

Sibiu International School (SIS)

LANGUAGE POLICY

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1. SIS Mission:

“Think deeply. Care boldly. Act globally.”

At Sibiu International School, we believe that a compassionate world begins with education that nurtures wisdom, empathy, and a deep sense of global responsibility. We empower young people to become inquisitive, principled, and open-minded learners who engage with the world courageously and creatively, caring for people, animals, and the natural environment.

We embrace diversity as strength, challenge as opportunity, and inquiry as the foundation for meaningful understanding. In partnership with teachers who inspire, parents who support, and students who take ownership of their learning, we cultivate reflective, ethical, and balanced individuals ready to contribute to a more just, peaceful, and sustainable future.

2. Philosophy and Guiding Principles

At Sibiu International School (SIS), language is fundamental to learning, identity formation, and intercultural understanding. In alignment with the International Baccalaureate (IB) philosophy, SIS recognizes that language is central to intellectual, social, and emotional development.

We promote multilingualism, respect for linguistic diversity, and international-mindedness. Language learning is seen as a shared responsibility across the school community. All teachers are language teachers, and all students are language learners.

Our language philosophy supports the development of confident communicators who can engage thoughtfully and ethically in a global context.

3. Purpose of the Language Policy

This Language Policy establishes a framework to:

- support effective language development for all students
- promote multilingualism and intercultural awareness
- ensure equitable access to the IB curriculum
- guide teaching, learning, and assessment practices
- align with IB Programme Standards and Practices
- support inclusion and diverse learning needs

This policy works in conjunction with the school's Assessment Policy, Inclusion Policy, and Academic Honesty Policy.

4. Language of Instruction

English is the primary language of instruction at SIS in the IB Diploma Programme. It is used across all subject groups to support academic communication and international understanding.

Romanian is taught as a subject and serves as the language of instruction in Romanian language courses.

Teachers support academic language development by:

- explicitly teaching subject-specific terminology
- modeling clear academic communication
- using scaffolding strategies to support comprehension
- promoting active student participation in discussion

The school values students' home languages and encourages their continued development.

5. . Mother Tongue and Multilingualism

SIS recognizes that maintaining and developing a student's mother tongue enhances cognitive growth and cultural identity.

The school promotes multilingualism by:

- encouraging reading and communication in home languages
- valuing linguistic diversity within the school community
- integrating intercultural perspectives into learning
- collaborating with families to support language maintenance

Where possible, students may pursue mother tongue learning through external programs or guided independent study.

6. Language Acquisition and Support

Students learning English as an additional language receive differentiated support to ensure access to the curriculum.

Support strategies may include:

- targeted language support sessions
- classroom differentiation and scaffolding
- adapted instructional materials
- collaboration between subject teachers and support staff

The goal is to enable all students to participate fully in the IB programme while developing academic language proficiency.

7. Teaching and Learning Practices

Language development is integrated across all subjects. Effective practices include:

- integrating reading, writing, speaking, and listening skills
- using inquiry-based approaches to promote authentic communication
- providing structured academic discussion opportunities
- offering regular formative feedback on language use

- encouraging reflection and metacognitive awareness

Collaborative planning ensures consistency in expectations and supports student progress.

8. Assessment and Language

Assessment practices recognize the role of language in demonstrating understanding.

Teachers:

- design linguistically accessible assessment tasks
- provide clear instructions and success criteria
- apply IB-approved accommodations when appropriate
- distinguish between assessment of content knowledge and language proficiency

Assessment practices align with the school's Assessment Policy and IB guidelines.

9. Inclusion and Access to Learning

SIS is committed to inclusive education and equitable access to language learning.

The school supports students with diverse language and learning needs through:

- differentiated instruction
- individualized support strategies
- collaboration with specialists
- inclusive classroom practices

This approach ensures that all students can meaningfully engage with the IB curriculum.

10. Roles and Responsibilities

Students

Students actively develop communication skills and respect linguistic diversity.

Teachers

Teachers integrate language development into their subject teaching and collaborate to support learners.

Parents

Parents support language development and literacy at home, including mother tongue maintenance.

School Leadership

Leadership ensures appropriate resources, training, and structures are in place to support language learning.

11. Professional Development

SIS provides ongoing professional development in:

- language acquisition strategies
- inclusive and differentiated instruction
- IB language philosophy
- intercultural communication

Teachers are encouraged to participate in IB workshops and collaborative learning.

12. Communication with the School Community

The Language Policy is shared with students, parents, and staff through:

- the school website and internal platforms
- parent meetings and orientations
- staff professional development sessions

The policy supports transparency and shared responsibility.

13. Policy Review and Alignment with IB Standards

This policy is reviewed annually to ensure alignment with IB Programme Standards and Practices and the evolving needs of the school community.

Feedback from students, parents, and teachers informs revisions. The IB Coordinator oversees the review process and ensures consistency with other school policies.

Sibiu International School is committed to developing multilingual, reflective, and internationally minded learners through purposeful language understanding and learning.