



SEKOLAH GLOBAL INDO-ASIA LANGUAGE POLICY



Primary Years Programme (PYP)

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SGIA VISION AND MISSION

Vision

Sekolah Global Indo-Asia (SGIA) is a leading world school for educational excellence by providing the highest quality standard of services.

Mission

Sekolah Global Indo-Asia's (SGIA) mission is to foster a life-long love of learning in order to develop competent, respectful, compassionate and knowledgeable students who have the confidence and integrity to fulfill their dreams, strive for the betterment of mankind, and achieve their potential as responsible world citizens.

Our Philosophy on Language

“Language stands at the center of the many interdependent cognitive, affective, and social factors that shape learning”.

(Corson 1999: 88)

As a leading educational institution serving learners with a variety of language profiles, it is essential that language philosophy at Sekolah Global Indo-Asia (SGIA) is one that seeks to uphold the variety of human communication in the highest regard, while striving for academic excellence within languages of instruction.

SGIA recognizes that the learning process in language involves *learning language* (as learners listen to and use language with others in their everyday lives); *learning about language* (as learners grow in their understanding of how language works); and *learning through language* (as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues) (PYP Scope and Sequence 2009).

We recognize that language is an essential component that permeates into the entire curriculum. We believe that language is an agent for transdisciplinary learning and inquiry, and as such, requires a learning environment that advocates, generates and substantiates effective communication and language development. We understand that since language is central to learning, *all teachers are, in practice, language teachers* with responsibilities to accelerate effective communication inside and outside of school.

Language learning refers not only to the learning of a specific language, but also being open minded to learn about the culture of self and others. Through language instruction, we encourage intercultural awareness, inquisitiveness, and an appreciation of diversity by imparting our students the tools needed to interpret and understand the world around them.

SGIA aims to foster in students the ability to think and express themselves with precision, clarity, confidence and imagination in at least two languages. *Language development in more than one language enriches personal growth, provides cognitive advantages and is essential to the development of international mindedness.* We strive to address the particular challenges of those students who are learning in a language other than their home language by providing integrated, well-implemented English as an Additional Language (EAL) programme.

SGIA promotes the use of the home language by encouraging the students to continue speaking, reading and writing in their native language at home and reiterating in the English language. The school wants to assimilate in its learners a sense of pride and cultural belonging, while using their home language. We work towards inculcating an appreciation of different languages (English and home language) that will nurture our students to be lifelong learners.

Language Profile of Students and Teaching Staff in SGIA

SGIA has a growing number of diverse nationalities within the student body as well as with the teaching staff. However, the majority of the student body and staff members are Indonesians.

Figure 1: Demography of Primary Teachers and Staff

Indonesians	Indians	Americans	British	Filipinos
33	3	1	1	4

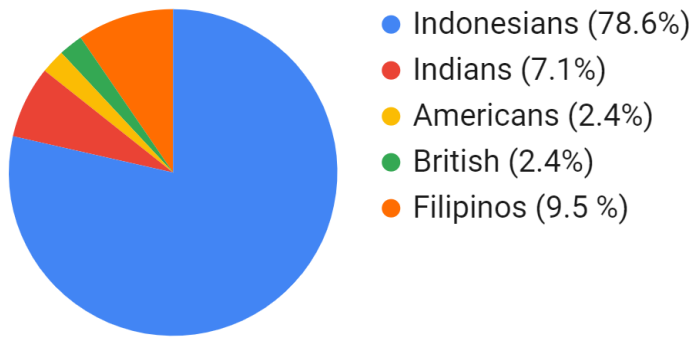
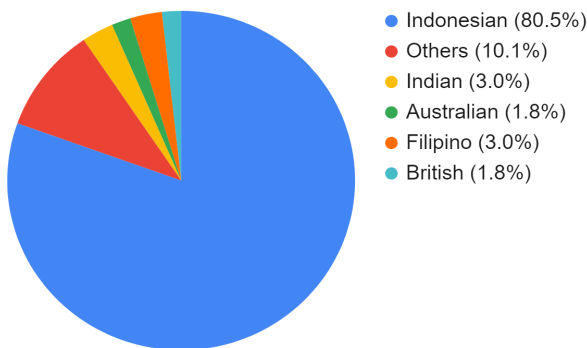
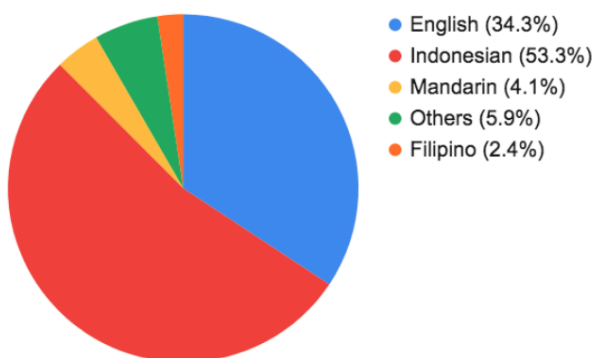


Figure 2: Graph of Students' Nationalities in the Primary Department



80.5% of SGIA students are Indonesians, followed by Indian and Filipino (3% respectively), British and Australian (1.8% respectively). Other nationalities with a smaller percentage include: Canadian, French, Korean, New Zealander, Japanese, Malaysian, Singaporean and Swedish.

Figure 3. Major Language Used by Primary Students at Home



More than half of our students (53.3%) speak Indonesian at home as their dominant language, followed by English (38%), Mandarin (4%) and a smaller percentage speak other languages (Hindi, Filipino, French and Korean). Our survey also indicated that many families used mixed languages at home, particularly Indonesian and English. Only 2.4% of our students use English only at home as their dominant language and only 22.8% use Indonesian only at home.

Note: A survey was conducted in August 2021 to obtain our latest school's language profile, as a part of the Language Policy revision process.

Languages in the School

- The main language of instruction at SGIA is English, thus all students are expected to learn successfully within this language. English is the language of instruction in all subjects, except for Indonesian language and Mandarin subjects. *Pendidikan Pancasila dan Kewarganegaraan* (PPKn) and Indonesian Studies are delivered in both English and Indonesian to ensure students' understanding.
- SGIA places importance on the official country language. Indonesian language is taught from Kindergarten 3 (age 5-6) to Grade 5 (age 10-11). In Kindergarten 3, Indonesian is taught as an integration with their unit of inquiry, focusing on the development of Indonesian vocabulary. From age 6 onwards (Grade 1-5), Indonesian is explicitly taught for three periods per week. The lessons in Grades 1-5 are differentiated into Indonesian speakers and non Indonesian speakers to meet the needs of the students.
- Mandarin is taught from Kindergarten 3 (age 5-6) to Grade 5 (age 10-11) for one period per week.

- The English and Mandarin classes use the IB Language scope and sequence, and Indonesian language, as required by the local authority, uses the standard competencies from the National curriculum.
- Students who need extra support will be given that opportunity through classroom differentiation by the homeroom teachers. Students may also receive language support outside the classroom setting under the EAL (English as an Additional Language) Programme.

English as an Additional Language (EAL) Programme

As indicated in the survey, the first language of most of our students is not English, therefore, the school is aware that extra support is sometimes needed for students who have limited skills in English. Our school offers the EAL programme to Elementary students from Grades 1-5. This programme is focused on students who need to improve speaking, listening, writing, and reading in English.

EAL classes outside the classroom setting (pull-out approach)

The EAL programme is designed for students who need extra support in developing their English skills in order to be able to access the curriculum and communicate with confidence and competence. EAL lessons are delivered two periods per week outside the classroom setting (pull-out sessions). If the need arises, the EAL student may also be withdrawn from learning other languages (depending on the language profile established) in order to focus on his or her maximum level of English competency. The primary principal, together with homeroom teachers and PYP Coordinator will determine this kind of arrangement.

EAL classes within the classroom setting (push-in approach)

The EAL teacher conducts 1 class per week in every homeroom (grades 1 to 5). These classes are identical to the EAL sessions. These weekly meetings are a coaching session for the non-EAL students and a confidence builder for the EAL students (since they have already received instruction about the material being covered). The EAL homeroom sessions will act as a gauge to determine how the EAL students compare with their English speaking peers.

Note: At the time of this policy was reviewed (September 2021), this practice has been put on hold during the pandemic due to time constraint. Classes will resume once the school starts its full face to face learning.

Each term, reviews will be made by EAL and Homeroom teachers to determine if the EAL candidate will continue or exit the programme. Students receiving EAL support are issued with report cards and narrative comments using the standard reporting format, twice a year.

Multilingual Practices in the School

The term “multilingualism” in the PYP refers to linguistic ability in more than one language, and recognizes that each of a student’s languages may be developed to different levels, and within different contexts, depending on their social and academic experiences (Learning and Teaching, 2018).

- As part of our current practice, each classroom in Grade 1-5 has an Indonesian homeroom teacher, and in every grade level, there is one foreign homeroom teacher who works together with the Indonesian teacher. Both Indonesian and foreign teachers collaborate and work together in the learning and teaching process.
- To cater to the needs of our school community who speak only the local language, Indonesian, all communications and information (letters, announcements, curriculum overview, newsletters) are translated to

Indonesian for clarity and efficiency. For ease of understanding, signage/ announcements around the school are also written in both English and Indonesian.

- Presentations during school events, such as *Meet and Greet*, *Open House*, *PYP Induction for parents and staff*, are conducted in both languages (Indonesian and English) depending on the audiences. National homeroom teachers are also aware of the need for Indonesian translation, when appropriate.
- Currently our library has a collection of 24,926 books (as of September 2021). Out of this, 94% of the books are in English and 6% of the books are in 14 other languages, including Indonesian. The library gives access for students to borrow books. Our Library resources can be accessed through the school's website (<http://primarylibrary.sgiaedu.org/>). The website is also connected to some online resources that provide books in different languages (both local language and international). At the beginning of the new school year, our Library department gives a *Library Resources Information* session to parents.
- Our school's *Literacy Week* every year celebrates the different home/personal languages in our school. Parents or guests are involved in reading sessions or stories telling using their own home language.
- Lastly, multilingualism is also practiced during performances, including assemblies. Respecting both religious and ethnic diversity in different languages are always encouraged during important occasions. SGIA believes that doing so will cater to all views of our stakeholders. The languages used are Indonesian, English and Mandarin.

Rights and Responsibilities of the School Community

At Sekolah Global Indo-Asia, we believe it is the shared responsibility of all stakeholders; parents, students, and teachers to support the language philosophy. Each individual has a responsibility in learning and teaching language.

- School policies are communicated to the teachers, students and parents through regular communication and are uploaded on the school website once finalized.
- Pedagogical leadership team provides teachers with training in the school's language practices as part of collaborative meetings and professional development to make sure that our language policy becomes a working document.
- *All teachers are language teachers.* Teachers have the responsibility to recognize and support language development to ensure that all students are provided with the environment and the necessary language support to enable them to participate in their academic and social life.
- Parents play an important role in supporting the home language of their children. Our school's resources (library and online resources) are open for parents to support the development of their child's home language.
- Parents are involved in helping with the language learning program (ex. reading programmes, story reading, literacy sessions).
- Students become fluent in a language other than his/her home language and are encouraged to be open-minded and respectful of another individual's language and culture.

Home Language Support and Development

Research has shown that development of home and family languages is crucial for cognitive development and in maintaining cultural identity (Language Scope and Sequence, 2009). SGIA supports the imperative that children continue to preserve and deepen their understanding of their home language for the development of higher order cognitive skills and for the transmission of cultural identity through:

- Providing information to parents about the importance of home/personal language development, ex. through our Curriculum Overview and termly Newsletter (“Globalia”).
- Encouraging parents to maintain the student’s home language at home.
- Encouraging students to use our library resources. Our survey indicated that more than 80% of our parents and students use online resources to develop their language acquisition. Our Library resources (<http://primarylibrary.sgiaedu.org/>) can be accessed online directly or through the school’s website (www.sgiaedu.org). The website is connected to other online resources that provide books and stories telling with different languages (local and international).
- Literacy Week (conduct annually): During the event, our school celebrates the different home/personal languages in our school. Parents, students or guests are invited to join our reading sessions or stories telling using their own home language. Parents, students or guests are also welcomed to share stories from their cultures.

Appendices

Appendix 1. Admission requirement taken from Sekolah Global Indo-Asia Admission Policy

Admission Requirements

The Admissions process is composed of four steps:

1. application
2. admission test
3. interview
4. acceptance

The school reserves the right to waive any enrollment application requirement, subject to the approval of the Academic department.

Application

Each enrollee or their parents/guardians must complete the SGIA registration form and file complete documents that are requested, which can be obtained from the Admissions office. SGIA will only process the admission application once the Admission Office has received all the relevant documents.

Admission Test

G 3 to G 12: Math and English written test.

Interview

Pre-K to G 12: Student and parents: Interviewed by Programme Coordinator or Principal and Guidance Counselor if necessary.

Acceptance

Parents/guardians will be notified via phone or email.

Language Requirement

All students (G1 to G12) are required to study three languages, English, Indonesian and Mandarin as indicated in the school's language policy. A portion of the SGIA language policy reads, "The main language of instruction at SGIA is English, and all students are thus expected to work successfully within this language." Understanding the language needs of the students starts during the admission process.

The Principal will conduct an interview to initially assess the English oral capability of the new student. The language test result gives the Principal an idea of the language proficiency of the new student whether it is beginner or proficient level and identifies appropriate language support, as needed.

Grade Level Placement

The school will place a student at the most appropriate grade level. This decision is based upon careful consideration of the student's age, previous educational history and records, references, and overall developmental level of the student as well as the admission tests. All initial placements are tentative and may be adjusted after the first term, as deemed necessary.

Students arriving from schools operating on a Southern Hemisphere academic calendar may be placed back a partial year (at the grade level currently attended).

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Sekolah Global Indo-Asia Admission Policy (2020)

Sekolah Global Indo-Asia Language Policy, Diploma Programme (2021)

Developed and written in 2008 by Headmaster, Academic Director, Principal and Primary teachers.

Reviewed and revised in 2011 by Principal, PYP Coordinator and Primary teachers.

Reviewed and revised in August - Sept 2014 by Principal, PYP Coordinator and Primary teachers.

Reviewed and revised in August 2015 - July 2016 by Principal, PYP Coordinator and Primary teachers, in consultation with the IB representative - Derek Pinchbeck.

Reviewed and revised in August - September 2021 by Academic Director, Principal, PYP Coordinator, Associate PYP Coordinator and Primary teachers

Next review will be in 2025.