

## **12. LANGUAGE POLICY**

### **12.1 Rationale:**

At Spectrum International School it is recognised that language is the foundation of all learning. It is transdisciplinary across the curriculum and is the medium of inquiry and communication. Language learning involves; learning a language, learning about language and learning through language. It is a core belief that every teacher is a teacher of language and that all students are language learners. Each student brings their own unique contribution to language learning. Through language development students are given the tools to be part of a community of active learners who aspire to be internationally minded and responsible global citizens.

Spectrum is linguistically diverse, with students learning in what is often their second language and sometimes even their third or fourth. As such, the school needs a written language policy (including provision for second-language teaching and mother-tongue language support) that meets the needs of the students and reflects the principles of the curriculum on offer. All stakeholders of the school should recognise and agree with the above.

The Primary and Secondary sections of the school should be unified by common policies.

In Secondary, Cambridge IGCSE and A Level programmes of study are followed however they share equal relevance and importance to the Kazakh programme which results in a lesser drive to prioritise the English Language. The sixth form (grades 11 and 12) is also very much in its infancy with students focusing on their Kazakh qualifications as much if not more than their international examinations.

We believe the situation will develop naturally and evolve as the present Primary students move up the school. This will result in a natural evolution of the prioritising of English as the main academic language of the school.

### **12.2. Our Language Environment**

Our school strives to create a challenging and motivating multilingual environment where the language of instruction-communication 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. For SIS, 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.

We are strongly committed to providing students with access to the Kazakh and Russian languages and language learning and utilising the host country and community

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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.

### **12.3 Spectrum Inclusive Teaching and Learning**

At SIS we are committed to providing an inclusive and equitable learning environment. We aim to ensure access to the three Cambridge Programmes offered by the school for all students: Cambridge Primary Checkpoint; Cambridge IGCSE and Cambridge A levels. As a Cambridge School we are committed to the following:

- The school places importance on language learning, including mother tongue, host country language and other languages.
- Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.
- Teaching and learning demonstrate that all teachers are responsible for the language development of students.
- Assessment at the school aligns with the requirements of the Cambridge programme(s) and the requirements of the Kazakh Education Ministry.
- Collaborative planning and reflection recognize that all teachers are responsible for the language development of students.
- The school utilizes the resources and expertise of the community to enhance learning within the programmes.

### **12.4 Student Expectations**

- Speak English while at school to improve their own skills and better prepare them for the rigorous demands of the Cambridge programmes
- Understand that English is the language of inclusion as it is the one language that unites all members of the school community

### **12.5 Parent Expectations**

- Remind and encourage their children to speak English
- Support the School's Policy guidelines with respect to the language policy

### **12.6 Expectations for staff (including teachers, administration and TAs, HRTs)**

- Always speak English at school
- Model and encourage students to speak in English

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- Differentiate between the language needs of students in planning and teaching
- Understand that all teachers are effectively language teachers.

This policy aims to create an English language environment in the school in order to give our students Access to the international world through English language and international education(Cambridge)

Last edited on ...08.../ .....April..... / 2019....

### **Edited by:**

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To be reviewed on ...08../ .....April...../ 2020.....