



# St George's College

Founded 1898

## LANGUAGE POLICY & PROCEDURES

*Revised and approved Jan 2023*

*Next revision Jan 2024*

---

# **ST GEORGE'S VISION MISSION AND VALUES**

## **VISION STATEMENT**

St George's College is a private, non-profit, bilingual, co-educational, learning institution with a long tradition in providing a well-rounded and demanding education. It delivers an international curriculum of high standards, which seeks to develop strong ethical values and character integrity, in order to allow its students to become useful and successful citizens.

## **MISSION STATEMENT**

Our mission is to provide students, between the ages of 3 and 18, with a bilingual education that integrates the Argentine and international curricula. We strive for the continual improvement in the quality of the teaching and learning, management and school resources in order that the students may develop their potential to the full. Our environment nurtures individual development, independent thinking, sportsmanship and an extensive and close interaction with the community.

## **STATEMENT OF VALUES**

Since its foundation in 1898, St George's College has been based on values adopted by its Christian founders, drawn from the best ones stemming from British tradition. These values are centred upon the following:

- Uphold honesty, integrity and truth.
- Demonstrate fortitude in terms of energy, initiative, courage and responsibility.
- Exercise good manners and respect towards people, rules, institutions, and the environment.
- Commitment and loyalty to the College, its people and society at large.
- Actively develop the concept of duty, caring and leadership through example.
- Apply perseverance and fair play in behaviour, work and play.

The College strives to uphold these values through its Governors, Staff, Parents and Students, adding to the best traditions established by its Founders.

## **1. LANGUAGE COMMITMENT**

St George 's College is committed to support multilingualism as a fundamental aspect to promote the intercultural understanding and the international mentality, as well as enhancing the access to the IB education to students of different cultural and linguistic origins. With this objective in mind, the school has established a linguistic policy which provides a framework to guarantee that the IB values and objectives in relation to multilingualism and its access to the programs are evident in the institution's activities.

Language is the main means through which we communicate, express ideas and thoughts, and is intrinsically linked to the identity concept. Through acquiring more than one language and by conserving the mother tongue the personal growth is enriched and this also helps the international disposition. This plays a main role in critical thinking and in the development of conceptual frameworks. As a community we try to ensure that all languages are respected the same way.

At St George's College, the vast majority of the students speak Spanish as their main language. Our proposal is to provide the students with skills that will allow them to think and express themselves with precision, clarity, confidence and creativity, both in Spanish and in English. The pedagogical perspective is inclusive; it contributes towards ensuring respect for identity and differences, as well as empowering the students as independent learners.

In order to organise the students' linguistic development plan the three areas of the Halliday model will be taken into account for both languages: learning of the language, where the communication skills are incorporated; learning through the language, comprehension skills; and learning about the language, where the thinking skills are developed.

Extra support will be given to the students who have difficulties with the curriculum so that they can meet the stated objectives. This way, equal opportunities are offered to all the students in all the subjects.

As language is essential for learning and is linked to all the areas of the curriculum, all the teachers in the school are language teachers and they are the ones responsible for promoting, using and recognizing the correct manner of its use.

This policy is a written assignment in process, which has been designed to help us clarify our ideas on the importance of the languages and find the best way to motivate the IB bilingual community.

This policy should be read in conjunction with:

- Admission policy
- Inclusion policy
- Curriculum policy
- Equality policy

## **2. AIMS**

### **COMPLIANCE**

- To ensure the school is compliant with all national laws and guidelines
- To ensure best practice from around the world

## **ONE SCHOOL**

- To establish principles efficiently across all sections and highlight procedural differences.
- To ensure where possible that resources, contracted services and support materials are implemented efficiently across all sections and wherever possible replicated.

## **FRAMEWORK**

- To provide the school's leadership a framework within which to work.
- To communicate clearly with the community what our policies and procedures are.

## **POLICY SPECIFIC**

- To provide an ethos within school where bilingualism is supported and encouraged.
- To provide support and training for staff so they can provide appropriate language support for the pupils



# St George's College

Founded 1898

**QUILMES**

### **3. LANGUAGE PROFILE**

The learning community profile constitutes an essential part in the teaching and learning of the language, as it represents the desired characteristics for the learning in an efficient manner and forms students with an international mentality. This profile along with the five main elements of the programme (concepts, knowledge, skills, attitudes and action) constitutes the base for the planning, teaching and evaluation of this curricular area.

Most of the students speak Spanish as their mother tongue. There is a student population who speak Korean as their first tongue and also English. There are also a few students who speak Portuguese, Chinese, Dutch and Arabic.

Most of the teaching staff speaks both Spanish and English. The school regularly hires as staff members young gap students, native English speakers, for periods of six months, to help and contribute to the development of this language in all three sections of the school. The school encourages and facilitates the resources in order for the teachers to receive the necessary assistance and the corresponding professional development.

The classes are taught in English and/or Spanish from Kindergarten to Secondary.

Both English and Spanish are used in the school and for written communications to the community.

The education at St George's College is centred on the needs of the students. Learning how to deal with a variety of different situations is a challenge which involves a linguistic knowledge that can only be acquired through experience.

The teaching of the Languages is carried out through Units of Inquiry, action and reflection and in every subject in Secondary. The teachers of the institution support the students and foster their capacities as they focus on their learning needs to be able to reach their academic and personal success.

The school's objective is to help the students in exploring and building their own personal and cultural identity; so, to achieve this:

- Students are encouraged to be inquiring and reflexive.
- Students are supported to be actively responsible for their own learning in relation to their instruction language as well as to enrich their mother tongue.
- The characteristics of the IB community profile are developed.

As the schools focused on the individual needs of the students, the following strategies are offered in order to meet the demands of the community:

- Differentiation of the comprehension levels according to the needs of the students.
- Teamwork and individual work strategies according to the needs of the students and the teaching purpose.
- Use of technology to develop language skills with specialised software and hardware.
- Personalised classes, with differentiated activities to support the acquisition of the language of instruction.
- Regular evaluations: summative and formative according to the linguistic profile of the student.
- Support workshops for new students and for those who have weaknesses in a language used for classes at the institution.
- Methodical adaptations according to the needs of the students and/or the suggestions of external professionals.
- Appropriate use of both languages by the staff members and amongst the students.
- Written and oral skills developed through the design and the planning of the units, the classes and the activities.
- Written and oral institutional communications in both languages.
- Coordination with the orientation team.
- Reading classes included during school hours and in coordination with library activities.
- Combination of local, foreign and bilingual teachers.
- An interchange of a variety of reading, writing and oral situations which allows the students to become more independent and reflexive and use the language to learn, organise their thinking method and elaborate their speech.

Channelling a series of actions towards the achievement of an objective not only contributes in understanding the purpose of what is being performed, but also allows putting the knowledge into action through active learning and solving different problems in a progressive independent manner.

**The transdisciplinary skills, related to the teaching of the language, at St George's College are:**



- Based on inquiring.
- Centred in conceptual comprehension.
- Developed in a local and global context to optimise an international mentality.
- Differentiated to satisfy the needs of all students.
- Centred in team work and efficient collaboration, with the whole community in mind.

#### **4. EARLY STAGE**

In Kindergarten, being bilingual means being able to orally communicate (in a meaningful school context) and taking the first steps in the development of literary skills in more than one language, English and Spanish. The students are helped in the comprehension and communication of both languages. The specific objectives in Kindergarten are that the students feel confident to speak, answer when asked, desire to participate in dialogs in the classroom and in group conversations, provide information, elaborate simple sentences, ask, compare, name, express likes and dislikes, feelings, amongst other means of expression.

There are multiple options to make this learning attractive for children. A very motivating manner is through games with educational purposes and various songs to be able to learn more vocabulary. In their daily routines, they gradually incorporate simple phrases until they manage to develop more complex structures. This is a new way to approach the oral language and become familiar with the grammatical structures in Spanish.

The emphasis is placed in “phonology and listening comprehension”. The children are able to learn a new phonology system with a high possibility of having a correct pronunciation. To be able to develop those skills there are sequence Units according to the level of the child and the needs inside the school.

##### **The way it is approached**

The material which is used is visual, manageable and concrete. Non-verbal resources are also used to improve the comprehensive intervention, even more with all those students who do not speak Spanish and English. On some occasions, teachers need to use some simple words of their vocabulary to be able to establish a communicational relationship with the child.

The teachers prepare an annual plan where the contents are adjusted according to the needs of each student and the whole group.

##### **Listening skills developed in Kindergarten:**

- Listen when spoken to them.
- Pay attention during conversations.

- Pay attention to instructions in class and follow them independently.
- Comprehend stories, games, instructions, songs, etc.

### **Reading comprehension skills:**

- Understand that the written language has a meaning.
- Connect the sound of a letter with the letter.
- Be able to use phonetic knowledge to try to read simple words.
- Be able to combine simple words.

### **Oral expression skills:**

- Greet, thank.
- Speak clearly.
- Speak by using sentences.
- Use sentences in the correct grammatical order.
- Use new vocabulary.
- Communicate needs and feelings.
- Contribute in an oral manner with the group, share ideas, start to give their own opinions.
- Share comments about different situations.
- Answer to questions.
- Answer according to what they heard and make relevant comments.
- Ask questions.
- Express feelings, likes and dislikes.
- Compare.
- Name.
- Know how the letters are formed following the correct direction and holding the pencil the right manner.
- Write the name and surname by using the appropriate letters.
- Use phonetic knowledge to try to write words.
- Adequate the words to the available space.

## 5. PRIMARY LEVEL

In Primary the general objective of the language is: **be bilingual to communicate, inform, explain, understand, convince, summarise in English and in Spanish.**

To be able to meet this objective it is important that in the first year of the Primary Level the students start to develop the skills of phonological consciousness through all the senses.

The phonological consciousness is the student's capacity to reflect on the segments of the oral language: phonemes, syllables and words. Recent investigations show that the phonological consciousness supports and improves the acquisition of literary skills and eases the process of the appropriate literacy. Such ability must be stimulated by the teacher.

Also, an early recognition of those students who show a low level of phonological consciousness is fundamental if we want to help them to develop their reading capability. This is met through exercises and games related to the sequences of sounds which form the words by practising different tasks.

### **Phonological consciousness skills:**

- Work on hearing discrimination and the hearing perception of the language to be able to provide a meaning to what is heard.
- Intensify the use of the sounds which form the language.
- Recognize the words in a sentence and its characteristics.
- Identify syllables/phonemes and their characteristics.
- Recognize the initial sound of a word (vocalic-consonant); final sound (rhymes).
- Link words by its initial sound.
- Subtract and add phonemes to form new words.
- Read with independence (syllables/phoneme-word-sentence).

### **Comprehensive hearing skills:**

- Carefully listen to what other students and grownups say, even identifying different accents.
- Show comprehension when recalling, commenting, giving opinions, answering or evaluating in a critical manner what was heard.
- Comprehend instructions, stories, songs, etc.

**Reading comprehension skills:**

- Read adequate texts according to the age, understanding, answering and elaborating questions by using hypothesis and inferences. Elaborate conclusions.
- Evaluate the result when justifying, interpreting and summarising texts, being able to provide a value judgement according to the personal criteria.
- Use visual clues from the context, apart from other abilities, to be able to decode new vocabulary.
- Read out loud in a clear and confident manner with intonation, rhythm and expression.
- Read texts for information and meaning, interpret, search, make notes, identify the main and secondary ideas.

**Oral expression skills:**

- Speak clearly and with confidence amongst students as well as with adults in Spanish and English.
- Elaborate oral presentations for different audiences with various purposes.
- Use a broad range of vocabulary with precision, and be able to recognize the meaning of new vocabulary.
- Precise use of the grammar, using the correct verbal tenses according to the situation.
- Ask questions to clarify the meanings.

**Writing skills:**

- Fluid and confident writing, using cursive and printing legible writing.
- Express ideas with cohesion and coherence, according to the different genders, structuring the writing when necessary, with a rich vocabulary.
- Use the appropriate grammatical structures in a precise manner, including the correct punctuation and verbal tenses.
- Write with an effective style, appropriate according to the different purposes and audiences.
- Correct writing according to the orthographic rules.
- Plan, revise and edit the written work, and even search in the dictionary when necessary.

## **6. SECONDARY LEVEL**

In Secondary school the general objective is to develop the skills of the first and second language, according to the needs and skills of the students. There are optional subjects that are taught both in English and in Spanish as from ES1 to be able to cater for the different levels and linguistic profiles. The literary skills are developed in the different areas in both languages, having in mind the established objectives in the national and international programmes.

In ES3 and ES4 the objective is also to prepare them in first instance for the IGCSE (First Language or Second Language and/or Literature) and in second instance for the International Baccalaureate Programme.

For the Diploma programme all ES5 and ES6 students must take a language as their first language (can be Spanish or English according to each student's profile) and another one as a second language (English or Spanish). Also, for students who have an advanced level in both languages the Diploma contemplates the possibility of taking both languages as first language level. At the same time, the students can opt for taking the subjects corresponding to the groups 3, 4, 5 and 6 in either language (Spanish or English).

According to the objectives of the international programmes, there are different Language and Literature courses in both languages that the students can choose from depending on each student's profile. The objectives for Secondary in these courses are the following:

**First Language (Language A Literature or Language and Literature):**

- Introduce to the students the broad range of texts, from different periods, styles and genders.
- Develop in the students the capacity of carrying out a meticulously and detailed analysis of specific texts and develop relevant connections.
- Develop the capacity of expression of the students, in their oral and written communication.
- Stimulate the students to recognize the importance of the context in which the texts are written and received.
- Boost, through the study of the texts, the appreciation of the diverse perspectives of people in other cultures and how those perspectives contribute to the elaboration of meaning.
- Stimulate the students to appreciate the formal, stylistic and aesthetic characteristics in texts.
- Foster amongst students an interest towards language and literature that would last throughout their whole life, as well as the capacity to enjoy both.

**Second Language (Language B or Language ab initio):**

- Develop the intercultural understanding of the students.
- Manage for students to understand and use the language of study in diverse contexts, dealing with also diverse matters.
- Promote, through the study of texts and the social interaction, be conscious and value the different perspectives of people in other cultures.
- Manage for students to be conscious of the role the language plays in other areas of knowledge.
- Manage for students to be conscious of the relation between the language and the cultures that they are familiar with.
- Provide the necessary base so that students can, through the use of the additional language, other studies, jobs and leisure activities.
- Provide, through the knowledge of an additional language, opportunities for fun, creativity and intellectual stimulation.

## **7. POLICY OF INCLUSION**

The school's policy is oriented towards providing the same opportunities to all students, no matter the race, gender, nationality or any kind of disability. Apart from establishing how the students must be treated inside the classroom, the policy aims at making an impact in the teaching method.

Our students have diverse skills, from the gifted and talented, to those who need sustained scaffolding for the learning process. Independently from the starting point for each student, it is the school's responsibility to try to allow all students to meet their maximum potential.

The school coordinates all these actions through an interdisciplinary team of psychologists, educational psychologists, Heads of Year, Heads of Programmes, EOE (School Orientation Team). This way the particular needs of the students can be detected in relation to the learning skills and weaknesses in the use of the language (in Spanish and/or English), and therefore allow all three sections of the school to intervene.

The classes are differentiated in classrooms with mixed skills.

This includes special attention towards the students with a mother tongue who must do their best in such a language, and those whose mother tongue is neither Spanish nor English. The students who are weak at Spanish, English or both, may need an adaptation to the programme in order to allow them to meet the necessary level for their IGCSE and IB exams, when possible, as well as accepting the knowledge they have of the subject allowing them to express themselves in the required language.

The international students admitted in Secondary may follow the IB programme when they cannot access the elements of the Argentine programme taught in Spanish.

### **Other differences for those who need extra support with the language**

Other differentiations in the students who require extra support with the language include the following strategies:

- The organisation of special sessions with native speakers to reinforce the vocabulary, the reading and hearing comprehension (both inside and outside the school).



- Strategic seating of the students in classes with bilingual teachers.
- Educational teaching partners of both languages in Kinder and the first cycle in Primary school, in favour of a differentiated attention.
- Having a teacher in 1st, 2nd and 3rd grade of Primary and in Kinder 3.
- Support Teams in College, Primary and Kinder.
- Selection of subjects in College which suit the language skills of the student.
- Offer, when necessary, diverse courses and IB subject levels of self-taught literature (other languages which are not Spanish and English) with tutoring.
- Support in pairs in reading in Prep.

## **8. EDUCATIONAL ADAPTATIONS**

There are two kinds of adaptations as answers towards the pedagogical needs:

- Access to the syllabus (physical adaptations, communicational, time frames).

- Syllabus (refers to the constitutive elements of the curricula: objectives, methodology, teachings, sequences, evaluation).

In relation to the inclusion of the students with disabilities in the three sections, the school establishes that their early identification and the provision of support based on their needs are requested. The orientation team will intervene when necessary. The student with an inclusion proposal will have an Individual Pedagogical Project (IPP), where the objectives and learning proposals will be recorded to perform the educational path. The student will be evaluated based on his/her individual project and only at the end of each cycle it will be indicated that he/she had an inclusion project, in order to guarantee the continuity. The individual pedagogical project must clearly indicate to which grade corresponds to the expectations of the stated achievements. This will be revealed to the parents and the external professionals when available.

The classroom teacher is responsible (in all sections) in deciding which differentiation strategies are needed to care for the individual needs of the student.

## **9. PRINCIPLES**

- The evaluation constitutes an essential part in all planning, teaching and learning processes.
- The system and practices of evaluation are clearly informed to students and parents.
- There is a balance between the formative and summative evaluation.
- Students have the opportunity to test themselves and amongst peers, so that they can think about their own learning.
- The levels of knowledge and experience of the students is evaluated before addressing new learning.
- The students receive information and comments on their work as a base of learning for their future.
- Parents receive relevant information on the progress of their children.
- The evaluation results are analysed to be able to provide information on the teaching and learning and to determine the individual needs of the students.
- The evaluation is used to test the efficiency of the syllabus.
- The feedback and the analysis of the evaluation must assist the process of teaching and learning.

## **10. Citations and Sources**

St George's College uses the Chicago Manual as a base for citations and sources for academic assignments.

It recommends two valid ways to cite: the first one is through footnotes and, when necessary, the bibliography at the end of the document. It is the preferred style in Arts, History and Literature. The second one, consists of including in the text, between brackets, the surname of the author, year of publication of the piece and, when necessary, the page number. The complete information on the piece appears in the bibliography (usually called "References" or "Consulted sources"). This style is considered appropriate for Natural Sciences and Social Sciences.

## **POLICY REVIEW**

This policy is to be reviewed by SLT and presented to the Board of Governors for final consideration and approval.

Approved by the Board of Governors, signed:

Dr Francisco Follett, Chairman

James Belmonte Diver, Headmaster

**Date:**