as per the developmental phases mentioned in 'PYP Language Scope and Sequence'

The Student

● Takes every opportunity to learn and provides feedback on their learning
● Shows respect for teachers and peers
● Takes ownership of their learning and seeks help when needed
● Provides feedback and reflection on language learning
● Shows academic honesty and integrity in the collection of language assessment and observation

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The Family

● Communicates directly with the learning community regarding their child's language development
● Is informed about their child's language pathways at GPS Brookes Kochi
● Is involved in choosing Additional Language 1 (AL 1) between Malayalam, Hindi and French in Grades 1 to 5 and Additional Language 2 (AL 2) from the remaining two languages.
● Reads and returns forms and notifications from the coordinators and language teachers regarding their child's language learning

Professional Development In Language and Learning:

As it is an expectation for all teachers to be language teachers, on-going training focused on integrated language instruction will be offered throughout the year. The school is committed to providing embedded professional development for language learning across the curriculum. The school recruits teachers who are fluent in English (Reading, writing and speaking) and often conducts Language Learning Training for non-academic staff. For specialist subjects the school recruits staff proficient in that particular language.

Language and the Learner Profile

Communicators: We understand that communication is at the heart of education, that communication in more than one language is key to intercultural understanding. We help our students become strong communicators.

Risk Takers: We recognize that language learning involves risk taking. We encourage our students to be independent and articulate.

Thinkers: We believe in fostering critical thinking skills and creativity to help students use language to approach complex problems.

Reflective: We believe that reflection helps both students and teachers assess and understand the strengths and limitations of language use.

Languages offered by GPS Brookes Kochi

To cater to diverse cultural and linguistic needs, the school has made the following provisions for teaching languages: English is used as the Language of instruction and language of communication for the entire school learning community. English is taught as a first language in PYP. A majority of the students are native Malayalam speakers. The second common language spoken is English. Malayalam, Hindi or French is taught as Additional Language 1 (AL 1). Students can also opt for Additional Language 2 (AL 2) from Malayalam, Hindi and French from Grade 1 onwards.

Resource provision through the library with the help of parent community

English language learners who are unable to fully access the academic curriculum delivered in English receive specialised instruction in English language acquisition from qualified staff on a regular basis. The library and media centre will be equipped with resources to support language learning through books, reading programmes, dictionaries, magazines, journals and newspapers (in English and mother tongue). The resources will cater to the diversity of the school community.

Role of the Librarian

The librarian's role is integral in supporting the programme's objectives and the overall educational experience. At GPS Brookes Kochi, the roles and responsibilities of the librarian are

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Curriculum Support:

● Resource Management: Curate and manage a diverse collection of resources that align with the PYP curriculum, catering to various age groups, languages, and learning styles.

● Collaboration with Educators: Work closely with teachers to align library resources with the units of inquiry, providing material that supplement and enhance classroom learning.

● Information Literacy: Teach information literacy skills, including research methods, critical evaluation of sources, and ethical use of information, to support students in inquiry-based learning.

Fostering a Reading Culture:

● Promotion of Reading: Encourage a love for reading by organising book clubs, read-aloud sessions, author visits, and events that celebrate literature.

● Support for Literacy Development: Offer guidance on selecting appropriate reading materials for students' reading levels and interests, supporting their literacy growth.

Technology Integration:

● Digital Resources: Manage digital resources and assist students and teachers in navigating online databases, e-books, and educational websites that support the curriculum along with the assistance of the ICT faculty..

● Digital Literacy: Provide guidance on digital citizenship, internet safety, and effective use of technology for research and learning purposes.

Collaboration and Community Engagement:

● Collaborative Projects: Facilitate collaborative projects between classrooms, incorporating the library as a hub for interdisciplinary learning.

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● Community Outreach: Engage with parents, organising events or workshops that promote literacy and library resources within the broader community.

Assessment and Evaluation:

● Assessment Support: Assist students in locating appropriate resources for their inquiries and research projects, providing guidance on citing sources and academic integrity.

● Collection Assessment: Regularly evaluate and update the library collection to ensure relevance and alignment with curriculum needs.

Professional Development and Advocacy:

● Continuous Learning: Engage in professional development to stay updated on educational trends, information technologies, and best practices in library science.

● Advocacy: Advocate for the importance of the library in supporting the school's educational goals, demonstrating its role in fostering critical thinking, inquiry, and a love for lifelong learning.

The librarian's role within the IB PYP framework is crucial, serving as a resource hub, a facilitator of inquiry-based learning, and a collaborator in promoting literacy and critical thinking skills among students while supporting educators in their teaching endeavours.

Inclusion:

When a student has been identified with language difficulties, support is provided through the Language Support Programme. These students are given support and resources, so that they reach a certain level of Proficiency in English Language. The SEN department works with teachers to help them meet the needs of students identified with special language learning needs. This support may be formalised through an In-class Support Plan or an Individual Education Plan and may involve short

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and long term interventions. If the identified student speaks English as an additional language, the Language department works closely with the SEN department and other teachers to provide the best service for the individual child.

ESL Support:

The ESL (English as a Second Language) Department supports the needs of students from vernacular backgrounds or the students who have limited skills in English. Students joining from Grade 2 upwards are assessed through conversational evidence at the time of interaction for their English proficiency. Also, at the beginning of the academic year, teachers assess the English Language skills of the existing students. Depending on the result, the students will receive learning support from the ESL department. This includes reinforcement in grammar, vocabulary, writing and reading.

International Baccalaureate®. "International Education," February 21, 2023. https://www.ibo.org.

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