



# Language policy at SIEC



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Soodeh International Educational Complex



# Language policy at SIEC



## 1. Purpose and general principles

At soodeh international educational complex (SIEC), language is believed to be the foundation of all learning and the central component of intercultural exchange and mutual understanding. We highly emphasize on multilingualism in preparing our students to be globally engaged citizens. Our language philosophy is guided by the following principles:

- All languages are equally valued and may be used as a medium of inquiry. We acknowledge that each language has its unique characteristics and cultural significance, and we aim to create an inclusive environment that celebrates linguistic diversity.
- Language development is a shared responsibility of all teachers, parents, and students. We believe that language learning is a continuous process that requires collaboration and support from all stakeholders.
- Language is taught through context and related to existing knowledge. We employ a constructivist approach to language learning, where students build upon their prior knowledge and experiences to acquire new linguistic skills.
- The range of languages within our school is an opportunity to reflect on and celebrate the multilingual society we live in. We encourage our students to embrace their linguistic heritage and share their knowledge with their peers, fostering a sense of community and mutual understanding.

### **Language mission:**

Our mission is to provide a supportive and enriching language learning environment that enables our students to:



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Develop proficiency in English, the language of instruction, to access the curriculum effectively. We recognize that English is a global language and a valuable asset for our students' future success. By mastering English, our students can engage with a wide range of academic resources and communicate effectively with people from diverse linguistic backgrounds.

Acquire a second language (German or French) to broaden their linguistic and cultural horizons. We offer German and French as second language options to provide our students with the opportunity to explore new cultures and perspectives. By learning a second language, our students can develop a deeper understanding of the world and enhance their cognitive abilities.

Maintain and strengthen their mother tongue (Farsi) to preserve their cultural identity and facilitate family communication. We believe that preserving one's mother tongue is crucial for maintaining cultural heritage and family ties. By offering Farsi classes, we aim to support our students in maintaining their linguistic roots while also developing proficiency in other languages.

Become confident and creative communicators in multiple languages. We encourage our students to express themselves freely and creatively in the languages they learn. By fostering a safe and supportive environment, we aim to build our students' confidence and help them develop their unique voices in multiple languages.

## **Language Vision**

Our vision is to nurture multilingual, internationally-minded individuals who can navigate the global landscape with ease. We aim to:



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- Equip our students with the necessary language skills to pursue higher education and future careers in an increasingly interconnected world. We believe that multilingualism is a valuable asset in today's globalized job market. By providing our students with a strong foundation in multiple languages, we aim to open doors to diverse educational and professional opportunities.
- Foster a love for language learning and an appreciation for linguistic diversity. We strive to create a learning environment that inspires our students to continue exploring and expanding their linguistic repertoire throughout their lives. By cultivating a passion for language learning, we hope to contribute to the preservation and celebration of linguistic diversity on a global scale.
- Empower our students to express themselves confidently and creatively in more than one language. We believe that language is a powerful tool for self-expression and creativity. By encouraging our students to explore their linguistic abilities, we aim to help them develop their unique voices and perspectives, which they can share with the world.
- Develop global citizens who can effectively communicate and collaborate with people from diverse linguistic and cultural backgrounds. In an increasingly interconnected world, the ability to communicate across linguistic and cultural boundaries is essential. By nurturing multilingual and culturally sensitive individuals, we aim to contribute to the creation of a more peaceful and harmonious global community.



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Soodeh IB International Educational Complex supports and values our students' mother tongue while, when necessary, guiding them through the process of language acquisition. We recognize that language learning is best achieved through active usage and provides students with ample opportunities to practice and build upon their language skills in real-world contexts. The school encourages students to utilize language at every possible opportunity, both inside and outside the classroom, and expects them to communicate in the language of the subject they are studying, engaging with both their peers and teachers.

The school strives to maintain an atmosphere where students feel comfortable taking risks and making mistakes, as it believes this creates a safe and supportive environment for learning. Soodeh IB International Educational Complex also acknowledges that proficiency in a student's first language can enhance the development of a second language. While the program focuses on simultaneously developing English and French/German throughout the MYP, the school encourages parents of students with other first languages to continue supporting the development of their child's first language at home.

## 2. School Language Profile

### A) IB Middle Years Program Admissions.

External (non-Soodeh Elementary and mid-year Rolling Admission) candidates are admitted to the IB Middle Years Program based on:

- The results of entrance exams of English, Mathematics, and science in the English language.



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- A two-part interview with both the student and the parent(s)

by two of the following members of staff; the Principle, the IB Division Head, Director of Teaching and Director of Academic Affairs, Lead Teacher for Academic Affairs, Lead Teacher for Student Affairs.

- The previous results and recommendations from the students' former schools.
- A final decision by a three-member team consisting of the Principal, the IB Division Head, and the Head of School, using a comprehensive analysis based on the points above.

### **B) Internal Students:**

Internal students are admitted through the Elementary School IB English Program Based on their performance. Children cannot enter MYP if they get less than 50% in English, Mathematics, and Science. This is based on an average of their overall scores in these subjects in grade 5 terms 1 and 2.

### **3. Placement of students into Middle Years Program Language classes**

Soodeh International Educational Complex recognizes that language is central to learning and that all teachers are language teachers. We are committed to providing access to all students, regardless of cultural, linguistic, and social backgrounds. We actively support the diverse families in our school community. Students learn reading strategies in all subject areas. We strive to learn about various cultures and languages from our own diverse population, as well as those in our local and global communities.

When a student enrolls in Soodeh International Educational Complex, they are asked to identify their primary language. If students mark that they speak a



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language other than English at home; Then, they are given an assessment. After the assessment, and based on the result School provides additional programs such as private tutoring and study groups as well as help and support from the teachers and the staff are provided for the students.

Students of Soodeh International Educational Complex come a diverse background. Most students' mother tongue is English; however, we also have a significant population that claims other languages which include but are not limited to Arabic, Persian, and Turkish among others.

We actively support the development of students' native languages by promoting multilingualism in various ways. We demonstrate our appreciation for students' languages of origin and their associated cultures. We acknowledge and incorporate vocabulary from students' mother tongue languages into classroom discussions. We provide access to books and magazines in multiple languages to encourage reading and learning. Additionally, we integrate lessons about diverse cultures and languages into our curriculum. Our school district also offers informational materials in various languages to facilitate effective communication with parents.

For English Language Learners (ELLs) specifically, teachers make necessary accommodations to support students who have limited proficiency in English. At Soodeh International Educational Complex, we have dedicated ELL teachers who provide targeted instruction to ELL students in separate classes, in addition to them.



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## 4. Language and assessments

Soodeh International Educational Complex supports students with Limited English Proficiency in language acquisition in the following ways:

- Small group instruction with highly qualified English as a Second Language (ESL) teacher.
- Push-in support during Literacy Classes.
- Yearly assessment beginning in kindergarten using a Language Proficiency Assessment to monitor language development progress.
- Sheltered Instruction in all classes to scaffold the acquisition of vocabulary and concepts central to learning by providing visual cues, collaborative learning experiences, and consistent assessment of prior knowledge.

Soodeh International Educational Complex will support all students in language acquisition in the following ways:

- Implementing reading and writing strategies across the curriculum.
- Selecting and providing access to literature from a variety of cultural backgrounds from all over the world.
- Providing multiple opportunities at all levels of instruction for students to write in a variety of genres.
- Allowing students ample choice in their reading materials and encouraging reading for enjoyment.





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- Providing differentiated instruction for students with special needs, including students with learning disabilities and students who are academically talented and gifted.
- Assessing students formally and informally in the classroom using check-ins, writing prompts, reading comprehension checks, reading skills assessments, speeches, and essays.

## 5. Placement of students into Middle Years Program

Soodeh International Educational Complex places Middle Years Program students in Grades 6 to 10 into either English Language and Literature or Language Acquisition courses based on their Grades, but they have extra private or group classes based on proficiency level to support them.

All incoming students to the program undergo internal placement testing, which includes their entrance exam results, and classroom performance. To monitor their language development and progress, students are tested annually. Tested; Based on these test results, class work, and teacher recommendations, students are placed in the "best-fit" IB MYP 1 to 5 with extra supporting classes at the start of the following term.

## 6. Language and assessments

Students must submit assessment in the language of instruction.

At school:

### a) **School staff:**

To support students in the early years of Soodeh Educational Complex, the school aims to assign English/Persian bilingual teachers to Grade 7 and 8



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classes. The school also tries to ensure that each Grade's team includes at least one native Persian speaker and one native English speaker.

### b) **Supporting Language Classes:**

The GE extracurricular program for Grade 6-10 students is designed to assist second language learners in accessing the Middle Years Program curriculum. It takes place approximately every day throughout the academic year. Students receive a maximum of four sessions per week, depending on their individual language proficiency, in either individual or group settings.

The GE extracurricular program support is provided to:

Grade 6-8: All language acquisition students.

Grade 9-10: students based on teacher requests and their progress during the year. The GE extracurricular program focuses on the technical grammar needed for students to gain a basic understanding of the instructional language across all Middle Years Program subjects.

The ELL Coordinator collaborates with LA teachers and staff from the middle Years Program to identify students who qualify for The GE extracurricular program. This process involves analyzing CEFR, as well as considering each student's attainment and progress within their subjects. Parents receive a report on their child's progress in the GE extracurricular program at the end of each term.

### **At Home:**

Advice to parents:

Parents and the school community are expected to be actively involved in monitoring, supporting, and providing opportunities for second language acquisition. The following suggested strategies to facilitate such support are



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communicated to parents at introductory and beginning of the year workshops:

- Encouraging reading of authentic texts.
- Participation in international cultural experience and or exchanges.
- Watching international movies with subtitles.
- Listening to international music and audio programs.
- Utilizing the Internet in a second language.
- Joining international friendship organizations.
- Writing letters, keeping diaries and recounts in the second language.

## 7. Supporting staff

Soodeh International Educational Complex is committed to supporting teachers in using effective differentiation strategies for learners with specific language learning needs.

### A) EAL Coordinator:

The EAL Coordinator supports staff with English language teaching in the following ways:

#### Instructional Coach:

- Planning and leading staff workshops on various EAL-related matters
- Providing one-on-one guidance and support to teachers in planning



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and delivering teaching practices to support EAL students

- Leading Professional Development on interpreting assessments to guide planning and teaching
- Acting as a first point of contact for colleagues with EAL-specific questions, suggestions, or concerns

## Student intervention:

- Working with Program Coordinators to create language targets for students identified as needing intervention
- Liaising with subject teachers and Program Coordinators to identify and observe students of concern regarding their English language issues

## English Class Design:

Advising the English Department in creating MYP English classes based on English phases

## Student Profile:

Overseeing the maintenance of the language section of the MYP Student Profiles, tracking each EAL student's progress across the program.

## Lesson Observations:

As part of the lesson observation process, the Programme coordinators, Director of Teaching and Learning, and EAL Coordinator (when necessary) provide feedback highlighting language learning strategies to support teachers in planning and teaching their lessons.

## Professional Development Language Workshops:

The EAL Coordinator, English Department, Program Coordinators, and classroom teachers run language workshops throughout the year, focusing on:

The needs of language learners, promoting an understanding of each language phase



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Providing staff with opportunities to share their own experiences

and strategies for teaching language in the subject areas Supporting the teaching of key MYP Command Terms to allow students to access the curriculum

## **Staff support materials:**

Teachers are provided with a support booklet of differentiation strategies and classroom activities for language and literacy learners for guidance. The booklet is reviewed with staff in language workshops.

## **Student Profile:**

The school has a student profile that includes a range of language information, such as language levels and classes, educational history, and languages spoken at home.

## **Revision:**

We review all our policies at the end of each academic year and implement any necessary changes by the end of September at the beginning of the next academic year.

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