

Language Policy

Philosophy

ProEd Global School recognises language as fundamental to learning, communication, identity and participation in a diverse international community.

Our aim is to develop inquiring, knowledgeable and caring young people who contribute to a better and more peaceful world through intercultural understanding and respect.

ProEd Global School recognises the importance of a student's continued development in their mother tongue and encourages families to maintain and develop the languages used within the home. Strong development in a student's first and additional languages can support communication, identity, cognitive development and future language learning.

The ability to communicate in two or more languages has both cognitive and practical benefits. ProEd Global School therefore values multilingualism and seeks to provide an environment in which students' linguistic and cultural backgrounds are recognised and respected.

English is the primary language of instruction at ProEd Global School. As a school operating in Indonesia, ProEd Global School also provides Bahasa Indonesia as part of its educational programme.

Language development is the responsibility of all teachers. Teachers across all curriculum areas and grade levels contribute to students' development of the language required to understand, communicate, inquire, collaborate and demonstrate learning successfully.

School Language Profile

ProEd Global School is located in Bali, Indonesia.

The school community includes students, families and staff from a wide range of national, linguistic and cultural backgrounds. Languages spoken within the school community include English, Bahasa Indonesia, Balinese and a wide range of other home and international languages.

English is the primary language of instruction and communication within the academic programme.

Bahasa Indonesia is the national language of Indonesia and is taught as part of the school curriculum. Balinese is also widely spoken within the local community and forms an important part of the cultural and linguistic context in which the school operates.

ProEd Global School recognises that many members of its community are multilingual and may use different languages in different settings, including at home, at school and within the wider community.

The school's language profile may be reviewed and updated periodically to reflect the languages represented within the student population.

Language of Instruction

English is the primary language of instruction at ProEd Global School.

The school promotes the explicit and integrated development of English-language skills across the curriculum.

Students are expected to develop increasing confidence and proficiency in:

- listening;
- speaking;
- reading;
- writing;
- academic vocabulary;
- comprehension;
- communication;
- presentation; and

- the use of English required to access learning successfully across different curriculum areas.

Teachers recognise that language development occurs across all subjects and that students may require different levels of linguistic support in order to access the curriculum effectively.

The intended outcome is for students to become increasingly confident, independent and effective communicators in English.

Support for the Language of Instruction

ProEd Global School provides English as an Additional Language (EAL) support for students who are identified as requiring additional English-language development.

Support for students learning English may include:

- specialist EAL teaching;
- targeted individual or small-group intervention;
- before-school or after-school intervention;
- in-class language support;
- differentiated classroom instruction;
- adapted learning materials;
- explicit teaching of academic vocabulary and language structures;
- collaboration between classroom teachers and EAL staff; and
- ongoing assessment and monitoring of English-language development.

Teachers across all curriculum areas are expected to recognise and respond appropriately to the language needs of EAL learners.

During recruitment and professional development, the school seeks to build staff capacity to support multilingual learners and students developing proficiency in English.

Teaching resources and learning materials may also be selected or adapted according to the language needs of the student population.

Identification of Students Requiring EAL Support

ProEd Global School is an English-medium school. Students must therefore have, or develop, sufficient English-language proficiency to access the curriculum successfully and participate meaningfully in the school's educational programme.

The school may assess a student's English-language proficiency:

- during the admissions process;
- following enrolment;
- following teacher concerns regarding a student's ability to access the curriculum;
- following a significant change in the student's educational or linguistic circumstances; or
- at any other time when the school considers further assessment educationally appropriate.

The determination that a student requires EAL support is made by ProEd Global School based upon professional educational judgement and available evidence.

This determination may include consideration of:

- WIDA MODEL assessment results;
- other recognised English-language proficiency assessments;
- classroom teacher observations;
- EAL teacher observations;
- the student's ability to understand spoken English;
- the student's ability to express themselves effectively in English;
- reading and writing performance;
- classroom assessments;
- work samples;
- academic progress;
- participation and engagement in lessons;
- the student's ability to access age-appropriate curriculum content;
- information supplied during the admissions process;
- the Home Language Questionnaire;
- languages spoken or regularly used within the student's home environment;

- previous school records or assessments; and
- any other educationally relevant evidence considered appropriate by the school.

No single assessment result, language background or source of evidence is required to determine whether a student needs EAL support.

The school will consider the available evidence collectively in order to make an informed professional judgement regarding the student's English-language proficiency and educational needs.

A student may therefore require EAL support even when English is identified as one of the languages spoken within the home.

Similarly, the fact that a student is able to communicate socially in English does not necessarily demonstrate that they possess the level of English-language proficiency required to access an age-appropriate academic curriculum successfully.

English-Language Assessment

ProEd Global School uses a range of assessment information when evaluating students' English-language proficiency.

WIDA MODEL may be used as one of the school's recognised English-language proficiency assessments.

Assessment may consider the student's abilities across the domains of:

- listening;
- speaking;
- reading; and
- writing.

Assessment data is considered alongside teacher observations and other educational evidence.

The purpose of assessment is to develop an accurate understanding of the student's current English-language proficiency and to determine whether additional support is required.

Assessment results should not normally be considered in isolation.

Where the school considers that additional information is required, further assessment, observation or review may be undertaken before or after an initial EAL determination.

Mandatory EAL Provision

Where ProEd Global School determines that a student requires EAL support in order to access the school's English-medium educational programme successfully, participation in the school's EAL programme is mandatory.

The school determines:

- whether EAL support is required;
- the appropriate form of support;
- the frequency of support;
- the duration of support;
- whether intervention takes place during, before or after the regular school day; and
- when the level of support may appropriately be reduced or discontinued.

These decisions are educational decisions made by the school based upon the student's assessed needs.

Parents and guardians will be informed when a student has been identified as requiring EAL support and will be provided with appropriate information regarding the student's assessed needs and required programme.

EAL Programme Fees

Where the school determines that a student requires EAL support, the associated EAL programme fees are mandatory and must be paid in full and within the required payment timeframe in accordance with the school's enrolment agreement, admissions documentation and published fee arrangements.

The requirement to pay EAL programme fees arises from the school's determination that the student requires the service.

If a parent or guardian chooses not to have their child attend an EAL intervention session, including an intervention scheduled before or after the regular school day, this does not remove the student's identified need for EAL support.

Choosing not to attend a scheduled intervention does not remove, reduce, suspend or otherwise alter the family's responsibility to pay the associated EAL programme fees in full and on time.

Acceptance of enrolment at ProEd Global School includes acceptance of the school's authority to determine whether EAL support is required in accordance with the applicable enrolment and admissions terms agreed to by the family.

Parent and Guardian Partnership

ProEd Global School recognises the important role that parents and guardians play in supporting language development.

Parents and guardians are encouraged to provide accurate information regarding:

- languages spoken within the home;
- languages regularly used with the student;
- the student's previous educational experience;
- previous English-language support;
- previous assessments; and
- any information that may assist the school in understanding the student's language development.

The school encourages families to continue supporting the development of a student's mother tongue while also supporting the development of English required to access the school curriculum.

Where parents or guardians have questions regarding an EAL determination, they are encouraged to discuss these directly with the appropriate school staff.

The school will explain the educational rationale for its decision and may review relevant assessment information and other evidence with the family.

The existence of a parental question or disagreement does not, by itself, suspend an EAL determination, required intervention or associated financial obligation.

Monitoring and Review of EAL Students

Students receiving EAL support will be monitored periodically to evaluate their language development and ability to access the curriculum.

Review may include:

- WIDA or other English-language proficiency assessment data;
- classroom performance;
- teacher observations;
- work samples;
- academic progress;
- participation and engagement;
- student independence; and
- other relevant educational evidence.

The purpose of review is to ensure that the level of support remains appropriate to the student's needs.

EAL provision may be increased, reduced, modified or discontinued according to the student's progress.

Exit from EAL Support

A student may exit the EAL programme when ProEd Global School determines that the student has developed sufficient English-language proficiency to access the school's English-medium curriculum successfully without the existing level of additional EAL intervention.

Exit decisions will not normally be based upon a single assessment score.

The school may consider:

- English-language proficiency assessment results;
- teacher observations;
- classroom performance;
- academic progress;

- work samples;
- the student's ability to work independently;
- the student's ability to understand and communicate academic content in English; and
- any other relevant educational evidence.

The final determination regarding reduction or discontinuation of EAL support is made by the school.

Parents or guardians will be informed when significant changes are made to a student's EAL provision.

Mother Tongue and Home Languages

At ProEd Global School, the term *mother tongue* refers to the language or languages frequently spoken or used within the student's home or family environment.

The school recognises that a student may have more than one mother tongue or home language.

Admissions documentation is used to gather information regarding languages spoken by students and their families and the languages regularly used within the home.

ProEd Global School recognises the educational, cultural and personal importance of maintaining and developing a student's mother tongue.

Teachers are encouraged, where appropriate, to recognise and value the linguistic backgrounds of students within learning.

The school promotes additive multilingualism, through which students develop proficiency in additional languages while continuing to maintain and develop their existing languages.

The use of more than one language within a student's home is viewed positively and is not, in itself, an indication that a student requires EAL support.

EAL identification is instead based upon whether the student demonstrates sufficient English-language proficiency to access the school's English-medium curriculum successfully.

Other Additional Languages

ProEd Global School is committed to providing opportunities for students to develop languages in addition to English.

Language learning supports intercultural understanding, communication and international-mindedness.

All students undertake Bahasa Indonesia as part of the school's programme, subject to applicable programme and individual student requirements.

Additional language opportunities may also be offered according to the school's curriculum and available programmes.

Host Country Language and Culture

ProEd Global School recognises and values the language and culture of Indonesia as the school's host country.

Bahasa Indonesia is provided as part of the school's educational programme.

Students are provided with opportunities to develop their understanding of Indonesian language, culture, history, traditions and contemporary society.

The school seeks to promote respect for and engagement with the cultural and linguistic context of Indonesia and Bali.

Roles and Responsibilities

School Leadership

School leadership is responsible for ensuring that this policy is implemented consistently and that appropriate systems are in place for the identification, provision and review of EAL support.

Head of Learning Support / EAL Leadership

The appropriate Learning Support and/or EAL leader is responsible for overseeing EAL assessment, identification, provision, monitoring and review.

This includes supporting teachers, reviewing relevant evidence and communicating with families regarding significant EAL decisions.

Classroom Teachers

Classroom teachers are responsible for supporting language development across the curriculum and for identifying students who may be experiencing difficulty accessing learning because of their English-language proficiency.

Teachers should provide relevant observations and evidence when contributing to decisions regarding EAL support.

EAL Teachers

EAL teachers are responsible for providing targeted English-language instruction, monitoring student progress, collaborating with classroom teachers and contributing professional judgement to decisions regarding EAL provision.

Parents and Guardians

Parents and guardians are responsible for providing accurate information regarding their child's linguistic and educational background and for meeting the requirements of the school's enrolment agreement, including requirements relating to mandatory EAL provision and associated programme fees.

Students

Students receiving EAL support are expected to participate appropriately in the provision determined by the school and to engage actively in developing their English-language skills.

Confidentiality and Student Records

Assessment information, teacher observations and other documentation relating to a student's EAL needs form part of the student's educational record and will be managed in accordance with the school's policies and applicable requirements regarding confidentiality and student information.

The school may provide parents or guardians with information directly relevant to their own child's assessment and educational provision.

The school is not required under this policy to disclose confidential personnel files, private employment records or personal documentation belonging to individual members of staff.

Policy Review

This policy will be reviewed periodically by ProEd Global School to ensure that it continues to reflect the school's educational programme, student population, assessment practices and approach to supporting multilingual learners.

The school may amend assessment processes, intervention models or programme structures where this is considered educationally appropriate.

Any changes will continue to reflect the principle that students attending ProEd Global School must be able to access and participate successfully in an English-medium educational environment.