



Gorai
Mahatma Education Society's
DR. PILLAI GLOBAL ACADEMY
local actions...global options

International Baccalaureate Diploma Program

Language Policy 2018



School Philosophy

“Education is not a quest but a journey”: Dr. K.M.V. Pillai. This journey of life encompassing the entire world has its base in our educational institution Dr. Pillai Global Academy.

The two different poles, even though contrary not only intersect the knowledge & skills but also overlap different ways of thinking. Globalization leaves its footprints in every arena/area of the student development. Teaching & Learning are now equipped with new techniques involving interacting learning environment. These skills involve multicultural influences, inclusive societal structures & a pattern of interdependency. A student in this new world must grapple with 2 core facts of life. One, where he encounters immense competition and the other he has access to infinite opportunities. Students must be equipped well to deal with the competition efficiently. Skills required for competing & critical analysis help them in choosing opportunities.

Dr. Pillai Global Academy employs a unique approach to address this need, by making a paradigm shift from the textbook to the real world & labs. While skills & facts are important; the reasoning behind the facts makes for a subject of analysis. Thus, the ‘how’ & the ‘why’ gather much weight than the ‘what’. Dr. Pillai Global Academy focuses on developing the right attitude to face the challenges, learning & applying contemporary knowledge & cultivating a spirit of enterprise. As stated in the mission, Dr. Pillai Global Academy believes in an education that concentrates on a holistic development. An education that helps students imbibe not only diversified knowledge, but also teaches them how to harness this knowledge to the new world. The school fosters critical thinking while at the same time emphasizing creativity. A positive environment is developed to complement the students’ positive attitude. Right values & morals are instilled amongst the student at the same time as self-confidence & self-esteem. To this end the school strongly believes in going beyond academic development by conducting numerous extra and cocurricular activities as well as field trips. The Philosophy is made operational through the implementation of different curricula & boards as they help in developing & cultivating the skills necessary for the 21st century.



School Mission

We are committed to provide a holistic education based on new-generation academics that create not just powerful career options for our students, but which empowers them to become key contributors to the global community and the environment in which they live. We strive to achieve nation building through character building and we do so through an approach of mentoring

School values

One of our major aims is to prepare students to be Global citizens.

The Core Values at Dr Pillai Global Academy are

Futuristic Vision

Resilience

Ethical understanding

Spiritual strength

Holistic Development



IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.



Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Table of Content

1. Introduction.
2. Philosophy
3. Overview
4. Language policy aligns with IB practices
5. Language program at DPGA
6. DPGA - Guiding Principles for Language Learning
7. Mother Tongue Support/ School Supported Language (SSL)
8. English for speakers of Other Languages (ESOL)
9. Language continuum-scope & sequence
10. English Language Curriculum
11. Activities to support language acquisition
12. Staff facilitation
13. Link to other policy documents
*Admission Policy, Assessment Policy, SEN Policy, Academic Honesty Policy
14. Responsibilities of Stakeholders
15. Role of Senior Administration
16. Role of Administrators
17. Role of Specialists
18. Role of Faculty
19. Role of DPGA Library
20. Role of other Administrative Staff Members
21. Role of Parents
22. Role of Students
23. Revision of Policy
24. Steering Committee
25. Bibliography
26. Appendices



PHILOSOPHY

English being the *lingua franca*, this language policy document aims to facilitate the development of English as well as the mother tongue amongst the students at DPGA. Hindi, being the national language, and Marathi being the state language, the inclusion of these languages within the curriculum, is mandatory. The student community consists of different educational, cultural and linguistic backgrounds. This language policy seeks to promote the acquisition of verbal and written English fluency skills while allowing students to gain an appreciation of their mother tongue and other languages and cultures. Language learning is done in an environment whereby the students learn the language through the active use of the language. English is the preferred language used for all collaborations, planning meetings and communications within the school. English is the language of instruction in all subjects, except Hindi, Marathi, Spanish, German and French. The four skills of language development – reading, writing, speaking and listening are given importance in every language taught in the school. However, English aids in the overall personality development of students as global citizens, where thinking and exploration is expected to take place in English and students reflect on their immediate environment through reasoning and sense perception, supported by language.

- **Objective of the Language Policy Document**

DPGA aims to bring about an amalgamation of the school philosophy and policies underlying the foundation of language development. Our major aim is to follow the framework that supports the development of English language as the medium of instruction and as the universal language, along with the support of mother tongue, within the students. This aim supports the development of DPGA students as global citizens who have a sense of pride in their identity while using language for communication in the outer world. This Language Policy aims to align with the IB requirements, while at the same time, supporting collaboration, research, professional development, library programs and the like for the staff, students as well as for parents.

Overview

The school promotes an enriched language policy wherein:

1. English is acquired in addition to students' home languages.
2. English is the primary medium of instruction and the preferred language for social interaction.
3. English develops over time through its purposeful use in listening, speaking, reading and writing tasks across all curricula and extra curricula areas, and social situations. Trial and error, exploring concepts, problem solving and information organization is another part of learning the language and learning through it. Students formulate hypothesis, explain ideas, share the information and discoveries and are open minded about learning through peers.

4. The acquisition of English provides students the opportunity to grow beyond a single cultural community.

5. The Management in consultation with the Advisory Board of the Governing Body, taking into account the three language policy of the Government and the preferential choice of parents and students to study in an English medium school thereby improving their prospects of higher education in India or abroad, has English as the medium of instruction. Further, those students who have been studying in an English medium school and wish to join DPGA find it easy to adjust. Consequently, Hindi, Marathi, French or Spanish is offered as the 2nd or 3rd language as the case may be. The study of Hindi, the national language, and Marathi the regional language not only inculcates but fosters the spirit of nationalism and love for one's country and state. DPGA cherishes the fond hope of making its students bilingual if not multilingual through its language policy.

The language policy is comprehensive and includes the twin goals of acquiring English-language proficiency and mastering the academic curriculum. The policy is fostered chiefly through an understanding of relevant additional language acquisition and professional development of teachers in their acquisition of skills required to meet the language needs of students. Further development of the practices and procedures relating to the language policy is an ongoing school priority as information is gathered and practices are implemented and modified to support the language needs of students. Finally, the language policy helps the DPGA staff with the delivery of a well-planned curriculum and its accompanying assessment procedures that supports the language needs of all students. Our integrated curriculum focuses on what we want DPGA students to know, what we want DPGA students to be able to do, and what evidence will be collected to document the learning DPGA students achieve.

This policy has been developed and revised by the steering committee comprising of members of the governing body, school management, teachers and inputs from the students and parents. The following have been especially helpful in the development of this policy:

- Self-reflection questionnaire (Guidelines for school self-reflection on its language policy IBO 2012)
- Brainstorming during the staff meetings
- Interactions with the student body
- Inputs by the teachers on developing language acquisition/skills
- Class supervision/observation
- Progression meetings for collating views
- Expectations of Governing Body members, School Management, Parents.

DPGA students experience an enriched, language-immersion education in which English is the primary language of instruction and the preferred language of social interaction. An appropriate level of English language proficiency in both basic interpersonal communication skills and cognitive academic language proficiency is the linguistic goal of the curriculum. It is recognized that fluency in English is at least partly dependent upon the amount of time and the variety of situations in which English is used. Therefore, the expectation is that English is the school's internal working language, in which all operational and developmental activities take place. It is also the language of its governance, management and academic committees.

Hindi, which for many is their mother tongue, is introduced in a formal manner for study in its rudimentary form in grade 1 and students work their way to acquiring not only proficiency and competency in its use but also an appreciation of the cultural aspects that it signifies, by the time they finish grade ten. The study of the regional language Marathi aims at providing students with a functional competency in the use of the language. French and Spanish are offered to encourage and foster the love for learning world languages and develop an appreciation of cross-cultural features embodied in these languages.

- **This language policy aligns with the following IB standards and Practices:**

- IB Standard A, Practice 7 - The school places importance on language learning, including mother tongue, host country language and other languages
- IB Standard B2, Practice 11 -The school utilizes the resources and expertise of the community to enhance learning within the programmes.
- IB Standard C1, Practice 8- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
- IB Standard C3, Practice 7 -Teaching and learning addresses the diversity of student language needs, including those for students learning a language(s) other than their mother tongue.
- IB Standard C3, Practice 8 -Teaching and learning demonstrates that all teachers are responsible for language development of students.
- IB Standard C4, Practice 1 - Assessment at the school aligns with the requirements of the programme(s).

- **Language Programs at DPGA**

At the Pre-Primary level (Early years Juniors, Middle and Upper)

At this level students are of the age group 2.5 years to 5 years. The rudiments of the English language are focused on. The students in the Nursery classes start learning the English language with the help of the teacher and the English-speaking attendant (helper) in the classroom. At home parents are encouraged to converse with the child in English. This helps the teacher for further instructions in an even manner. It also helps the child to grasp the instructions effortlessly and follow the directives with ease.

Early Years Middle (Jr. Kg.) students are the second year students at DPGA. Direct new admissions to Jr. Kg go through the ESOL program. Students go through remedial sessions if and when required. The students in this year are assessed on oral skills more than the written ones. The written language gains importance in the following year Early Years Upper. Our Pre-primary class teachers promote English speaking, while explanations are given in English, the use of the mother tongue Hindi is used if the need arises.

Cambridge International Primary Program (CIPP: grades 1-5)

This program is a support for young students ranging from ages 6 years to 11 years. Although English, as a subject has its set objectives in CIPP, the Pre- Primary and the Primary School at DPGA provides a strong, challenging curriculum in English that provides a firm foundation for an international curriculum in the secondary and higher secondary level. Spellings and sentence construction is given importance and we lay a premium on spelling memorization since the Early Years. These skills of spelling and sentence construction are assessed through different tools like ‘fill in the blanks’ and ‘class tests/dictation’.

The learning of Hindi begins from grade one onwards and we offer opportunities for its use and development, be it through Hindi classes, Hindi assemblies, plays, the celebration of our many Hindu festivals, and interaction with each other, with students of other local schools on the playing field or in cultural performance.

We note here that Marathi is a compulsory language for Mumbai schools upto grade 7. Indeed, the present socio-political climate in the state of Maharashtra is such that Marathi must appear in the school curriculum. We teach Marathi in our Primary years upto grade 7. From grade 8 it is an optional language.

To encourage students to be multi-lingual, all students learn French or Spanish from grade three. Many continue to study French or Spanish language and culture in higher grades. Opportunities to use these languages in various co-curricular and extra-curricular activities such as elocution, debates, public speaking, handwriting and storytelling competitions etc, provide further development of the same.

While DPGA endeavors to make every student proficient in as many languages taught in the school, due importance is given to the use and development of the mother tongue and parents are encouraged to ensure the use of the mother tongue at home so that the child gravitates towards attaining proficiency in his / her mother tongue and come to understand and appreciate the cultural roots of his/her community and be more caring towards it.

Students vary in their ability to learn an additional language; some achieve functional proficiency in the target language while others will become truly bilingual or multilingual . The acquisition of a language must be seen as a continuum along which each individual student progresses at his/her own speed.

Check-Point (Grades 6-8)

Students continue with the same language pattern as in the Primary. However, in grade 8, the study of Marathi is optional, they can carry on studying Marathi or choose one foreign language (French/Spanish) along with Hindi.

International General Certificate of Secondary Education (IGCSE grades 9-10)

Our programme operates within the curricular framework of the International General Certificate of Secondary Education (IGCSE). We are guided by the fundamental concepts of holistic learning, intercultural awareness and international mindedness and aim for each student to reach the highest level of literacy and proficiency in an additional language. From grade nine onwards, with English as the 1st language, the student has an opportunity to choose as a 2nd language from Hindi, Spanish or French. It must be pointed out here that when Hindi or French or Spanish is taken as a second language, for the IGCSE board examination it continues as the Language B or ab initio in the IB Diploma programme.

IB Diploma Programme (DP)

For the present, we offer English A at HL/SL level, Hindi B at HL/SL, French/Spanish/German at ab initio/SL. Every student must take one subject from Group 1 and at least one subject from Group 2. The choice of language level depends upon the student's preference, level of proficiency and literacy in that language and his/her overall potential in achieving the Diploma Programme requirements. There is the possibility that in the future there could be changes to the above, offering additional choices to the student like Hindi A, English B etc.

The following table illustrates the languages taught, stage of introduction and choice of language at DPGA

Languages	Pre-Primary	Primary	Secondary	Higher Secondary
English	Lang of instruction English from Early	Lang of Instruction English language	Lang of Instruction English & 1 st	Lang of Instruction
Hindi	-	From Grade 1	Choice: Hindi or French-B/Spanish-B	Choice: Hindi or French/Spanish
Marathi	-	From Grade 3 to 7	- dropped in grade 8 onwards	-
French/Spanish	-	From Grade 3	Choice: Hindi or French-B/Spanish-B	Choice: Hindi or French/Spanish
German	-	-	-	Choice: Hindi or French/Spanish/G

• **DPGA - Guiding Principles for Language Learning**

- We provide a learning experience for all students, delivered in English.
- We provide Hindi, Marathi and French or Spanish as three 2nd language subjects that all English 1st language students take in CIPP Grade 3 onwards upto grade 7.
- We provide English enhancement programmes for Speakers of Other Languages (ESOL) for those who cannot match up to the demands of English as a 1st language.
- We offer a choice of French or Spanish or Hindi or Marathi for English 1st language students to take as a 2nd language option in IGCSE and for the present French (ab initio) or Hindi to take as a language B option in IBDP.
- We view the on-going language development for DPGA students as the responsibility of all teachers, parents and students.

- We, at DPGA understand that our students come to our school with many different language backgrounds and will all progress at a different pace and the teaching-learning will take this differential into account.
- We provide for language support beyond the classroom.

Homework Assistance: In consultation with the mentor, the class teacher and the subject teacher, the panel arrives at certain decisions about the homework requirements of the child.

After School Activities: Teacher-tutors, mentors, counselors, and all those connected and responsible for the students' development will identify students with special needs, both academic and social/personal. Teachers will make appropriate modifications to the learning program that are consistent with the perceived needs of the student. The DPGA Management Team will review the student information and recommend an action plan for meeting the students' needs. The plan is implemented for a specified period of time and evaluated for its effectiveness.

We strive to keep abreast of the most current research regarding language learning through in-house and IB sponsored professional development programmes. We give on-going feedbacks of students' progress in the study of languages.

- **Mother Tongue Support:**

DPGA believes in supporting the mother tongue of the students, since it has a vital importance in a student's identity. Along with this, DPGA also aims to retain and develop the mother tongue through many curricular and co-curricular activities in the school. As a global citizen a Pillaiite reflects international mindedness with his mother tongue and balances it with responsible action. In the metropolitan city of Mumbai, student strength at DPGA comprises of different backgrounds, where mother tongue is concerned. Thus almost all the festivals are celebrated, where regional languages are promoted. While Hindi teaching and learning as a national language begins from the Early years, Marathi, which is a state language is taught from grade 3, along with Spanish and French. Language teachers are updated in a timely manner through workshops and seminars and other professional development courses. While these teachers themselves belong to these language backgrounds, culture, along with language is given importance too. Moreover, whilst interacting with the students, these teachers encourage interactions and salutations in their own languages. This further helps in developing the students' personalities and their own sense of pride in using their own language as an identity.

Mother tongue language week, Star Talk, Hindi divas, Marathi divas, French & Spanish week, German language at the DP are all examples of promoting multilingualism in the school.

However, English continues to be the *lingua franca* and the medium of instruction. The use of mother tongue is not encouraged to overpower this universal language. Mother tongue and other regional languages are allowed to be used even in other subject classes, where the explanation of certain words or sentences, could be better done in those languages, rather than in English. This restricted use, is then covered with the English language, where the explanation is made for the second time again, in the English language.

[Check Appendix]

Whole school strategies for developing mother tongue:

The school library has bilingual books as well 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. • We conduct a Language festival which is a weeklong celebration of the richness of language. A variety of games, quizzes, skits are organized in the school in this week. • The school assembly sees a variety of presentations on various regional languages of India. These presentations showcase the richness and culture of the language through music, dance etc. The linguistic diversity of the school community is a rich resource for the mother tongue programme and the school makes active use of it in such opportunities. • The parent community is also actively advised to develop and maintain the mother tongue of their child and encouraged to view English as an additive and not a subtractive language.

- **English for Speakers of Other Languages (ESOL)**

The Programme provides intensive instructions in English to those whose levels of English proficiency does not allow them to perform successfully in mainstream subject classes. English language tuition in the classroom and after class hours, provides enriched language instruction and is sensitive to non-native speakers' needs. Students with two or fewer years of English language instruction will usually need more intensive, small group language instruction. The programme ensures that newcomers and others with limited English skills will have access to the English language and curriculum, while offering support to English classroom teachers so they can continue to provide a challenging curriculum for all students. The objective is to enhance social, academic, and cultural growth in students.

On application for admission, each student is interviewed and tested on his/her English skills. A discussion with parents allows us to assess the child's needs in the context of their home background. For example, we anticipate that many students will be unable to practice their English skills at home because the household is Hindi speaking. The strengths of the students (oral, written) are enhanced and the weaknesses are taken care of.

For non-English speaking households, orientation classes are conducted. Family members are encouraged to attend and implement their new learning in the home environment. For the children, extra English language support classes are given. They must speak English in class, and are encouraged to do so at home as well. They could become effective teachers of English to their families.

Background reading is encouraged among all students of all ages and the help of the librarian is enlisted to recommend appropriate books for reading. They participate in debates and assemblies where the student of each class conducts the school assembly in rotation. Classes are interactive. Peer assessment, student presentations and collaborative learning is at the core of our classroom practice. All students must, therefore, make active use of their language skills. Each teacher is a mentor to approximately ten students of different age levels. She is their principal guide in academic achievement and personal development.

Consequently, the mentor will monitor the language skills of each mentee and advise colleagues on appropriate measures to be taken in the classroom to enhance these skills. Students are involved in setting their own learning and skills development targets, thus taking partial responsibility for their own learning. This level of accountability increases with the student's seniority. Indeed, students of higher grades are assigned to assist younger children to prepare for assemblies and public performances. Not only are the language skills of both parties advanced, the senior students realize the importance of helping others within their community and farther afield.

Regular meetings between the mentor, parents and subject teachers are held. We realise the value of involving parents as much as possible in the child's development, hence incorporating the home and family culture into the child's wider curriculum is important. At these meetings, progress is discussed, strategies for learning are formulated and guidelines set for their implementation.

The library/media centre will be a key focus area of our whole school in general and our IB Diploma years in particular. (All classes have a mini-library in their class). In the library, students are encouraged to read, research and write. It is here that the librarian plays an active role by ensuring that students particularly the IB students by ensuring that they follow the library time-table, undertake serious reading, assist them in their research work and guide them in complying with the requirements of Academic Honesty policy. We are in the process of developing links with other international schools within India and abroad so that our students can more fully appreciate the international dimension of today's society as articulated in the IB Mission Statement and the Learner Profile and aspects of International mindedness.

As part of our CAS programme, our students teach English to children of disadvantaged families who attend weekend and evening classes at our school.

- **Language continuum-scope & sequence**

This includes 4 continuums:

- Listening & Speaking
- Presentations
- Reading
- Writing

Since we recognize that language development is the responsibility of all teachers, care is taken to:

- Enable students to learn and use language effectively, appropriately, accurately and confidently.
- Develop the student's potential for oral and written communication.
- Develop their listening skills.
- Enable students to use language skills in a variety of contexts and purposes.
- Develop the appreciation, understanding and analysis of literature.
- Understand the vocabulary and terms used in different subject areas.
- Encourage students to explore language as a means to understand varied perspectives of people belonging to different cultures
- Prepare students for an increasingly intercultural world and adapt to an ever changing global environment.

Towards this end activities are planned and executed.

- **English Language Curriculum**

1. We use a research-based instructional model - one that uses teachers, professional expertise and judgment to select teaching strategies most appropriate to their group of students (e.g. differentiated instruction, cooperative learning).
2. We use a standards-based curriculum model, one that identifies what students should know and be able to do in all curriculum areas.
3. We use a language-across the curriculum model, one that uses language in increasingly complex ways whereby learners attain English language proficiency not by adding skills one-by-one to their repertoire but by using and exploring language in its many dimensions.
4. We use an assessment-driven instructional model, one in which we plan our classroom instruction according to what we want our students to know and be able to do and requires them to demonstrate their learning.

- **Activities to support language acquisition**

Reinforcement of learning takes place ideally with application. In this regard, DPGA aligns the theoretical framework with activities that further help the process of conceptualization in comprehension and understanding. A few activities that help further learning and application have been listed below.

- Literary fest-Bookaru
- Spell Bee competition
- Elocution
- Essay writing
- English Olympiad
- Article writing
- Journal writing
- Dramatization
- Skits and plays
- Mime plays
- Songs
- House points for best language
- Academic awards
- Certificates
- Interdisciplinary sessions etc.
- Celebrations of Language week (Hindi, French. Spanish, Marathi)

- **Staff facilitation**

Dr. Pillai Global Academy invests in its teachers through regular in-service training courses. It is part of our training policy that each member of the staff not only achieves but maintains a high standard of written and spoken English as is commensurate with the services and expectations of a premier international school.

- **Links to other policy documents: Admission Policy; Assessment Policy; SEN Policy**

Link with the Admission policy

Language Profile of the Students (Check Appendix)

Students enrolling in our institution though coming from varied backgrounds have all studied in schools where English is the first language and the medium of instruction including students coming from abroad.

- International students of Indian origin- who are proficient in English, as a result of living abroad and studying in English medium schools.
- Bilingual students-(English and Hindi speaking parents) who have acquired both languages simultaneously from birth, with English being studied as a first language in school.
- Students' (one English speaking parent and one Hindi speaking parent) who have acquired only one language at home but who want to become proficient in both languages and hence desire to study English as a first language and acquire a working knowledge of Hindi as a second/third language.
- Students' (both parents speak a language not offered by the school) with some English language proficiency as a result of attendance at an English medium or an international school.

Students with appropriate entry-level qualifications are admitted, class sizes permitting. There is no need for a student to have a language B on enrollment from Standards 3 - 8, but a good foundation in the child's mother tongue is necessary for the child to be successful in our academic programmes. Students with no English language skills are accepted throughout Primary and Middle School and are provided supported through our ESOL (English For Speakers of Other Languages) programme with the aim of developing competency in both spoken and written English in keeping with the prescribed curriculum. Moreover, DPGA holds special workshops for non-English Speaking community members which includes the parents and other family members of the students, the students themselves, guardians, the people that the students is in contact with.

At the IB level, since for the present, the Diploma is offered in English, students enrolling for the programme should be proficient enough in English to meet the requirements of the programme. In the future there could be the possibility of enrolling students who wish to take another language at the language A level.

Students' registrations & admissions: Implementation Practices

Language Screening, Placement and Tracking

1. We screen applicants through multidimensional assessment procedures.
2. Our multidimensional assessment procedures include: English language-proficiency, Tracking, appraisal of past records, Current academic levels, Student's language or language-readiness skills, Observation- emotional and social development.
3. We place students in appropriate instructional settings based on the data of our multidimensional assessment procedures (e.g. support).
4. We place students according to age-appropriate criteria as much as possible.
5. Each section, including the teachers, attendants, doctors, mentors, counselors, the teaching and the non-teaching staff is responsible for the child's progress.
6. We conduct ongoing assessment of students' academic and language accomplishments and needs.
7. We collect representative samples of students' work to document linguistic and academic growth in language.
8. We communicate clearly with parents regarding students. accomplishments and needs as they progress from one grade to the next.
9. Apart from keeping the Parents updated with the child's progress, regular and important meetings are held with the child's parents and guardians.
10. The mentors and counselors take an active part in the entire process.

Direct Admission to the IB Diploma

DPGA requires all prospective candidates for the diploma programme to complete a few assessments to determine the level of language proficiency and degree of skill development (reading, writing, speaking and listening) necessary to be a successful DP candidate.

An essay written by the student on a thought provoking topic is assessed for the following:

- His ability to "think" in English
- His ability to articulate his thoughts in writing
- His ability to understand, analyse, evaluate, and synthesise
- His ability to formulate his own opinion and justify them

Solving a Mathematics paper that indicates his:

- Ability to comprehend and understand mathematical concepts and terminologies.
- Ability to use mathematical language (signs & symbols) to express these concepts and terminologies
- Ability to solve mathematical problems using correct mathematical language.

➤ **Link with the Assessment policy**

Language Promotion and Graduation

1. We recognize that the beneficial outcomes of language immersion programs are cumulative and individual.
2. We assess each student's progression in reading, writing and oral language to make sure that developmental linguistic progress is being made.
3. We assess each student's academic progression using multiple forms of data collection (i.e. tests, student work, projects, portfolios, collaborative examination).
4. We assess students' readiness to exit the support program according to specific criteria by using a variety of assessment procedures.
5. We keep parents informed of their child's academic progress and English-language proficiency on an ongoing basis.
6. We may retain students who do not show sufficient linguistic or academic progress.

Link with the SEN policy

Teachers are oriented towards addressing students with SEN. Their attention is drawn to the SEN policy that outlines the procedures that need to be taken in these cases. Students with special needs are identified after being observed by the subject teachers and referred to the school counselor. In collaboration with the subject teacher, management, School Counselor and the parents, a course of action is then devised to help them, with an individualized educational plan. A student with special needs may also be exempted from learning the additional language/s based on the recommendations of the indicative reports obtained from registered testing and evaluation authorities and submitted to the school.

Link with the Academic Honesty Policy

Authentication of one's work

DPGA lays a premium on developing the critical and analytical skills in its students and hence, it is imperative for the students to support their articles, essays and any written work with references and bibliography. The librarians conduct the bibliography sessions regularly to keep the school community

updated and well informed about the format of referencing. DPGA supports the APA format of referencing.

Responsibilities of Stakeholders

Effective implementation of the Language Policy requires the cooperation of all stakeholders of the school community.

Role of Senior Administration

1. Use English as the primary language of communication.
2. Ensure that policies and procedures regarding language acquisition are developed and implemented and are regularly reviewed.
3. Provide funding, facilities, leadership, and resources for the successful implementation of the language policy.
4. Hold administrators accountable for the effective implementation of the Language Policy.
5. Attract and retain highly qualified and experienced administrators and teachers.
6. Ensure the planning, delivery, and evaluation of effective professional development meets the unique requirements of DPGA faculty in relation to the Language Policy.

Role of Administrators

1. Provide academic leadership for the school.
2. Share responsibility for oversight, implementation and revision of the Language Policy and curriculum efforts.
3. Support teachers in their delivery of instruction.
4. Provide a variety of professional development opportunities to better enable teachers to be effective instructors of students with a range of language proficiencies.
5. Promote an embedded professional development model enabling collaboration concerning curriculum, instructional techniques and assessment and student progress.
6. Observe teachers and provide constructive feedback, materials, planning time and staff development opportunities.
7. Promote communication with parents concerning students' language development.
8. Promote an extra-curricular program that encourages the use and development of English.

Role of Specialists

Specialists have the knowledge of language and second language development, culture, grade-level subject matter, instructional resources and assessment tools.

The following goals set out the range of activities that the specialists undertake:

1. Work with administrators and faculty to enhance the language program with language across the curriculum perspective.
2. Support professional development in the practices of language across the curriculum and sponsor training sessions for that purpose.
3. Nurture the articulation of thematically integrated, language program curricula.
4. Promote effective language teaching and assessment practices.
5. Communicate with parents regarding language issues and the school's language program.

However, responsibilities for language-immersion and language development do not rest exclusively with the specialists but rather are shared with faculty and parents.

Role of Faculty

Since learning and language are inextricably bound, every teacher is therefore both a content teacher and a language teacher. The faculty is expected to:

1. Use English as the primary language of instruction and social interaction in and out of the classroom.
2. Acquire a professional knowledge base in second language acquisition processes, students' developmental language behaviors, and familiarity with students' language learning cognitive styles.
3. Integrate language instruction with content instruction.
4. Make high-level academic content instructionally comprehensible.
5. Create classroom environments that are discourse-rich and process-oriented (plentiful opportunities for students to listen to, read, speak, and write through interactive activities).
6. Support and encourage language self-assessment.
7. Give ongoing feedback to students on their linguistic and cognitive development by using a variety of balanced assessment strategies.
8. Hold high linguistic and academic expectations for all students.
9. Build a strong home-school partnership using various means of communication.
10. Emulate dispositions for life in an international world (i.e. tolerance for ambiguity, empathy, flexibility, respect for others' languages and cultures).
11. Work collaboratively to develop culturally inclusive and age-and developmentally appropriate curriculum and teaching strategies.

12. Integrate appropriate technology that enhances language development.
13. Select resources those are linguistically accessible and culturally inclusive.
14. Teach English language skills for social interaction.

➤ **Role of the DPGA library**

Apart from uplifting the knowledge base of the school community, the DPGA library plays a vital role in their language development too. Research as well as reading is encouraged through the provision of different facilities like the cozy corners, bean bags, tabs etc. The Pre-Primary section has their classroom library and they visit the formal libraries too, during the year. The other two libraries support language development through their separate entities, books, shelves and digital devices. Grades 1 to 8 and grades 9 to 12 have their own resource centers respectively that include books, tabs, etc. Books include novels, story books, fiction, non-fiction, autobiographies, encyclopedias, historical texts, classics, and the like. Tabs, Kindle, iPads, laptops include digital resources like pdfs, movies, YouTube etc. all these resources are available to the school community members. The DPGA library plays a vital role in the development of the IB learner profile, especially in attributes like inquires, knowledgeable, open minded, thinker, caring (taking other perspectives into consideration). The library supports the inclusion of mother tongue, with a rich source of multilingual books and digital programs. The subject and other reference books included in the list of books within the library, aid in collaborative planning, research, group study, and professional development. These resources grow as the years go by, with each year bringing in a new requirement with either the subject review, or with the diversity that comes along with the increase in student strength each year. The Pre Primary and the Primary sections have a library hour every week where the students either utilize the library for the exchange of library books, for reading, for conducting book reviews, group work, research work, etc. the literacy fest, Bookaru is a major event supporting language learning and is organized by the librarians too.

Role of the other Administrative Staff members

The administrative staff plays an important role in reinforcing the use of English on campus. They are expected to not only use English as the primary language of communication, but also encourage the implementation of pedagogical practices in language teaching and learning. All the administrative staff members are expected to facilitate communication with parents, visitors and contract staff. Moreover, they should facilitate communication with students who are beginners as English speakers.

Role of Parents

A number of parental actions will facilitate linguistic and academic success for students. The language policy steering committee includes members from the parent community from the Primary section and from the Secondary and Higher secondary sections.

Families are encouraged to:

1. Have a positive attitude toward both English and home language.
2. Promote the advantages of learning other languages.
3. Maintain mother tongue literacy skills in the home or after school.
4. Encourage and support their children's additional language acquisition.
5. Communicate with other parents to exchange ideas and reduce isolation.
6. Support the expectation that students use English as the language of learning on campus.
7. Make available multilingual study materials in the home.
8. Be knowledgeable about language-immersion in order to support the school's efforts.
9. Be prepared to make the long-term commitments that success requires.
10. Have realistic expectations of their children and DPGA.

Role of Students

English is the primary language of instruction and social interaction at DPGA, which means that students learn and communicate in English. English is recognized as the language of inclusion on campus, and therefore students are expected to use English both in and out of the classroom to:

1. Acquire information by listening to oral presentations, interpreting print and graphic material, and observing and recording practical experiences.
2. Convey information by telling stories and explaining ideas.
3. Think logically through inference, hypothesis, analysis, prediction and evaluation.
4. Accomplish practical tasks either individually or by collaborating in small groups
5. Make decisions by identifying alternatives, evaluating evidence and determining appropriate actions.
6. Work creatively by using ideas and materials inventively.
7. Demonstrate respect for others by using English in class.
8. Develop fluency in English for all forms of communication.

Revision of the policy

This language policy will be revised every 3 to 5 years, based upon the school needs related to language teaching and learning and upon the coherence with any IB update. The Language policy committee, including the administrative members, the students, parents and teachers will be responsible for the change.

Next review 2023

Steering committee:

✚ Language Policy Committee

Leader & HOS	Principal	HOD	Section Head	Parents	Students
Dr.Sharda Sharma	Dr.T.A.James	Ms.Priya S (English Language Teacher)	Ms.Roshni Rajan	Mrs. Lelith Vedanayagam (Parent of Primary Section)	Lakshya Sharma
		Ms.Manisha U (Head of Hindi Language Dept)	Ms.Valentina	Mrs. Petuela Ferro (Parent of Checkpoint Section)	Hansika Panchal
			Ms.Vaishali N		
			Ms.Aarti K (Librarian)		

Bibliography

- Handbook of procedures 2017, occ.ibo.org
- PYP Language Scope and sequence, IBO, Feb 2009, www.ibo.org
- Guidelines for school self-reflection on its language policy IBO 2012
- DPGA assessment policy, 2014, volume 3, 2014
- DPGA Academic honesty policy, volume 2, 2014
- Guidelines for developing a school language policy
- English A guide for the diploma program, IBO Hindi B guide for the Diploma Program, IBO
- French ab initio guide for the Diploma Program, IBO

Appendices:-

Language profile form for admission

STUDENT LANGUAGE PROFILE

English is the language of instruction and hence, is the language A

Nationality of the student	
Is English your preferred language?	
Can you read and write your preferred language?	
How would you rate your proficiency in your preferred language? 01, 02, 03 or 04? (Check the criteria below)	
What is your native language or language spoken at home?	
Can you read or write your native language or home language?	
How would you rate your proficiency in your native language?	

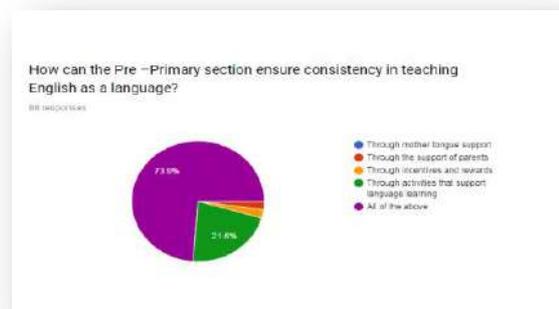
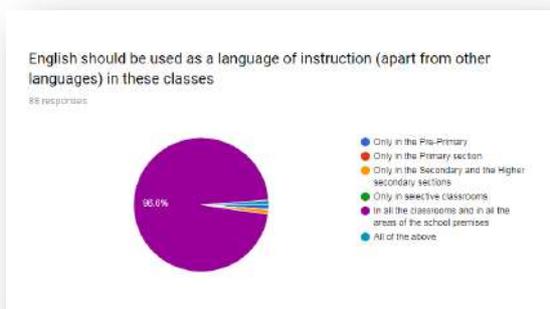
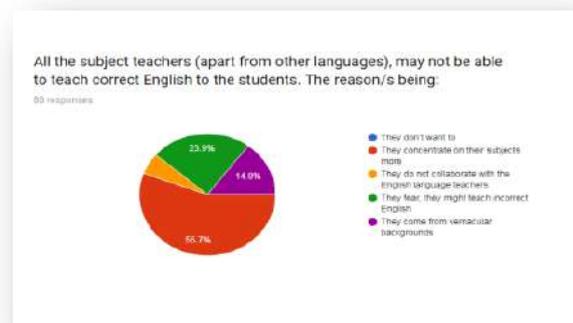
List all the other languages of which you have some knowledge and complete the boxes. For example refer 1st row.
Beginner-01, Intermediate-02, Advanced-03, Fluent/Native-04

Language	Speaking				Reading				Writing			
	1	2	3	4	1	2	3	4	1	2	3	4
c.g. English				√				√				√



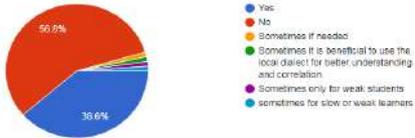
DR. PILLAI GLOBAL ACADEMY
Local wisdom, global service

2] Self – reflection questionnaire on language policy for the school community



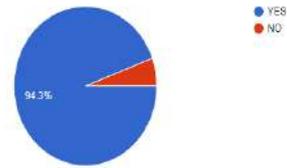
Should the (restricted) use of other languages be allowed to explain concepts in Math, Science and other subjects?

88 responses



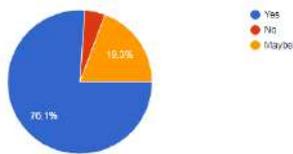
Should the use of English I be made compulsory in co-curricular subjects like Art, PE too?

88 responses



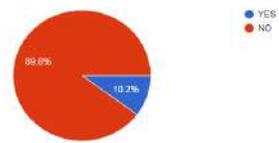
Do the subject teachers contribute enough to English language development within the school?

88 responses



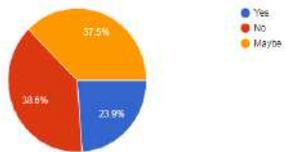
Is the teaching of English language enough if done by English teachers alone?

88 responses



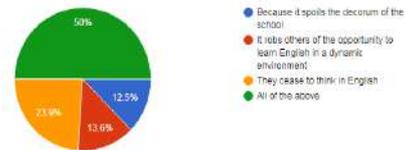
Should the mentors and counsellors be allowed to use other languages too, with the students?

88 responses



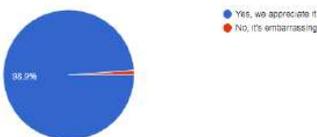
Why can't students converse with each other in Hindi/Marathi/ Gujarati/ any other language other than English?

88 responses



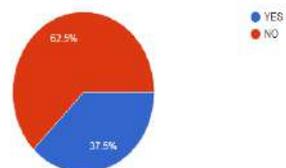
Do we like to be corrected when we make mistakes in our conversation and in writing in English?

88 responses



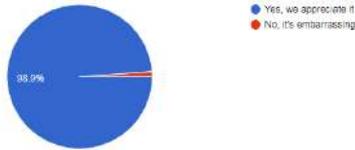
Is English overtaking the purpose of using other languages spoken inside the classroom?

88 responses



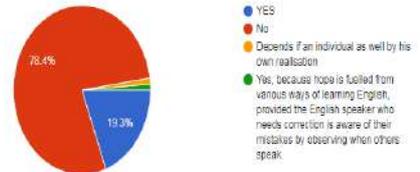
Do we like to be corrected when we make mistakes in our conversation and in writing in English?

88 responses



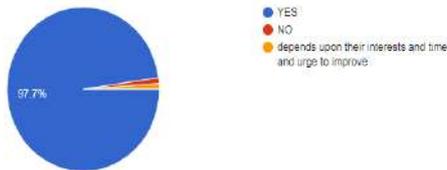
Is there hope to improve one's level of English without being corrected?

88 responses



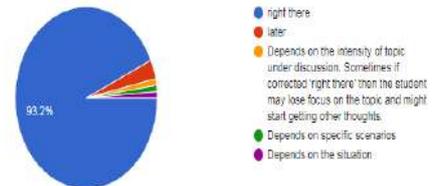
Should students and teachers read a lot and listen to good English to improve?

88 responses



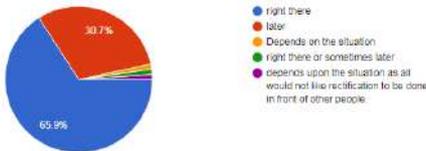
When should we correct students when they make errors in English?

88 responses



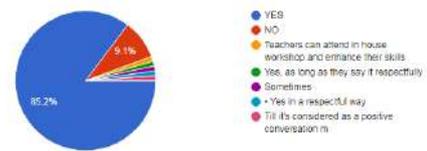
When should adults be corrected when they make errors in English while speaking or writing?

88 responses



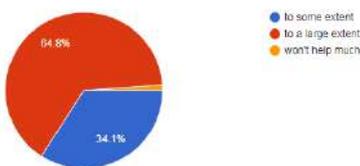
Is it alright to allow students to correct a teacher's error in English (either pronunciation or grammar or spelling)?

88 responses



How enlightening would it be for students and teachers to show them practical use of one aspect of language during every assembly or meetings or by putting up posters and messages around the school?

88 responses



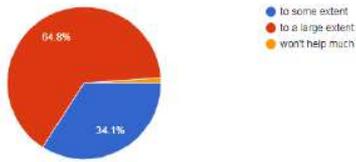
Language enhancement sessions will help students learn the right use of language, know the right from wrong and speak and write flawlessly. So, who requires language enhancement sessions?

88 responses



How enlightening would it be for students and teachers to show them practical use of one aspect of language during every assembly or meetings or by putting up posters and messages around the school?

88 responses



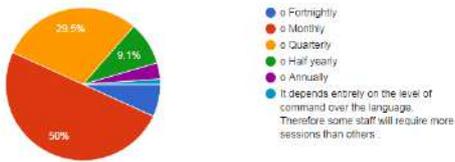
Is it recommended to have students in school who aren't conversant in English / Hindi / Marathi / Gujarati?

88 responses



How often should professional development for staff on effective practices relating to language teaching and learning be conducted?

88 responses



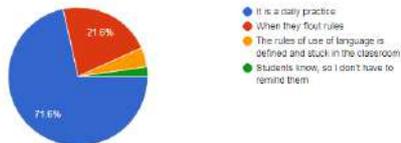
Do students know the rules of use of language in the school?

88 responses



When do you remind the students about the school's rules and expectations about use of language inside the school?

88 responses



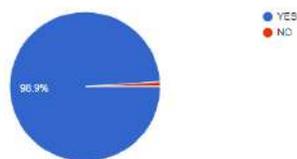
Does the school provide enough opportunities outside the classroom to develop students' proficiency in English?

88 responses



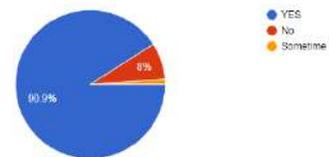
Does the library play any role in teaching and learning English through your subject?

88 responses



Do you let the school know what differentiated strategies you use for students with specific language-learning needs?

88 responses



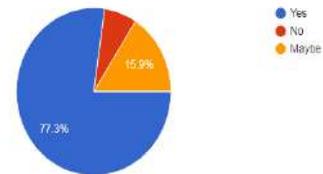
Do you use inquiry-based approach to teach English through your subject?

88 responses



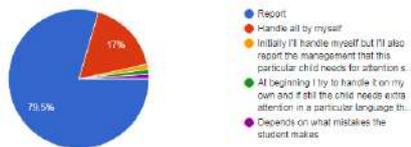
• Is this language profile checked and updated when the student is assessed?

88 responses



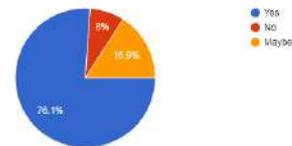
When you find a student needs more attention to develop his/her language, do you report the same to the school or do you handle it all by yourself?

88 responses



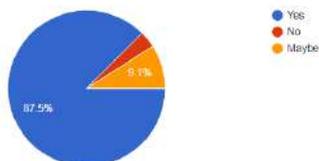
Do you keep a track of the language profile of every student?

88 responses



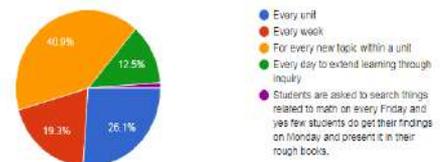
Do you develop the listening speaking reading and writing skills in English through your teaching?

88 responses



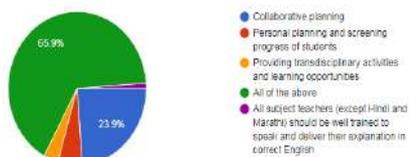
How often do students research for your subject?

88 responses



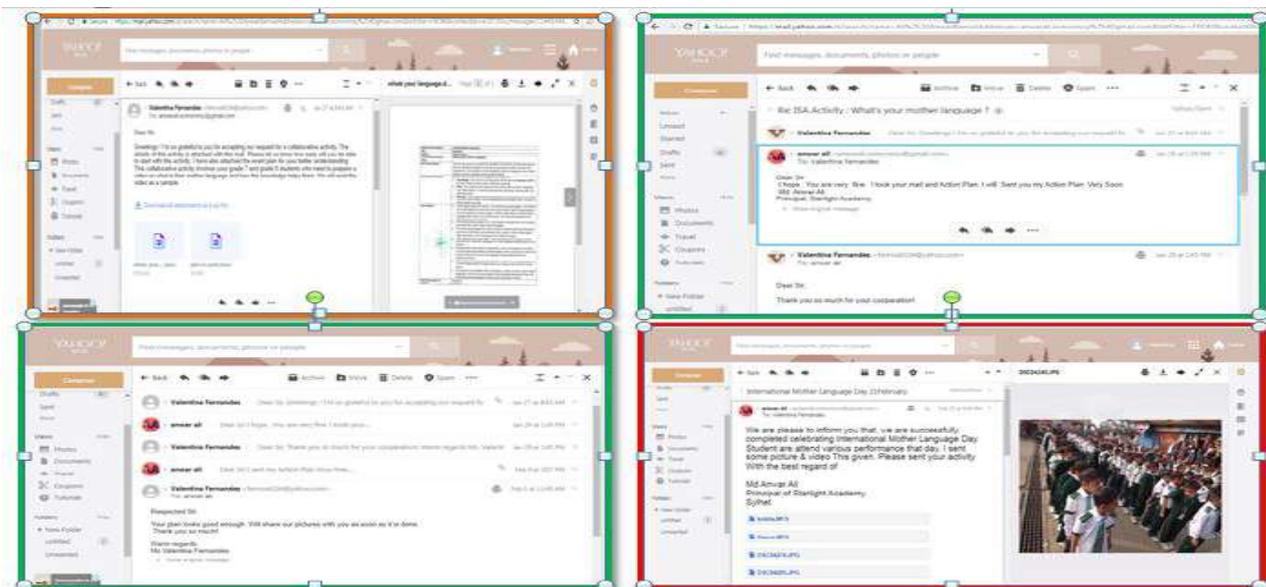
What can be done to make learning English integral to each subject?

88 responses



3] Mother Language Day in DPGA

- This activity was carried out by the whole school. i.e. early years – grade 12.
- The aim of this project was to enable the student to promote cultural and linguistic diversity along with global citizenship among India, Canada, Australia and Bangladesh.
- The students were also exposed to the mother language of their friends as well as the students of the partner school.
- The event began with the HOD of the Hindi department of the school who spoke to the students about the importance of their mother tongue
- The students from grade 4 -6 then took great pleasure in preparing a post card for their parents in their mother language
- Similarly the students from grades 3 to 5 noted down some common words pronounced in different languages in a small booklet given by the teacher.
- Also, the students from grades 2 and 3 explored new words by interacting with the students of other grades. They prepared a tally chart wherein they found out the languages of the students similar or different to theirs.
- Finally the students came dressed in their traditional outfit and recited a poem or a song. The best ones were then awarded.
- Since this was a collaborative activity, Star light Academy, Bangladesh collaborated with us.
- They helped us to know their mother language by providing photographs and videos of the student performance.



International Mother Language Day (IMLD)



Hindi – Marathi Divas



Bookaru Fest

Dr. Pillai Global Academy's Bookaru 2018 – marked by flamboyant events in attendance and participation of a galore of students, parents, teachers and the community!

Bookaru was a tremendous success! The reason for its success can't be limited to a single day. The meticulous planning, organization and participation of the students of IB has been the true trump card of success for this event!



BOOK EXHIBITION



Literacy Fest

The North Creek Literacy Fest – Bookaru is celebrated every year at DPGA with an objective to promote academic learning & enhance the literacy skills of students.



STAR TALK PROGRAMME

Dr.Pillai Global academy is collaborated with Star talk [USA] .It is virtual interaction programme [through skype] for native speakers of India & foreign language learners of the USA

The programme funded by STARTALK, teaches critical languages during the summer vacation to resident and non-resident speakers of Hindi, for Hindi is not taught in schools in the USA.

With six - eight students representing our school are privileged to apprise you of our selection of students, this excellent opportunity to learn as well as communicate.



FRE-HINDI



FRENCH – SPANISH DAY

The French and Spanish day was held at Dr. Pillai Global Academy, Borivali on 1st March, 2018. Students from Grade 3 to 9 dressed up in the colors of the Spanish and French flags. The Introduction of both the European countries was followed by a cultural programme. Students displayed a fantastic show highlighting most of the aspects of the two cultures, where the basic words related to greetings were shared with the audience. Both Primary and Secondary students sang and danced to French and Spanish songs. The celebration concluded with a fashion show by the students.

