



**SHINAGAWA
INTERNATIONAL
SCHOOL**

Language Policy

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SIS Vision

Our vision is to foster passionate, independent, highly-motivated learners who actively contribute to world peace.

SIS Mission

Our mission is to provide a multicultural learning community which nurtures passion for academic, social, and personal success.

SIS Educational Philosophy

SIS aims at educating each of its students to be:

- inspired and independent life-long learners.
- academically, artistically, socially, and physically balanced.
- inquirers and problem-solvers.
- multilingual communicators.
- responsible and principled internationally-minded citizens.
- appreciative of our local community.

Introduction

This document describes our philosophy and practices surrounding the teaching and learning of language, including the principles that they are rooted in.

- It provides the school with a framework that will promote consistency in language instruction approaches and attitudes across grade levels and subjects.
- It provides parents with information about our principles and practices and assists them in understanding our curriculum.
- It will assist teachers in the planning, presenting and evaluation stages of teaching.
- It will serve as a guide for teachers to reflect on their language practice and to guide professional development and appraisal.

Philosophy

Language plays an important role in all aspects of learning, including social, emotional and academic growth. All SIS teachers play an essential role in facilitating the acquisition of language. Language development is an ongoing process for all ages and stages of development. Language is taught through and reinforced in multiple ways, including learning language, learning about language, and learning through language. Language is the major connecting element across the curriculum, and it is the medium through which all learning occurs. Although English is the main language of instruction, systems are in place to encourage the support and development of all other languages used by students.

Guiding Principles

- Language learning at SIS will reflect International Baccalaureate PYP Language Scope and Sequence learning outcomes.
- All teachers are teachers of language.

- All members of the school community are learners of language.
- Language development programs are developed using constructivist theories.
- Teachers assist students to scaffold their learning and to work within the students’ “Zone of Proximal Development.”
- Teachers take background knowledge and previous learning experiences into consideration when planning their lessons.
- Teachers provide comprehensible input and present language through meaningful tasks in authentic contexts.
- Teachers provide developmentally appropriate scaffolding strategies such as visual aids, graphic organizers, demonstrations, dramatizations, and small-structured groups.
- Teachers guide learners to extend their language by combining high expectations (complexity and abstraction of concepts, increased density of low frequency and technical vocabulary, sophisticated grammatical constructions) with differentiated practices in a contextualized learning environment.
- Teachers promote a school environment that welcomes diversity of cultures and perspectives by encouraging English language skill development during formal instruction, while also validating students’ mother tongues and other language exploration.
- Teachers collaborate with parents to achieve shared language goals.

Language Profile

As of September 2019, the SIS student body consists of 137 students. The nationalities represented in the student body are as follows: American, Australian, Azerbaijani, Brazilian, British, Bruneian, Burmese, Chinese, Filipino, German, Indian, Israeli, Japanese, Malaysian, Mauritian, South Korean, Peruvian, Qatari, Russian, Saudi Arabian, Taiwanese, Turkish, and Uzbek. Additionally, many students are of mixed heritage and hold multiple citizenships from the aforementioned list. The students’ linguistic backgrounds are as follows: Arabic, Azerbaijani, English, Japanese, Korean, Russian, Spanish, Tagalog, Turkish, and Uzbek. SIS currently has 25 staff members. The nationalities represented among the staff are as follows: American, Australian Azerbaijani, British, Filipino, Japanese, Irish, New Zealander, and Turkish. The linguistic backgrounds of the staff include: Azerbaijani, English, Japanese, Korean, and Turkish.

Meeting the needs of SIS Community

- English is the primary language of instruction.
- All students study the official host country language, Japanese, either as their native language or as an additional language.
- All school documents and communications are in English.
- A student’s language ability in both English and in their mother tongue is evaluated during the admission process. **See Figure 2**
- EAL programmes are flexible and responsive to the needs of individual students.
- SIS promotes the learning of additional languages.
- Language development occurs in authentic settings according to the language outcomes written in the PYP language scope and sequence document.

Mother Tongue Language Development

Mother tongue support is crucial for affirming identity and emotional stability of students. Mother tongue language proficiency also supports students in learning a second language more readily. Parents and families are encouraged to use their mother tongue at home in order to develop students’ language skills, as well as to support social-emotional wellbeing of students. In our library, we try to offer fiction and non-fiction books in various languages represented in our school

community. We also welcome our parents to support the provision of mother tongue by providing facilities after school hours.

Planning for Language Learning

- PYP Language outcomes guide instruction and assessment of student language development.
- Aspects of language development are incorporated into SIS weekly planning.
- Language learning is structured to assist students to experience success. This requires differentiated learning experiences.
- An interactive class structure is facilitated by teachers. Activities and tasks are designed to give a wide range of communication forms.
- A variety of books, references, resources, and materials are available for classroom use according to the language abilities of the students.
- The team teachers and EAL teacher collaborates with classroom teachers to help learners who need extra guidance and support in English.
- Self and peer assessment is encouraged through the use of rubrics and one-on-one conferences.
- Students are involved in designing assessment criteria for their work.
- The type and amount of support given is differentiated according to the students' language ability, ranging from EAL instruction outside of the classroom to modifications and accommodations within the classroom.
- Various grouping strategies are utilized to cater to different levels of language proficiency and learning styles.
- Students can move within a spectrum of services at any time based on the development of their English language skills.
- Dynamic language grouping (based on students' abilities) is used within the classroom in order to develop specific aspects of language and to meet the requirements and expectations of a given task.

EAL Support

Since the primary language of instruction is English, the objective of the support programme is to enable the EAL (English as an Additional Language) students to access the complete mainstream class curriculum with minimal accommodations. Although students are required to display an English proficiency level commensurate with their grade level prior to enrollment, all SIS staff work together to build EAL students' skills to a level of proficiency that allows them to confidently navigate the grade-level curriculum. Support can come in the form of small group language instruction outside of the mainstream classroom for varying amounts of time per week, small group language supports and instruction within the mainstream classroom, modifications, accommodations, and differentiation of the mainstream curriculum by the classroom teacher and other members of the SIS staff.

See Figure 1

Entry Criteria

- A trial period of a half day in the classroom setting. Teachers look to see if students have the ability to understand and follow classroom instructions, and basic interpersonal communication skills by using the Language Proficiency Indicators (Alberta).
- Homeroom teachers place students on an appropriate developmental level according to the PYP Language outcomes and observations using Alberta indicators.
- After collecting the data and feedback from the homeroom teacher and team teacher, the EAL coordinator specialist and the homeroom teacher decide what type of EAL Support is appropriate for the student.
- After admission to the school, students will be provided with a continuum of supports determined by the homeroom teacher, team teacher, and EAL coordinator based on their language proficiency level (Alberta).

- The team of teachers will continue to observe and assess the students' language development in order to meet their changing needs.

Exit Criteria

- When the EAL coordinator and classroom teacher determines that the students' language proficiency is at a level where he/she can access grade-level content without as many supports, services will be gradually removed.
- Differentiation of tasks will still occur in all classrooms to meet the needs of students at all levels.
- Alberta K-12 ESL Proficiency Benchmarks in conjunction with I Can Statements.

Resources

- PYP Language outcomes
- Online Resources
 - Readworks
 - NewsELA
 - Common Lit
 - Epic!
 - Florida Center for Reading Research
- Resources on Server
 - Leveled Science Readers
 - Scott Foresman Leveled readers
 - Vocab A-Z
 - Grammar and Writing EAL
- In-School Resources
 - McGraw Hill texts in Library
 - Fountas and Pinnell

Planning

- The EAL specialist uses the SIS weekly planner template for planning.

Language for Successful Communication

- Students reflect on their language proficiency according to the Alberta Indicators for Language Proficiency criteria through self-assessment and teacher feedback.
- Teachers encourage the development of critical thinking through the use of language skills such as debating, active listening and thoughtful writing.
- Teachers provide opportunities for students to develop an understanding of concepts through verbal and written communication.
- The social language of SIS is English, which is inclusive and understood by all members of the school community.
- Written communication amongst the school community is in English, which is inclusive and understood by all members of the school community.
- Teachers organize various events and special days to promote internationally minded perspectives of different cultures and languages.
- Students are actively involved in selecting their own books according to their level during library time.
- Students are encouraged to use online reading programs to develop reading skills at their own pace.
- Book fairs are organized for the school community to purchase books in English.
- Students are given opportunities to visit the library during dedicated library time and recess times each week to check out books of their choice in English and in other languages.
- A variety of resources are used to provide students with globally relevant information, including

newspapers, magazines, and online news sites.

- Community members and families are invited to share their language skills with students.

Professional Development

SIS administration recognizes the significance of ongoing professional development in the area of language learning and EAL/JAL support.

- All teachers are language teachers and opportunities are available in the area of language learning and EAL/JAL support through workshops, seminars and forums within the school and in the wider community.
- Monitoring and providing feedback on effective language learning in the classroom is part of teacher appraisals.

Library and Multimedia Center

The SIS Library and Multimedia Center supports the learning environment and enriches the various languages represented in our school community.

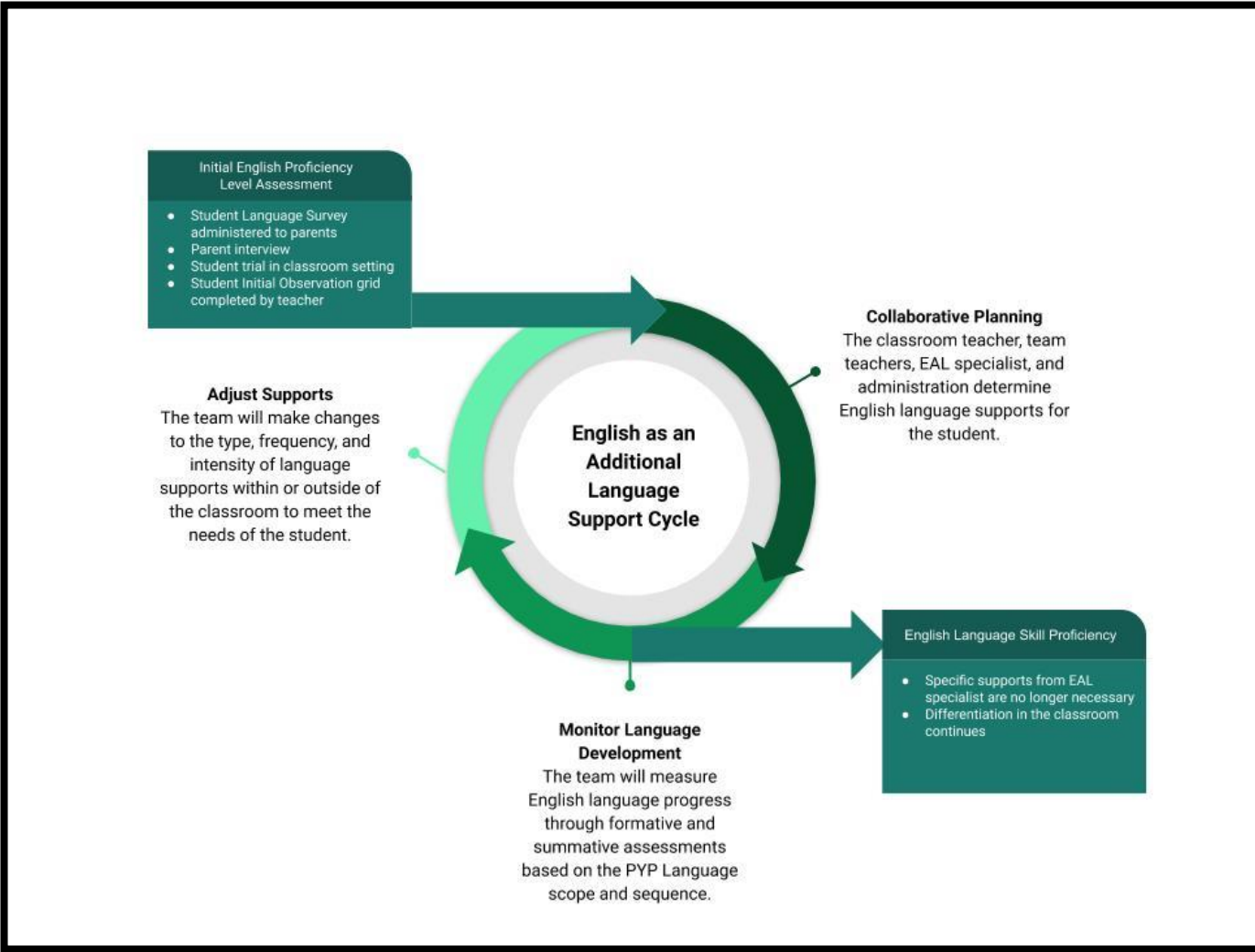
- The SIS Library and Multimedia Center is designed to meet the study and research needs of both individuals and groups.
- A wide range of materials (language games, references, online resources, etc.) are available mainly in English.
- The librarian will look for opportunities to increase the amount of resources in additional languages represented in our school community.
- The librarian will provide support for teachers to find books, online teaching resources, and other materials.
- The librarian and other teachers will strive to increase awareness and appreciation of a wide variety of languages around the world through creating mother tongue language displays.
- Reading materials including fiction and non-fiction books, Fountas and Pinnell, Raz Kids online, Big Cat Guided Reading Books, dictionaries, thesauruses, encyclopedias, and reference books are available.

Review

This SIS language policy is reviewed every two years by coordinators, administrators, teachers, students, and parents.

References

- Making The PYP Happen, 2009
- Learning In A Language Other Than Mother Tongue In IB Programmes, 2008
- Guidelines For Developing A Language Policy, 2008
- Towards A Continuum Of International Education
- Programme Standards And Practices, 2011
- IB PYP Language Scope and Sequence, 2009
- Alberta K-12 ESL Proficiency Benchmarks



Language Survey conducted in Admission Process

Student's Manner of Communication																				
Skills	English					Japanese					Other:					Other:				
	0: None ↔ 4: Above Grade Level					0: None ↔ 4: Above Grade Level					0: None ↔ 4: Above Grade Level					0: None ↔ 4: Above Grade Level				
Listening	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Speaking	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Reading	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
Writing	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4

Father's name: _____

Father's country of origin: _____

Mother's name: _____

Mother's country of origin: _____

What name do you use for your child? (E.g., Jenny or Chihiro) _____

Where was your child born? _____

Where else has your child lived? _____

How long has your child lived in Japan? _____

What languages do you speak?

Father: _____

Mother: _____

In what language(s) do you communicate with your child? (E.g., Turkish and Japanese; or Only English)

Does your child speak English or Japanese with other family members or friends? With whom and how often? E.g., She speaks Japanese with her grandmother once every two weeks.

Approximately how many English words does your child know? (circle one):

less than 10 10-50 51-100 101-200 more than 200

Is there anything else you would like to share regarding your child's communication abilities?

Figure 2