



PYP LANGUAGE POLICY

Version 1.0

May 2021

Next Review: Latest by 31 May 2022



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 organization works with schools, governments and international organizations 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.

MIS Vision

To provide a platform to each girl to explore her latent talent in the desired field.

MIS Mission

Inspiring our girls to be fearless leaders and women of integrity by promoting a culture of enduring educational excellence, social, emotional, physical wellness in a caring, happy secure and spiritual environment enriched with the values of discipline, mutual care, respect and tolerance.

MIS Motto

Dhiyo Yonah Prachodayat

-Rig Veda 3.62,10

‘WHO (यो) (we pray to) propel (प्रचोदयात्) our (नः) Intellect (धियो) on the Divine-righteous path to unfold spiritual potentiality & enlightenment.



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Our Guiding Principles:

Mussoorie International School is a global community both in spirit and practice. Over the period of 38 years, MIS has been imparting education to students across the regional, cultural and linguistic diversity of not only India but of twenty-seven countries across the continents. We philosophize and implement the dynamism of languages to cater to learning that is imbued with appreciation for diverse culture, tradition and societies, the spirit of internationalism that leads to open-mindedness. Our guiding principle that forms the base of all our policies, including the Language Policy is therefore, **“Traditional Values, Modern Outlook”**.

Language Philosophy:

MIS believes in the pivotal role played by languages, more particularly, in Primary Years. The range of classes from 1 to 5 form the platform to nurture the cognitive skills of becoming inquirers, compassionate, open-minded and knowledgeable through the usage and promotion of **multiple languages**. The students seeking admission learn the second language Hindi along with the primary language of instruction which is English. Keeping to the policies of the PYP, we shall be introducing an additional language, French. The students of classes 2 and 3, thus, learn three languages: English, Hindi and French. Thereafter, the choice to opt either Sanskrit or French is available in class IV. This option is particularly based on the idea of giving a choice to the students to explore the rich ancient culture through the language, Sanskrit while allowing the student community to foster internationalism through the widely spoken French.

Language Policy:

Language, in its true sense, is a means to communicate across the barriers of diverse topography and culture. Language is the medium through which the student not only expresses her identity but also connects to the worlds around here which speaks in various tongues and encompasses dynamic social custom, beliefs and traditions. Therefore, the study of languages attains utmost importance in PYP. The school makes conscious efforts to transform the little girls into **confident communicators** in multiple languages, to imbibe a strong sense of **pride in mother tongue** or the home language and to become a **global citizen** by learning a foreign language. At MIS, we believe language extends its reach beyond being a verbal expression and attains a medium of expression and communication through myriad music and dance forms, drawing and painting, theatre and such other art forms. Thus, the MIS Policy of Language encompasses all forms of communication to transform our girls into impressive communicators who reach out to the global societies **to express their thoughts, ideas, compassion, identity, appreciation and perspective in their own artistic and innovative endeavors**.



The Primary Years Program of MIS envisions language learning to be a three-tier process. Firstly, we ensure through various academic and co-curricular activities, clubs and societies, interactions in and outside the classrooms that each student develops pride in **home and family language**. We implement this idea through staging theatre, folk and classical dances and songs, debates, talk shows, elocutions in the medium of home and family language. The home language is effectively used while extending a helping hand to the student who joins school in class 1 and might not be confident in expressing herself in the medium of instruction, English. The school also as a policy encourages parents to discuss the learnings at school through the medium of home language which the school believes deepens understandings amongst students.

The language of the school or the language of instruction is English. The essential goal through all activities of language of the school is to explore the world, to see the unseen and to know the unknown. The language of the school along with other languages of the world act as “symbolic cues” in this exploration. The Primary Years Program of the school is structured in a manner to facilitate a joyful learning in which the school language, the home language and the many other languages that the learning community including teachers speak enhances gesture, tone, style, vocabulary, expressions of the creative and critical thinking of the learners. Therefore, it is our policy **to build and strengthen intercultural relationships by encouraging language learning**.

MIS, as our essential principle, welcomes students from all corners of the world and staff from diverse regional and linguistic belongings to build up a learning community that “seeks to understand, affirm and promote their language and cultural background”. Thus, our language policy is **to create environment wherein students feel free and feel proud to speak their home language, creative non-verbal languages and access, learn, explore global languages to connect and engage with the world**.

In belief and practice, we implement **multilingualism to enrich the learning community cognitively** which becomes pronounced and visible in Primary Years in the form of attention and focus in articulation of language, expression of critical and creative thinking and exploration of languages. While the learners actively engage in two different languages, English and Hindi, while stepping into the PYP in class 1, we introduce a new global language, French, in class 2. Thus, while engaging actively in three languages in classroom activities, the learners explore many other languages through participations in various clubs, co-curricular activities and language societies. We, as a community of learners, thus foster international mindedness and a strong sense of appreciation and compassion for all cultures of the world. As a school policy, we ensure spirited use of multilingualism in communication between home and school.



Stakeholders:

Our every stakeholder, be it students, teachers, non-academic staff members, parents, members of management, IBO plays a crucial role in creating an ambience wherein we thrive and prosper in our conscious efforts to live up to the spirit of international mindedness, compassion, empathy and a gradual progression towards the creation of a community that values ancient rich culture while imbibing a modern perspective of open mindedness.

The Steering Committee of our Language Policy comprises of the school Principal, the Senior Management Team, the members of the school Language Department and the Student Prefectural Body. The Steering Committee ensures that the school language policy is a continuous process and evolves in close connection with the mission, vision and ethos of the 38 years of rich legacy of MIS and to the guiding principles of International Baccalaureate to make PYP an experience to be cherished lifelong along with PYP acting as a strong foundation to support the middle and the senior school learners. The steering committee takes into consideration the multiple approaches of learning in various levels spanning from PYP to IBDP, and through ensures to facilitate a smooth transition from one level to another through uniformity in the application of language norms throughout the school. Accordingly, the school follows Oxford citation and in Bibliography, we adhere to the pattern of..... while in writing we follow the British rule of spellings. The Steering Committee reviews the Language Policy once in every two years. **This is the First Version of our PYP Language Policy and the first review will be due latest by 1st June, 2023.** All our stakeholders are informed and updated with the present Language policy through emails, school website, ERP portal, ManageBac and school handbooks.

Link with Other Policies:

Link to Admission Policy: At the time of admission, we require the students to provide us with the information regarding the home and family language, the other languages spoken by the student along with proficiency level. The student is expected to present herself for an interaction with the Principal and the Admission Team while seeking admission in class 1 of PYP, for entry into the other classes of the Program, the student may have to appear for an admission test to ascertain an expected level of language skills to be places at the appropriate level of the Program.

Link to Inclusion Policy: The PYP Language Policy of the school encourages language as the pivot around which learning takes place. As the students learn languages, learn about languages and learn through languages, we follow multilingualist approach and welcome the learners from diverse backgrounds to become members of our learning community.

Link to Assessment Policy: The Language proficiency of the student is judged at the time of admission. The student is assessed on the basis of two languages in class 1. At the age of seven, that is in class 2, a new language is introduced to cater to international mindedness. The learner is again given a choice to opt between French



and Sanskrit in class 4. All languages are assessed in accordance to the PYP Assessment guidelines.

Dissemination of information of the policy to all stakeholders

- By emails to all the parents/guardians and all the other stakeholders
- On the school website www.misindia.net
- On the ERP Portal
- On ManageBac
- In the school handbooks

Display of policy within the school and boarding houses

- On the display boards in the school corridors, classrooms, reception area
- On the display boards in the school cafeteria and boarding houses

PROCESS OF REVIEW (Next evaluation/revision of the policy)

- The language policy is reviewed annually and collectively by the Head of School, Language Faculty, DPC, PYPC, Primary School Coordinator, Head of Assessment, and Heads of Departments, However, it can be reviewed in the wake of an unforeseen development, if the need arises.
- The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the policy.
- Any new procedures, measures or technical requirements are introduced/ included.

Admission Policy - 13.05.2021

Next review: Latest by 31 May 2022

Bibliography

https://resources.ibo.org/pyp/works/pyp_11162-51465?root=1.6.2.14.5.3