LANGUAGE POLICY

2018 – 2019

MISSION STATEMENT OF GOKKUSAGI SCHOOLS

Gökkuşağı Schools offer academically challenging and rewarding national and international programmes focusing on the cultivation of individual talents and intellectual, social and emotional development.

At Gökkuşağı Schools, through a student-centered and balanced education we aim to develop inquiring, knowledgeable and self-confident lifelong learners who are honest and equipped with universal values and intercultural understanding to create a peaceful world.

We inspire students to be innovative and socially proactive multilingual learners who are responsible members of the global community and productive global citizens. We support learners to have their own national and spiritual values and develop respectful learners who understand that people have different values and points of view.

IB MISSION

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.

LANGUAGE POLICY MISSION

At Gökkuşağı School through a student-centered and balanced education we aim to develop inquiring, knowledgeable and confident lifelong learners who are honest and demonstrate universal values and intercultural understanding for creating a peaceful world.

We inspire students to be innovative and socially proactive multilingual learners who are responsible members of the global community. We promote learners to foster international mindedness through cross-intercultural values and develop respectful members of a diverse society with different language and cultural experiences.

As an international school situated in Istanbul, we foster the access to Turkish language as a host country and community for language and cultural experiences throughout the curriculum. Each student should have an opportunity to develop their mother tongue in multilingual environment of the school and learning diversity by identifying and removing the barriers.

The school language environment is committed to the Practices due to the IB Standards and Practices:

The school pays special attention on language learning, including mother tongue, host country language and other languages (IB Standard A, 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, Practıce 7).

Teaching and learning addresses human commonality, diversity and multiple perspective (IB Standard C3, Practıce 6).

Teaching and learning differentiates instruction to meet learning needs and styles(IB Standard C3, Practıce 10).

Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).

Assessment at the school aligns with the requirements of the programme(s)
 (IB Standard C4, Practice 1).

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).

Collaborative plannıng and reflection incorporates differentiation for students' learning needs and styles (IB Standard C1, Practice 6).

The school uses the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice11).

AIM OF THE LANGUAGE POLICY

Gökkuşağı School recognizes that language is a tool of making meaning in the world. Teaching and learning throughout the curriculum foster the development of the language of instruction, world languages and the mother tongue.

As stated in our mission statement *we aim to develop learners intellectually, socially and emotionally, develop inquiring, knowledgeable and lifelong learners with intercultural understanding as multilingual learners.*

The language skills are integrated through six trans-disciplinary themes within the units of inquiry. Language is integrated with every aspect of the curriculum and students get knowledge about the importance of culture, diversity with a deep understanding of language and literature.

LANGUAGE PHILOSOPHY

Gökkuşağı school creates a challenging and motivating multilingual sustainable environment. We ensure our students that every language is a tool for making constructive meaning in the world. While developing language experiences, skills and motivating interests the students show critical literacy of expressing thoughts, ideas and international mindedness in a cross-cultural global community. Students are decision-makers, inquirers, world-changers and leaders of today and tomorrow.

All teachers are language inspirational leaders within the school community: educational leadership and management, national and international development, challenging peace sustainable education compare language cultures in a global process of teaching and learning Turkish, English, Spanish as the international dialogue for better acceptance language diversity in the society. Changing students' behavior through the IB programme, every language teacher fosters international-mindedness and global citizenship as thought-provoking linguistic and cultural identity.

Students are concerned of functioning effectively in multilingual cross-cultural settings, getting advance in learning languages within inquiry, creativity, research, discovery and curiosity as readers, writers, presenters, speakers and listeners in reflecting and exploring different cultural perspectives.

The main context of teaching and learning reflects the important role of the 21st century pedagogy on information, media fluency and incorporating of modern technologies and managing experience for a facilitator teacher to be open to new

language challengers, being engaged professionally and socially, sharing knowledge and skills in innovative IB educational community.

Teacher's activity within the language includes:

Inquiry – driven education activities and workshops with learning outcomes.

Inspire relevant topics due to the PYP curriculum development.

Projects for implementing the inquiry programme and the units of the inquiry.

Participation in the global IB network of teachers, learners and educators.

Promoting cooperation and linguistic cultural diversity in an inclusive classroom.

THE PLACE AND IMPORTANCE OF IB LEARNER PROFILE IN LANGUAGE POLICY

The modern comparative IB education approaches to teaching and learning Turkish, English and Spanish (inquiry-based learning, research-based approach, problem solving approach, behavioral and humanistic approaches, collaborative approach, active learning and differentiation) develop the main attributes of the IB Learner Profile. A language teacher facilitates not only excellent readıng, writıng and speakıng skılls but requires bright ideas and critical mind to express them, share ideas, thoughts and vision, be decision makers. The teaching process is creative and thought-driven for realizing and demonstrating the Learner Profile attributes and implementing the relevant cross-culture settings, lifelong skills and competences for living in the world. The innovations within Language Education through educational projects manage the project activity for teachers, students and parents, such as organizing events, traditional holidays and festivals (Act local/Think global), Thinker Studio, students' Clubs.

IB Learners strive to be a language learner as:

Inquirers: language provokes inquiry, research and learning throughout the wole life.

Thinkers: express feelings, emotions, thoughts and critical ideas.

Communicators: express language effectively through listening, reading and writing, to be an effective listener, speaker, communicator in the dialogue of cultures.

Risk-takers: self-confidence in speaking, reading and writing in public, sharing and exchanging ideas in groups.

Knowledgeable: the right vocabulary and literary knowledge to discuss and share literary styles.

Caring: empathy, compassion and respect for the diversity of languages, peoples and cultures

Principled: know the importance of language in social communication, respect the dignity and rights of diverse people

Open-minded: appreciate different cultures and personal histories, values and traditions, respect the differences and similarities between languages.

Balanced: recognize interdependence with other people during verbal communication, control emotional and intellectual speaking in a balanced way.

Reflective: use language skills for personal development, compare ideas and experiece through languages.

RESPONSIBILITIES AND APPLICATIONS OF MOTHER TONGUE AND FOREIGN LANGUAGES DEPARTMENT

Language is the main element throughout the school's curriculum, both within and outside a trans-disciplinary programme of inquiry. The school uses the PYP Language Scope and Sequence documents for the primary years till the 4th Grade.

Teachers' planning language learning engagements within meaningful and enjoyable contexts give a possibility to learners to be able to make connections, apply learning, and transfer their conceptual understanding to new situations. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning. We endorse learning of language through inquiry, allowing students to make connections, to explore and investigate.

Mother Tongue / Teaching Language Responsibilities and Applications

The language of instruction at Gökkuşağı School is Turkish. The school aims to enable students to gain a positive attitude towards their mother tongue by showing acceptance of cultural identity and encourages students to continue developing their own knowledge and fluency in their mother tongue. The mother tongue programme plays a great role in promoting the student's personality and identity We collaborate with homeroom teachers, single-subject teachers to create a policy that meets IBO and state/national standards.

It is easy for Turkish native students to have support because they are surrounded with much resources. To support the mother tongue development of the foreign students, the school tries to find teachers and resources available to these students include tutoring during the school day and outside the school. Students are encouraged to maintain their cultural identity and native languages.

We value children learning in their mother tongue and we host a Mother tongue and other languages days celebrations together such as Flibrary/library project, Art in Action vernissage, Pen Pals, Science Fairs, International Sport Days and Sport Olympiads, Solidarity days, National holidays, UNESCO AND UNICEF days, TURK DUNYASI activities and others. The school nominates mother-tongue teachers and DP students to budy-up with new students and co-teaching with language teachers. The teachers will act as a resource for students, parents and teachers to allow a student to be knowledgeable and confident about new community. The school will work together with families to support assistance.

 The school also provides full scholarship to international students who can speak English in an adequate level which can make the school and the classroom an international environment to foster cultural diversity. The language of instruction in Diploma Programme is English with the exception of our language A classes and language ab initio. All subject teachers are expected to maintain their communication with the students during the lessons and after school via the language they teach their subjects. All language teachers are responsible for conducting required informal and formal assessments tasks; monitoring/analysing/reporting/recording students' progress; and modeling the language, making learning experiences meaningful and comprehensible. We promote maintenance and enrichment of the mother tongue by encouraging learners to continue speaking, reading, and writing the language. Learners are encouraged to do speech in front of the audience, do presentations, present their book reviews, add their compositions or poems on the school website and magazines.

 Gökkuşağı School arranges a reading time for all. Students and staff read at the same time. Parents and learners are encouraged to read books in their mother tongue at home and the schools keep the record of this home reading time. All aspects of our language programme require formal as well as ongoing informal assessments. These assessments are used to plan appropriate instruction and to evaluate student progress. All kinds of on-line resources and ebooks, library resources and books are provided for students who would like to develop their second language and mother tongue. Learners have the chance to use the library resources after school and at the weekends. As mother tongue development is necessary for cultural identity, foreign students with different mother tongues are also supported providing them books and material especially for the IB

Language A subject (SL). Learners who have difficulty in learning a foreign language have an assistant teacher who gives extra sessions and help after school. All the school staff is encouraged to learn foreign languages or are chosen according to their foreign language levels to make the school a perfect place to give the chance to learners practise the target language.

Development of the library and book reading habits

Reading a book is a part of the learning process and is an activity that must be lifelong. The habit of reading books starts with the family and continues outside the school. Teachers play a main role in developing reading habits of students with various activities. Therefore, parents and teachers are directly responsible for acquiring and developing reading habits.

The library recognizes the need to provide literature and other resources that support our POI planners. It resourced with fiction, non-fiction, picture books, chapter books, board books, multicultural and multilingual books, reference books, encyclopedias and media. The school sees the library as a great resource to promote the international mindedness in a diverse and inclusive classroom. The library is a place that states for everybody that all languages are celebrated and supported (bilingual books, regional languages books).

Within the PYP grades' level there is a library hour every week for organising teachers' book discussions, browsing and picking up books with homeroom teachers, single-subject and English teachers together for moderating units of inquiry within the relevant topic lists.

As an area of common learning, study and education it provokes our teachers, school staff and parents for in-depth inquiry. The library also provides resources for collaborative planning, researching and teacher professional development. Our school board is aware of the need to expand these resources and there are plans to continually add to the same.

Our school library is also considered as a consultation area at the same time. As being a kind of cultural centre it answers all kinds of questions of our students, directs them by working together with homeroom teachers and suggests resources to teachers. In addition of using the school library, every class also has a class library. At the PYP level, classroom teachers use both classroom and school library together with students, as well as one hour of library lessons per week for each level. At the Middle and High school level, teachers and students use the library for conducting classes,

working individually or in groups, researching etc. In the library lessons, they are able to do activities about unit of inquiry, fairy tales, stories, poetry, novels, extracurricular readings, recreational reading, information security, internet browsing and social media benefits and harms, access to the right resources, information literacy, digital citizenship, academic honesty, and media literacy, the use of databases, and the use of educational practices. In order to support second language development students are provided with e-books and online resources. Learners have the chance to use the library resources after school and at the weekends. Our school's library is open to parents. Our parents can access the school library and borrow books any time.

Other practices that are made in order to gain the habit of reading books in our school are:

Classroom libraries and reading corners have been created with the help of the school community.

The school invites writers to learn more about the world of reading and writing, and to inspire curiosity in this regard.

We subscribed some magazines for each grade.

After reading a book, students are given a form of book analysis for reflecting on it.

Encouraging book diaries and passport holders are used to record information about the reading status of each student.

By organizing trips to the community libraries, children are developing their habits of using the library.

FOREIGN LANGUAGE RESPONSIBILITIES AND APPLICATIONS ENGLISH AS A SECOND LANGUAGE

At Gökkuşağı school we believe that the ability to communicate in more than one language in the framework of international education concept is necessary for intercultural understanding. Different tongues enable us to deepen our understanding of our worldview and different cultures. This understanding allows us to develop the right behavior for a better and peaceful world and to be a lifelong learner.

Our English language as a second language; not only educating individuals who speak their mother tongue while expressing themselves in the global world, but also educating internationally conscious students who can communicate with other individuals using universal language at the same time.

English is adopted as a second language in order to enable them to be researching and questioning individuals by following scientific developments, current publications and scientific research in their academic lives.

Students receive instruction using an interactive approach to second language learning. Teaching combines the skills of listening, speaking, reading, writing and presenting.

Second language teachers support the school's reading, writing and verbal language practices in the direction of the program for questioning IB student profiles and PYP attitudes. Our English language program also prepares students for the *Cambridge Assessment English* exams.

GRADES	Cambridge ESOL Exams	Council of Europe Language Level
Primary School 2nd Grades	Starters	A1 (Breakthrough)
Primary School 3rd Grades	Movers	A1 (Breakthrough)
Primary School 4th Grades	Flyers	A2 (Waystage)
Middle School Grades 5	Flyers/KET	A2 (Waystage)
Middle School Grades 6	KET-PET	A2-B1
Middle School 7. Grades	PET/FCE	B1 (Threshold)
Middle School 8. Grades	PET / FCE	B1 (Threshold) / B1+
High School 9th Grades	FCE	New Student (A2+) Old Student (B1/ B1+)
High School 10th Grades	KET FCE	New Student (B1) Old Student (B1+)
High School 11th Grades	PET FCE	New Student (B1) Old Student (B1+)
High School 12th Grades	FCE CAE	New Student (B1+) Old Student(B1+/B2)

An individualized training program (BEP) is prepared by the Individualized Training Program Development Unit and the success of the students is assessed according to the objectives in the program. Participation in course events, concerts and assembles can establish mother tongue and additional languages promotion groups. Exams and points awarded to the project are handled in the relevant part of the e-School system.

SPANISH

International understanding, cultural awareness and historical knowledge are developed through the study of tradition and everyday life in Spanish-speaking countries all over the world. The modern foreign languages programme develops understanding and respect for other cultures.

Spanish language education, the second foreign language, starts at the age of 5-6 and continues till the 8th grade. Especially in primary school we support language development by giving them language skills for communication at a basic level.

We use language materials, games and songs in accordance with learning goals at all levels. It is also possible for them to meet foreign cultures by reading Spanish tales.

SUPPORT PROVIDED FOR NON-ENGLISH TURKISH STUDENTS

The students who need support are offered Turkish language instruction in order to improve students' speaking, reading, writing and listening skills at the basic level before the school starts. If a new student comes, the additional studies are done on Saturday or after school on weekdays depending on the availability of the student and the teacher.

OTHER ACTIVITIES FOR THE DEVELOPMENT OF LANGUAGE

Events and Celebrations

The activities and celebration programs held during the year are included in the framework of certain days and weeks program. In addition to enhancing their self-confidence in these activities, students are encouraged to adopt national and universal cultural values through these activities. Students are actively supported in these programs.

Debates

The debates are used to evaluate current local and global topics with a richer content. Debate improves the ability of students to speak and improve their interpretation skills.

Thus, students gain the ability to express themselves in front of the society, to produce ideas on different topics, to defend their own ideas, to empathize, to gain a better understanding of different viewpoints and to respect different perspectives.

Drama

Library/Drama teacher motivates the creativity of every student, enables to express and share different roles, to shape people's behavior.
Students are supported to shape their own stories by animating them through cartoons within imagination. Thus, they will strengthen both visual language skills and gain reading habit within the entertaining content.

Clubs

Our school has got a lot of club activity such as English Speaking Club, Fun Experiment Club, Robotics and Mind Games Club, Music Club, Children's Games Club and Art Activities Clubs. The main aim of the clubs is creative learning in developing verbal and non-verbal activity, cognitive, empathy skills and analytical thinking within the IB Learner Profile attributes.

Language Programs Abroad

At Gökkuşağı School students are offered summer language schools in English and Spanish-speaking countries to improve their language skills and enable them to meet different cultures. Participation in language schools is not compulsory but our students are supported to participate.

OVERALL EXPECTATIONS IN LANGUAGE

Oral language—listening and speaking

Phase 1 Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2 Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3 Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4 Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Phase 5 Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Visual language—viewing and presenting

Phase 1 Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2 Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3 Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Phase 4 Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Phase 5 Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Written language - reading

Phase 1 Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Phase 2 Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3 Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4 Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5 Learners show an understanding of the strategies authors use to engage them. They present their favourite authors and can articulate reasons for their choices.

Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Written language - writing

Phase 1

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5

Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Parent communication Turkish and/or English is used within the dialogue with parents within celebrating the national Turkish holidays, through visits to library, Mother tongue and other languages and international days, through projects for

Exibition and the art vernisages, Science fairs and taking actions outside the school. Students are regularly assessed within the big ideas of the inquiry units.

Language Policy Review: It is the responsibility of the IB Coordinator to ensure the success of the Language Policy review and the language policy steering committee will review the policy at the beginning of each year. The review committee will be led by a member of the academic leadership team and will include librarians, teachers, students and parents of the school.

Admissions

The school accepts students from diverse ethnic, linguistic and national backgroud for the students' benefit from the IB PYP programme nature.

References

Making the PYP Happen: "A Curriculum Framework for International Primary Education", International Baccalaureate Organization - 2007,2009.