

Language Policy

The first policy document finalized	September 2011
First Review	September, 2014
Second review	April 2017
Third review	April-October 2019
Fourth review	June 2024
Next review	April 2028

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A: Connection to the school mission statement

Fountainhead School Student Mission Statement:

“To Nurture leaders with character and competence”

The kind of leaders that the school hopes to nurture are those who can take charge of their lives, work effectively with others, do the right thing even when no one is watching them, and are internationally minded. Such leaders need both character and competence to survive and succeed.

The language policy interprets competence as proficiency/ mastery in more than one language and character as learners who take pride in their knowledge of English as well as their home and family language and who are sensitive to choosing the language of interaction as per context and audience. Thus, the language policy and school mission statement are aligned.

B. Objective of the Language Policy Document

The language policy document aims to consolidate ideas and beliefs at Fountainhead School regarding language and language teaching and outlines systems and strategies in place to support the development of English as a lingua franca¹ as well as the development and maintenance of home and family languages in the school community.

This document also seeks to ensure that, as an authorized IB World School, compliance with IBO Standards and Practices is in place.

This document should be referred to when planning for language teaching, curriculum planning and professional development.

The audience for this document, apart from the teaching community, also includes the parent community at Fountainhead School as well as new and interested parents seeking admission in Fountainhead School

C: IB Learner Profile Attributes

Caring:Our language policy fosters a culture of empathy and respect, encouraging students to use language thoughtfully and kindly. By promoting positive communication, the policy helps students develop into caring and considerate individuals who take pride in and respect their home and family languages

Open-minded: Our language policy encourages open-mindedness by promoting diverse perspectives and inclusive dialogue. By engaging with different viewpoints, students develop a broader understanding and appreciation for others, fostering an open-minded attitude. It aims to prepare individuals who are sensitive to choose the language of interaction as per context and audience.

D. Fountainhead Values

- **Respect**

Respect, as emphasized in our language policy, underscores the importance of treating every individual with dignity and honoring their diverse identities. The school is committed to cultivating a culture of acceptance and understanding, actively discouraging discrimination and bias. The school firmly believes that incorporating respect for differences and valuing the contributions of all members of the learning community is fundamental to fostering an inclusive learning environment.

¹ A language that is used among people who speak various different languages

- **Excellence**

Excellence, as a cornerstone of our language policy, reflects our dedication to maintaining the highest standards of communication across all languages. The school aspires to foster a culture that not only values linguistic proficiency but also celebrates the richness of diverse languages within our learning community. By embracing excellence in language use, the school aims to inspire continuous improvement and a deep appreciation for the diversity of linguistic expressions.

- **Learner**

The school champions the idea that all individuals are lifelong learners of language, each with unique profiles and backgrounds. Recognizing the diverse linguistic journeys of our community members, we emphasize the provision of multilingualism individualized support, accommodations, and teaching methods. Our commitment lies in fostering an environment where every learner, regardless of their linguistic profile, is encouraged to thrive.

E. Connection to IB standards and practices

Standard: Purpose (0101)

Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)

Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100)

Standard: Leadership and governance (0201): Student support (0202)

Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)

Student support 1.6: The school maintains a functioning and active library consisting of adequate combinations of people, places, collections and services that aid and extend learning and teaching. (0202-01-0600)

Standard: Culture through policy implementation (0301)

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

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)

PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

Standard: Learning:(04)

Standard: Students as lifelong learners (0402)

Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)

Lifelong learners 7.1: The school provides opportunities for students to explore and develop their personal and cultural identities. (0402-07-0100)

Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200)

Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300)

Standard: Approaches to teaching (0403)

Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400)

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

F. Fountainhead School: Background and context

Fountainhead School is a K-12 school located in Surat, Gujarat. The school offers the following pathways of education:



F.1 Language profile and preferences of the student and parent community²

Since Fountainhead School is a day school, the student population resides in Surat. Students mostly come from upper middle-class or affluent families. The parent community is a mix of entrepreneurs, family-managed businesses, doctors, teaching professionals, and serviced professionals in banking and finance, oil and gas or telecom industries and other industries.

The following points summarize the language profile³ of students currently studying at Fountainhead School:

1. Majority of the students (95.5%) have Gujarati or Hindi as their home/family language.
 2. A small percentage of students (3.5%) have other Indian languages as their home/family language..
 3. Almost all students (97.5%) are second language learners of English.
 4. Around (16.3%) of students studying at Fountainhead School are first generation learners of English.
 5. English is the medium of instruction and is commonly acceptable to all.
 6. Almost all parents (98.1%) want their children to learn English as the main language in school.
- (Detailed data analysis of the school language profile is available in [Appendix 2](#))

F.2 Languages used in daily functioning

The administration department and the support staff (transport, food, housekeeping) typically use Gujarati (the local language of Surat) in their daily interactions with other members of the school community. Notices and circulars for support staff are published in Gujarati. The school community (teachers, parents, administration and students) is multilingual and interacts in multiple languages depending on context and needs. Almost all staff members know at least 1 or 2 of these 3 languages: English, Hindi and Gujarati.

English is used for operations, communication and management with parents and students.

All school-wide written communication with parents is done in English although individual parents and teachers may communicate (written and oral) in a common language of their choice. (this is typically done as per parent's preference). In addition, most of the feedback forms/surveys are bilingual(English/Hindi)

Large group interactions with parents are multilingual depending on context and needs.

G. Fountainhead's beliefs about language and language learning

G.1. Language is fundamental to learning, thinking and communicating.

- a. Language fulfills three fundamental, compelling human urges- to connect with others, to understand our world and ourselves in it.
- b. Language is socially constructed and depends on the kind, nature and frequency of one's social interaction in the community.
- c. Learners acquire language by first listening to it and understanding it, then speaking it, then reading and finally writing it. The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980). These three aspects are best thought of as linked processes.

² These conclusions have been made from the language profile of students which is collected at the time of admission. Please see Appendix 1 and 2 for details of the same.

³ The questionnaire used to collect data from parents to build the school language profile is given in [Appendix 1](#)

G.2. Language is a vehicle for inquiry

1. Language plays a vital role in the construction of meaning. It provides a framework to support conceptual development and critical thinking.
2. Language is tightly linked to cognitive growth because it is the process by which meaning and knowledge are negotiated and constructed.
3. A threshold level of cognitive academic learning proficiency (CALP) is essential for all learners to participate and engage with the IB programmes.
4. Considering the context of the school and the language profile of students, stand-alone teaching of agreed-upon knowledge and skills of language is necessary to allow students to access the IB programmes. In this case too, the teaching and learning should continue to focus on authentic contexts, learner-centred practice and interaction with cognitively rich materials and experiences.

G.3. Language is a means of affirming and expressing individual and cultural identity and developing international mindedness.

1. The school recognizes that a majority of our learners are additional language learners of English and the school plays a pivotal role in providing an enriching environment and support for language development so that all learners are empowered to participate fully in the school's academics.
2. A caring language community with participation from parents, students, teachers and the wider society goes a long way in developing confident language learners.
3. The school values and uses the diversity of cultures, languages and perspectives in the school community to enhance learning.
4. Students may have a wealth of background knowledge encoded in their home and family languages (HFL) which can be activated as a base for future learning using translanguage strategies.
5. The school believes in and promotes additive multilingualism (as opposed to subtractive multilingualism) to affirm the identity and self-esteem of all members of the school community.

G.4. Multilingualism has several benefits to the learner as well as the learning community

1. Multilingualism benefits learners and the learning community by enriching the personal development of a child and also facilitates international mindedness.
2. Multilingualism has cognitive benefits relating to attention and focuses, problem-solving thinking skills and thinking about language (Kessler, Quinn 1980; Zelasko, Antunez 2000)
3. Multilingualism helps deepen understanding of alternative perspectives and takes into account the complex reality of the world's diverse sociocultural contexts.

H. Languages taught at Fountainhead School

English is taught as the primary language across all 3 programmes (PYP, MYP and DP). It has priority in the school's language programme because:

- a. The preferred language of teaching that parents expect at the school is English ([Appendix 2](#)).
- b. English is the language of most scientific, business and official communication in India and is also the most widely spoken language across the world.
- c. It is the preferred language of communication in the school and is acceptable to all the stakeholders including parents ([Appendix 2](#)).
- d. English being the preferred language to access the Middle Years Programme and the Diploma Programme, there is a conscious attempt to develop English as the best language of the student, develop greater proficiency in it through sustained language learning and achieve their full linguistic potential in the same.

H.1. Pathways of Language at Fountainhead School

Grades and Programmes	Language of instruction and learning/ Language A	Language B/ Language acquisition	3rd language
EYP (Nursery-Senior KG)	English	-	-
PYP (Grade 1 to Grade 6)	English	Hindi	Gujarati ⁴
MYP (Grade 7-10)	Offered by school : English If a student wants to study a language other than what is offered by the school and is in the list of subjects offered by IB for E assessment in this subject group, the parents or a teacher hired by the parents can teach the language. The school will provide necessary MYP subject specific requirements/training.	Offered by school : Hindi If a student wants to study a language other than what is offered by the school and is in the list of subjects offered by IB for E assessment in this subject group, the parents or a teacher hired by the parents can teach the language. The school will provide necessary MYP subject specific requirements/training.	Offered by School: Gujarati (till grade 8) Students must be able to speak the operational / commonly spoken language in this location then exposure to the Gujarati language is necessary. So, they can easily converse with local people. Govt. of Gujarat (Local authority) also mandated teaching Gujarati subjects up to Grades 7 & 8. The school meets the requirements of the local authority. ---
IBDP (Grade 11 and Grade 12)	Offered by school Group 1 : Studies in Language and Literature English A Language and Literature (HL and SL)	Offered by school Group 2: Language Acquisition - Hindi B (HL and SL) - French ab initio (SL)	---

⁴ Fountainhead School has been offering Gujarati as a 3rd language in the PYP since its inception as it is the home language of a majority of the student population and also the official language of the state of Gujarat. In an act passed in 2018 in the state of Gujarat, irrespective of the board, including the CBSE, ICSE, IB, CISEC or IGCSE, teaching Gujarati till Grade 8 is mandatory for every school in the state

	● Hindi A Literature (HL and SL) Self taught school supported If a student wants to study a language other than what is offered by the school, the parents or a teacher hired by the parents can teach the language. The school will provide necessary DP subject specific requirements/training.	● English B (HL and SL) Self taught school supported If a student wants to study a language other than what is offered by the school, the parents or a teacher hired by the parents can teach the language. The school will provide necessary DP subject specific requirements/training. Alternatively, they can also opt for Pamoja courses.	
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H.2 Language in the Primary Years Programme (PYP)

Language learning is spread across subject areas and through the programme of inquiry and all PYP teachers at Fountainhead are viewed and view themselves as language teachers.

English is the primary language taught at the Primary years and also the language through which the students access the PYP curriculum. The school offers Hindi (one of the official languages of India) as an additional language from Grade 1 and Gujarati (the regional language of the state Gujarat) as a 3rd language from Grade 2.

Teachers plan learning experiences in language within meaningful and enjoyable contexts and learners are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

The school also acknowledges that learning to comprehend language through listening, reading and viewing and to express through speaking; writing and presenting go hand in hand and hence, promotes integrated language development. The three strands of communication: oral, written and visual are interwoven and interrelated and not taught in isolation.

The school aims to develop language by making learners literate about the language (know its form, context and conventional use), develop their multiple literacies (engage with texts that are paper, live, electronic or multimodal) and critical literacy skills (identify perspectives, purpose and techniques within texts, and identify how an audience is positioned by a writer or producer of text in order to present their point of view).

Fountainhead believes that literature plays a very important role in language development. Literature helps to reconnect feeling and thinking. It expands our life spaces and takes us outside the boundaries of our life experiences to other places, time periods and ways of living. It also stretches our imagination and invites us to consider “what if”. Above all, it is a very powerful tool to transform children’s lives as children carry these literary experiences back into their own worlds and view their lives differently. Students at Fountainhead are involved in a book study of minimum 1 book every year from Grade 1 onwards as per their age and readiness level.

The school also sees culturally diverse literature as a powerful means to develop international mindedness

and attributes of the learner profile in all learners. The library collection reflects this belief in its collection of picture books, folk tales, bilingual books etc.

H.2.a Approaches to teaching and learning language in the PYP:

Fountainhead School endeavours to make students proficient and fluent in usage of all forms of English language by the end of the PYP years, by:

- promoting integrated language development
- using language as a transdisciplinary element throughout the curriculum
- using a literature-based approach to learning language
- encouraging appropriate cooperative discussion in the classroom
- encouraging reading for meaning
- using differentiated reading engagements selected according to interest level, readiness, proficiency.
- using a variety of scaffolded learning experiences—with the teacher providing strategies for the student to build on his or her own learning
- viewing writing as a process
- teaching students to read and research using multimedia resources
- using language for creative problem solving and information processing
- using a range of appropriate assessment methods such as portfolios, conferencing, writing sample analysis, response journals.

The school has developed a language scope and sequence document for the primary years which is aligned with the PYP Language scope and sequence document.

H.3. Language in the Middle Years Programme (MYP)

In the middle years, it is acknowledged that with more specialized and complex areas of knowledge, literacy skills also need to be built further. Therefore, students continue to build on the language skills acquired in the PYP.

Students entering the Middle Years Programme from Fountainhead School are expected to have English as their excelling language as a result of sustained guidance across the years. English being the preferred language to access the Diploma Programme, there is a conscious attempt to develop English as the best language of the student, develop greater proficiency in it through sustained language learning and achieve their full linguistic potential in the same.

In addition to the approaches to teaching and learning in the Primary years, approaches to teaching and learning in the Middle years include :

- Exposure to quality literature across a variety of periods, cultures and genres.
- Inquire into, analyze and reflect upon a variety of literary and non-literary works.
- Using ICT to explore, respond to and critique language
- Use and interpret language in a variety of contexts including real-life situations.

As mentioned in the language profile of students ([Appendix 1](#)), some students studying at Fountainhead School may need some assistance with the language of instruction. These students get assistance through pull-out sessions / additional assistance / extra class/support etc. as required. It is ensured that our presentations/worksheets and assignments are designed keeping differentiation in mind.

H.3.a. Language Acquisition in the MYP

The school offers Hindi and Gujarati as a part of the Language Acquisition group in the Middle Years Programme. The school offers MYP eAssessment for Hindi. Gujarati is taught as a language acquisition subject till Grade 8.. If a student wants to study a language other than what is offered by the school, the parents or a teacher hired by the parents can teach the language.

H.4. Language in the Diploma Programme (DP)

Students entering the Diploma Programme from Fountainhead School are expected to have English as their best language as a result of sustained instruction in English over the primary years and the middle years. Thus, English is established as their preferred language, Language A, through which they access the curriculum.

Group 1: Studies in Language and Literature

Fountainhead School offers English language and literature (HL and SL) as a Group 1 choice. The choice between HL and SL for each student will be made on the basis of the candidate's preference and school recommendation.

Fountainhead also offers Hindi Literature at SL and HL levels for students who have studied Hindi from the Primary Years Programme and have an interest in studying Hindi Literature.

Opting English A and Hindi A in Group 1 will result in the award of a Bilingual Diploma by IB.

Students can opt for a school supported self taught subject in Group 1 for language other than what school offers. (As mentioned in Pathways of language at Fountainhead School)

Group 2: Language Acquisition

Hindi being the host country language is strongly recommended to students as a group 2 course selection in Grades 11 and 12. The school recommends that all students with 4-5 years of experience in learning Hindi study Hindi B HL / SL as per the candidate's preference and school recommendation.

French ab initio is the other subject the school offers as a Group 2 subject choice.

The school may offer French B SL to a student instead of French ab initio based on the university requirement of the student, fluency of the student (DELF/DALF exam score can be checked if a student has appeared for the same) and teacher availability.

English B is also offered at SL and HL levels in Group 2.

English B is recommended for students who have some previous experience of learning in English but want to study English as a second language. It may also be chosen or recommended to students who may struggle with English A based on previous reports and results.

Students can opt for a school supported self taught subject in Group 2 for language other than what school offers.

Provision for students who do not have English as their best language for the Diploma programme (School supported self-taught subject in Group 1 or Group 2)

- A student can opt for a self taught subject in Group 1 or 2. This is applicable, if the student seeking admission in the school is from a country where the medium of instruction is a language other than English (Group 1) or the student wants to opt for a subject other than ones offered by school in Group 2.
- The student can choose a group 1 language as per his/her best language and the school will offer it as

a school supported, self taught subject choice. Students can also choose English as language B if he/she wishes to do so.

- For Group 2, the school can offer Spanish ab initio and Mandarin ab initio through Pamoja Education for students who may be interested in studying these languages and if the students and parents are willing to make the additional payment for Pamoja courses. The school will appoint a Pamoja coordinator internally in such a scenario.
- Example: If a student Z chooses Spanish at A level in Group 1 then student either has to choose English A from Group 1 or English B from Group 2. In the first case it will result in a Bilingual Diploma and in the second case a regular Diploma. English has to be taken as one of the options because of all other subjects offered at the school in English.

I. Home and Family Language (HFL) programme at Fountainhead School

Fountainhead School recognizes that HFL's are an integral part of an individual's identity and it is important to affirm, value, develop, promote and maintain students' HFL. The school recognizes that multilingualism is an essential aspect of the typical classroom at Fountainhead. Teachers are encouraged to use this in the best way possible without undermining the importance of the development of English as a *lingua franca*.*

Hindi and Gujarati are the HFL's of a majority of our student population (95.5%), as mentioned in the Student Language profile ([Appendix 1](#)). The school teaches both these languages - Hindi and Gujarati. Hindi is offered as a second language from Grade 1 to Grade 12. Gujarati is taught from Grade 1 to Grade 8.

I.1 Strategies for HFL development and maintenance for all learners

- The school library has bilingual books as well as a variety of books and periodicals in Hindi, Gujarati and other regional languages of India. Students are encouraged to issue books from the library on a regular basis. Parents are also made aware of the multilingual collection in the school library and encouraged to borrow books from the collection.
- The PYP, MYP and DP programmes conduct Hindi bhasha Divas and Gujarati bhasha divas to celebrate the richness of these languages. These celebrations may take the form of games, quizzes, skits, guest speakers, special assemblies etc.
- The school has presentations in the school assembly / classrooms on **various regional languages** of India. These presentations showcase the richness and culture of the language through music, dance, drama etc., especially the assembly which focuses on International Mindedness. The linguistic diversity of the school community is a rich resource for such events and the school makes active use of it in such opportunities. The parent community is invited to share their culture and language with the student community on such occasions as well as in units of inquiry related to culture, beliefs and values etc.
- The parent community is actively advised to develop and maintain the HFL of their child and encouraged to view English as an additive and not a subtractive language. The parent community is further encouraged to develop, support and maintain the HFL from home through strategies like using their HFL at home for daily conversations to the extent possible, reading books in HFL to their children, exposing them to music, songs and performances in their HFL etc.
- In Senior School, in the mother tongue assembly, students share stories, run plays, movies, songs etc in their mother tongue so that all students in the section get to know the culture and the background of their classmates.

J. Translanguaging at Fountainhead School

Translanguaging is about communication, not about the language itself. There are times when we need to

be language teachers, focusing on accuracy in English so that our learners can pass exams and be taken as proficient speakers in wider society. Much of the time, though, we are working with students to explore concepts, add to their knowledge, make connections between ideas and to help them make their voices heard by others. This is often about communicating, and this is where using all our language resources can be very valuable.

EALJournal.org 2016

The school views all teachers in the school throughout all programmes as language teachers. It is acknowledged that some teachers are more proficient in their HFL than in the language of instruction in the school. The school takes responsibility for ensuring that such teachers are appropriately trained to teach in the language of instruction. Further, they are encouraged to use HFL in interaction with students where there is a wealth of relevant background knowledge encoded in their (the teacher's as well as student's) HFL.

Adhering to the belief that when a language one uses in daily communication is denigrated, a part of him or her is also being denigrated, there are no discipline procedures that impact a student or teacher's use of their HFL in classes. However, there is a danger of using the HFL as a crutch while expressing and in the process, suppressing the development of English language fluency. Therefore, the guideline for use of translanguaging strategies in the classroom is that ***HFL's can be used as a support language - translanguaging should be used wherever the teacher feels the need and sees value in its use. An example of this could be: activating prior knowledge of students, recording anecdotes of students in Early years verbatim, exploring cultural beliefs and values etc.***

J.1 Translanguaging in planning

Teachers are encouraged to think of the following questions while planning to make a decision whether to incorporate translanguaging strategies or not.

- What are the language backgrounds and needs of my students?
- Do I want to scaffold content or language?
- What content is not easily accessible to particular students?
- What are the unit aspects which might best be approached through a home language? (for example, local or cultural knowledge).
- In what ways can translanguaging strategies be incorporated into the engagements—pre-engagement, partner/collaborative and using home language resources?
- Am I using home languages for input or output or both?

J.2 Ways in which teachers can use translanguaging in the classroom

Some examples include:

- Students share new information with each other in home language, they record it in home language/ English and share it with the class in target language (Target language could be English or Hindi or French or Gujarati).
- While brainstorming for a writing piece, students include visuals, words, text from HFL, seek teacher / peer support in translating these ideas in target language and construct a text in target language.
- Students watch a movie/ documentary/ interview in HFL and share the understanding in target language with the class.
- A buddy system in class where student A helps student B with translating her ideas in target language.
- Students read or hear a text in the language of instruction and ask each other questions about it in their home language.
- Students are given time to have face to face conversations with each other in home language to

process content.

K. Role of the library at Fountainhead School

The library is central to the language programme at Fountainhead School. The library provides a learning space and an environment to promote love for reading books as well as a place for research.

The library is resourced with fiction, non-fiction, picture books, chapter books, board books, pop –up-books, big books, multicultural books, world classics, autobiographies, multilingual books, reference books, encyclopedias and media that are accessible to all students and staff. The school sees the library as a valuable resource to promote the international mindedness aspect of the IB programmes.

The library is also seen as a place which makes a strong statement that all languages are celebrated and supported. With a diverse collection of bilingual books and books in various regional languages of India, the library plays a crucial role in promoting and maintaining the development of home and family languages (HFL) and the school continues to add to this collection.

The library also provides resources for collaborative planning, researching and teacher professional development.

The library team also conducts various events throughout the year like author week, poetry month, celebrating an author's birthday etc to promote reading as a school culture.

PYP specific practices related to Library:

1. In the PYP, there is a library period every week. Teachers can also conduct classes in the library with prior information. The librarian teacher as well as homeroom teachers conduct book discussions, read aloud, model research and help students browse and pick up books.
2. In addition to using the school library, every class also has a class library.
3. The book study is taken up in the Library slot by the librarian teacher.

MYP and DP specific practices related to Library:

1. In the MYP and DP, teachers and students use the library resources, working individually or in groups, researching, exploring library resources for their Written tasks and Extended essay, Book club sessions etc.
2. The library organizes “book tasting” and “book review” events to encourage students to read a variety of genres.

L. Additional Learning Support (ALS) at Fountainhead School

The preferred language of learning for all students is English ([Appendix 2](#)), as per the survey conducted for students and parents. Hence the language of instruction is English, but additional support is provided where required.

As stated earlier, almost all students at Fountainhead School are second language learners of English. The school recognizes that learning a second language is a developmental process that occurs over time. Hence, the school does not have a separate ESL or an EAL programme for students as the school views all students at entry age as ESL learners. Hence, in the Early years, a lot of focus is laid on understanding English through listening and speaking exercises and multimodal ways.

However, there are some students who meet one or more of the following conditions:

1. Are first-generation learners of English
2. Have zero support for English language learning at home

3. Come from schools where the language of instruction is not English.
4. Are admitted in Fountainhead School at a higher grade and have poor foundation skills in English.
5. Have been diagnosed with a condition that inhibits their learning process.

Such students require additional support to enable them to access the school curriculum in a manner that allows them to reach their full potential.

The school has designed an ALS programme for such students. The process of shortlisting a student for ALS programme involves a series of steps like informal screening, observations, feedback given by the previous grade's teacher, assessment reports of previous year/ previous school, feedback about student's home environment, assessments taken at the time of admission (for new students), assessments taken at the beginning of the academic year (for existing students) etc. The programme is a combination of classroom support or/ and pull out programme of intensive support for a stipulated time period.

As per individual cases, the curriculum could be simplified or different expectations could be held from such students. Assessments may also be modified as well as special access arrangements could be provided on a case-to-case basis.

By the time students reach MYP, English is the best language for most of the students. Hence, in class support suffices.

M. Professional development for teachers for language learning and teaching

The school's new hire training programme trains teachers across the programme for teaching language. Beyond this, teachers learn on the job and through professional development opportunities in school as well as training conducted externally by language experts. The school endeavors to conduct language development sessions for teachers who are not proficient in English. However, this does not have priority in the school's professional development plan and teachers are expected to be self driven to master the level of proficiency needed to teach their subjects with expertise.

N. Language Policy links with other school policies

1. Admission Policy:

The student language profile is collected at the time of admission. Students undergo a readiness test that includes an oral and written component to check for their proficiency in English and Hindi.

 [FS Admission policy](#)

2. Assessment Policy:

The language teaching and learning at Fountainhead School is assessed by all the 4 dimensions of assessment as outlined in the school's assessment policy.

 [FS Assessment Policy](#)

3. Learning diversity policy:

The ALS section of the language policy goes hand in hand with the learning diversity policy.

 [FS Learning Diversity & Inclusion Policy](#)

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O. Appendices

Appendix 1: Language profile of students at Fountainhead School

Language Profile of students at Fountainhead School, Surat

These details are collected during admission to create a language profile of the student community at Fountainhead School.

Q1 - What is the language spoken at your home? (Choose only 1)

(This will normally be the mother tongue or the native language, which the child also knows or is learning.)

Hindi []	Gujarati []	Marathi []	Marwari []	Sindhi []	English []	Punjabi []
Bengali []	Malayalam []	Telugu []	Tulu []	Tamil []	Kannad []	Others:

Q2 - Which other languages does your child know reasonably well? (You can choose more than 1)

Please choose the languages which your child can understand and speak with some proficiency

Hindi []	Gujarati []	Marathi []	Marwari []	Sindhi []	English []	Punjabi []
Bengali []	Malayalam []	Telugu []	Tulu []	Tamil []	Kannad []	Others:

Q3 - Is your child a first generation learner of English?

Please answer yes if one or both parents have studied in a language other than English and are not very proficient in English.

Yes []	No []
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Q4 - Which is the language that you want your child to learn at school the most?(Choose only 1)

English []	Hindi []	Gujarati []	Others:
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Why?

Q5 - What is your preferred language for communicating with the school?

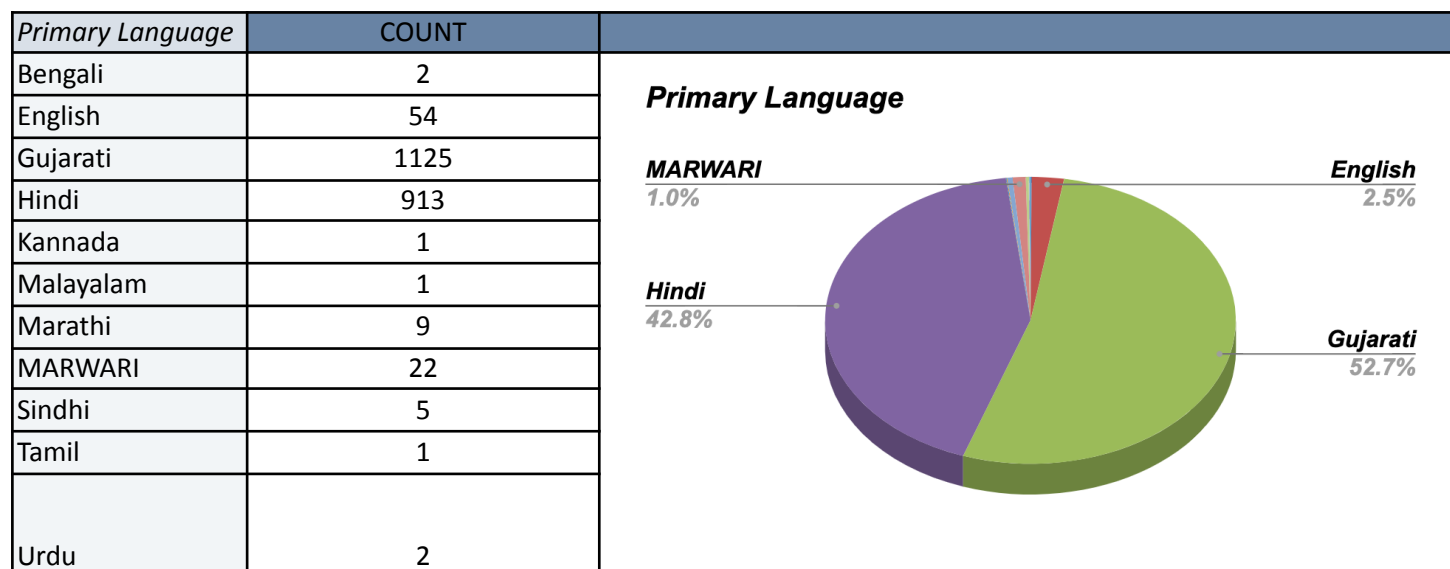
English []	Hindi []	Gujarati []	Others:
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Q6 - Did your family (your parents or grandparents) speak some other language (in the past/ few decades ago) but over a period of time, this language has been replaced by another language?

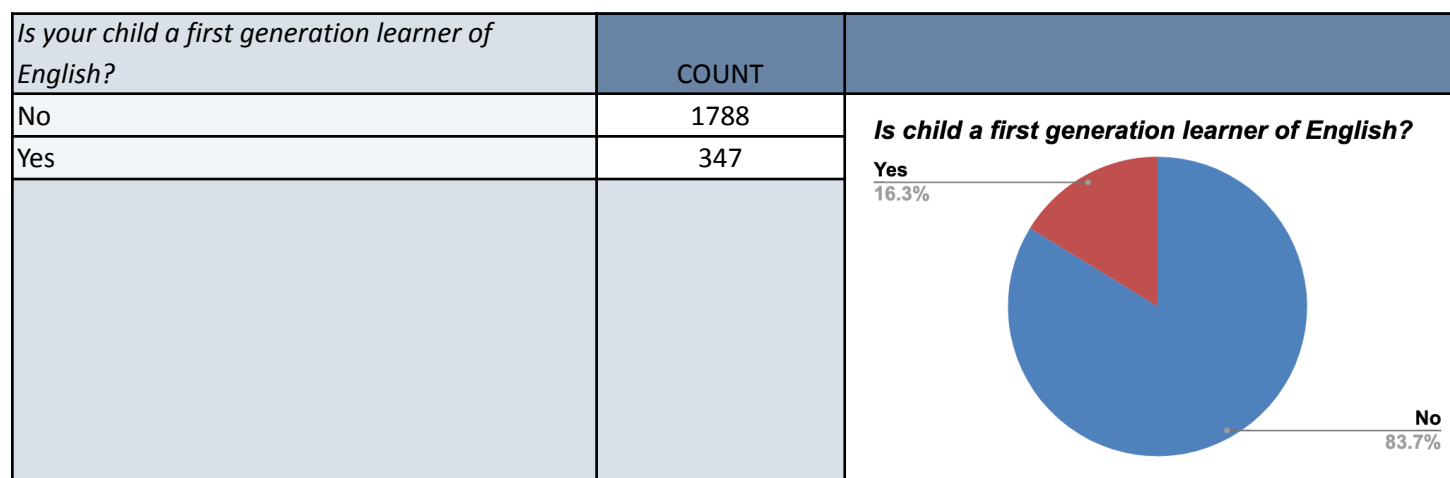
[] Yes. If Yes, which language has been replaced/ lost over a period of time -

Appendix 2: Language profile of students at Fountainhead School- 2023

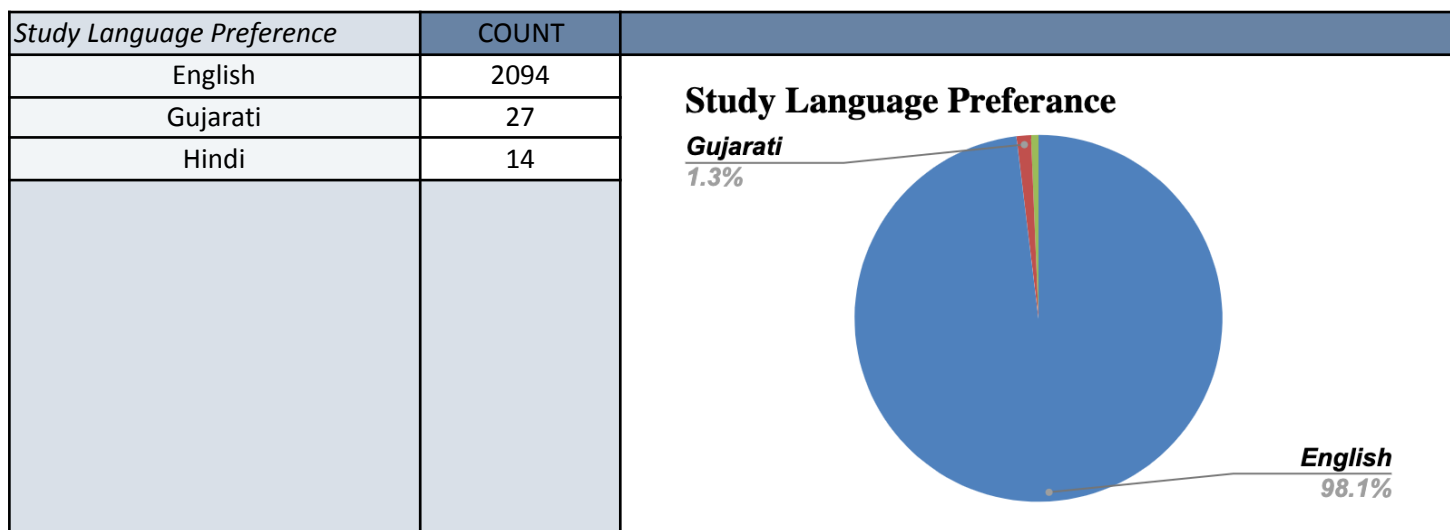
Q:1 What is your child's native language/ mother tongue/ language spoken at home?



Q 2: Is your child a first generation learner of English



Q3: In what language do you prefer that your child studies in?



Appendix 3: Questions used as provocations with school community

- What is the role that language plays in this world?
- Are some languages more important than others?
- Does language help or hinder a person's personal and/or professional growth?
- What are some challenges with respect to English language development that Fountainhead School has because of its unique context? (city, demographics, language profile of the school community)

Appendix 4: Approaches towards supporting parents who don't know English

This is an internal note written for circulation in the school community which guides staff members

For all teachers and admin staff: HOW SHOULD WE LOOK AT PARENTS WHO ARE NOT "WELL-EDUCATED"

We have been meaning to address this for some time. The issue is of parents who are themselves not educated much or cannot speak / understand English much. It is perhaps a natural tendency for many of us to "look down" upon such parents. However I feel that we are doing a grave injustice to such parents and by extension to their children.

It is just not possible for all parents to be well educated or for them to know English, because that's the reality of our society, our town. I know that my mom (Vardan) wouldn't have spoken English well, if I was in this school and if she would have been looked down upon, I don't think either my mom or I would have liked it - and more importantly we wouldn't have benefitted from the school as much.

Can any one of us get up and say that "Your child should be educated at Fountainhead, only if you know English or you are well-educated"? If not then we must change our attitude and our efforts towards such parents

In fact parents of this kind are often the ones who are even more keen on their children getting quality education now - they want those things for their children which they didn't get themselves (and more). I would feel that a lot of appreciation is due to them in such cases.

Many parents who are not very interested in things happening in school (or supporting their child) are not because they don't want to support their child, but because we haven't been able to communicate with them. We have to take that extra step from inside and outside to guide them in how they should support their child.

The reason we mention this now is because of the upcoming PCM - which is the first point of interaction with your class parents. You MUST make genuine efforts to make such parents comfortable and not feel left out. As a school and as individual teachers and staff, we have to make each parent feel that they are getting the right support from the school.

Appendix 5: Staff Language Agreements

This document is created with a common consensus of all the staff members representing the teaching community. We have agreed to own the language agreements listed below to meet our objective of developing English as the best language of the students without making it a burden or without denigrating other languages.

Essential agreement	What does this agreement look like?
1. We take pride in being a multilingual community	a. We use a common language of mutual convenience when interacting with parents, admin staff and support staff b. We celebrate the diversity of languages in our school community through our library books, HFL assemblies etc c. PYP specific: In informal settings post 2 pm on student working days, in the PYP staff lounge and dining areas on all days and on Saturdays when students are not present, teachers can converse in any language of their choice.
2. We are responsible to develop English as the best language in our learners	a. PYP specific: HRT's, RT's, HRT-TL's , ALS teachers, PYPLT are responsible to teach English whenever opportunity arises. SSTs are excluded from this requirement. b. For ILT they develop Hindi/ Gujarati as target language in students and they continue to do so in their team too. (Logic: As all ILT members are at different levels of Hindi/ Gujarati, they will benefit from more listening experiences in target language and thus enrich their vocabulary) c. PYP specific: In classrooms and grade wings during student working hours, all homeroom teams speak in English. SST's have the flexibility to speak in HFL if they are not fluent in English or if they believe the lesson will be better delivered in another language. d. ALS teachers will focus more on target language (English) and scaffold down their instructions when required . e. EY teachers will communicate largely in English with students. Using translanguaging individually with students as per need on a case to case basis. f. Teachers use English on the bus too when students are around. g. PYP specific: In formal settings like meetings post 2 pm, teachers use English
3. We recognize how language is a powerful tool. With this realization, we demonstrate responsibility and take onus of	Students are to be reminded that if they want to be fluent in English, they will benefit if they use it at all times during school including classroom, playtimes, meal areas and in the bus (the same holds true for adults also)

our own and our students' and colleagues' language learning	
4. We are a caring and supportive community and help each other work on their language	a. There are no disciplinary measures for non usage of English by any staff member or student b. In collaborative meetings , translanguaging strategies to be adopted as per audience need
5. We are mindful about our language usage and what could be seen as offensive to others	a. We make sure that our choice of language doesn't exclude some members from a conversation b. We use polite and respectful language at all times with our colleagues and students

Appendix 6: Practices as per the school language policy

Area of purview	Moving away from..	Moving towards...
Planning	All planning and teaching in Language A	Considering if some learning outcomes need translanguaging/ HFL scaffolds/ differentiating for ALS students
Teaching	Expectation that all teachers stick to English as much as possible (even though their language skills are suspect)	Teachers to use HFL's strategically and not as a crutch while at the same time, committing to developing English as best language of students
	Using HFL's in class in casual interactions but not necessarily for conceptual development	Use HFL's in class strategically as a tool for learning
	Trying to teach all language as "inquiry" teaching	Recognize the role of CALP and BICS and explicitly build skills for both even if its stand alone teaching of language
Assessing	English only as the language for oral presentations	Allowing some flexibility in language of choice during presentations strategically
Interaction	Drop expectation of people speaking in English	People choose the language of their choice and comfort
	Advising parents to speak in English to children	Advising parents to actively maintain, develop and promote home and family language.
	Advising teachers to work on their language skills	Targeted professional development for teachers to work on their language skills