



LANGUAGE POLICY

2022-2023

Guidelines for members of the Primary, Middle school and Diploma

Programme community

EGS, Karambur Village, Near Maraimalai Nagar, Chengalpattu Taluk, Kanchipuram

District, 603209

OUR VISION

Ela Green School (EGS) is committed to offering value-based education, which will reinforce real-world skills, social and environmental responsibilities in the younger generation, enabling them to be future-ready.

THE INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

The International Baccalaureate Organization 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 IBO 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.

Table of contents

OUR VISION	2
THE INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT	2
Our Language Philosophy	4
Objective of the language policy document	5
Language profile of the students at EGS	5
Languages at EGS	5
Language Learning:	7
Language in the Primary Years Programme.....	8
Language in the Middle Years Programme	10
Language and Literature	10
Language Acquisition	12
Regional Language:	14
Languages in the Diploma Programme	14
Studies in Language and Literature	15
Key features of the curriculum and assessment models.....	16
Language Acquisition:	16
Key features of the curriculum and assessment models.....	17
Thinking in an additional language.....	18
English Support Classes (ESC)	18
Mother Tongue Support.....	19
Role of the Resource Centre	19
Language policy alignment	20
Process of development of the language policy document.....	22
Language policy revision.....	22
References and bibliography	22

Our Language Philosophy

We, at EGS, believe in creating a multilingual environment for developing the language and communication skills of our students that will enable them to express their ideas and information confidently and creatively in both global and local languages. Proficiency in the global language would foster intercultural understanding, make them global citizens, and empower them to solve challenges with a global perspective. Promoting local languages would help them establish their cultural identity and imbibe social responsibility by connecting better with the local community.

At EGS, we are committed to providing an inclusive and equitable learning environment for students with all language backgrounds. As an IB PYP and MYP world school, and DP candidate School, we are committed to the following practices:

- The school places importance 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, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment of the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).
- Collaborative planning and reflection recognize that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

Objective of the language policy document

The purpose of the language policy document is to develop and implement the curriculum and to facilitate learning and teaching in a multilingual environment. This policy document aims to integrate and extend the school's vision and the IBO's mission statements. This document aligns with the values and principles of the IB PYP, MYP and Diploma Programmes. It strictly adheres to several IB Standards and Practices.

Language profile of the students at EGS

Majority of the students studying in EGS have Tamil Nadu (a state in India) as their place of birth. Therefore, their linguistic background is Tamil for a majority of the students. Very few students belong to other linguistic backgrounds. Our language policy will be revised periodically in order to address the needs of the community.

Languages at EGS

EGS has chosen English as the medium of instruction, as this is the most preferred language by all the stakeholders including the parent community. French and Hindi are the International and the host country languages respectively that are adopted into the curriculum. In addition to that, Tamil is taught as the regional language, since Tamil is mother tongue for majority of students studying in this school. In the PYP, students have Tamil classes within the curriculum. In the MYP, sessions in Tamil happen as a mother tongue support classes. In DP, Tamil is offered as a School Supported Self-Taught

Language B. Apart from this, other language sessions and guest lectures are conducted periodically to introduce various cultures and literature to students.

English as a language of instruction gives students a point of entry into the global community in which we live in. We recognize that language of instruction is more than merely a tool of instruction, being important for reflection, metacognition, and social interaction. Therefore, students for whom English is not their best language are given additional support by the facilitators so that they become proficient in English.

Language is clearly operationalized at every step of the learning and teaching process. Language also plays a predominant role in making every child an independent and a lifelong learner. Since there is an emphasis on regional language, students will easily apply their knowledge, skills, and conceptual understanding to their day to day lives and become informed individuals later in their lives.

Students are encouraged to communicate in English with everyone. Students are encouraged to speak in English and to ask questions, express their views, ideas, or reflections in English. Mistakes are welcomed and are considered as part of their learning. Students with limited English language proficiency are given additional support during and after class hours. School walls, classroom display boards, visual teaching aids and the school's resource center are few means that serve as aids for English language development.

English, as a medium of communication, has been accepted by all. It is the preferred and accepted language of communication in the school as part of the curriculum and operations. English is used in operations, finances, signatures, websites, marketing, documentation, publications, communication in any form and among the learning and teaching community as well. We are very much aware of multicultural diversity and we are open to students and parents from varied multilingual backgrounds. Communication to parents is done in English. However, if parents request a meeting in their preferred

language, such requests are accepted. Communication with members of the administration team is mostly done in the regional language as majority of them hail from the local population and find communicating in English difficult. At EGS we believe in operating from a strength-based perspective, thereby incorporating inclusion and differentiation in our everyday learning and teaching.

Language Learning:

To make the students proficient in all the chosen languages, the following practices are implemented:

- Students are provided with many opportunities to read, write, listen, and speak across the curriculum. They are taught literacy skills through a range of learning engagements.
- They are encouraged to develop a wide range of strategies to comprehend, analyze and construct texts.
- They are encouraged to use self-correcting strategies.
- They are taught through a variety of technological and informational resources.
- They are encouraged to share and develop their work in a social context.
- They are encouraged to see language as a tool for thinking, inquiring, and learning.
- They are encouraged to practice and value their mother tongue and to value those of other students.
- They are given the opportunity to become proficient in more than one language.
- They are exposed to a broad range of literature reflecting a variety of cultures and perspectives.
- They are encouraged to develop a love for language and literature by exposing them to a variety of books and movies.
- They are introduced to the history and evolution of languages and their relation to the culture and traditions of the place.

- They are made to understand the transdisciplinary nature of languages and understand that languages are very much integral in our lives.
- They are provided with constructive and specific feedback from teachers and peers.
- They are encouraged to reflect on their learning, at every stage of learning.

With the support of every stakeholder in the learning and teaching community, language development will be easy and it will become a part of their everyday lives.

Languages in the Primary Years Programme

Grade	First Language	Second Language	Third Language
EYP 2	English	NA	NA
EYP 3	English	NA	NA
PYP 1	English	Hindi	Mother Tongue support
PYP 2	English	Hindi	Mother Tongue support
PYP 3	English	Hindi/ French	Tamil
PYP 4	English	Hindi/ French	Tamil
PYP 5	English	Hindi/ French	Tamil

Key: EYP: Early Years Programme, NA: Not Applicable

We have a metalinguistic environment at EGS. All languages are given importance and encouraged on the campus. Teachers with specialized knowledge in each of these respective languages play a crucial role in enhancing and developing the knowledge and conceptual development of language among kids. Other teachers further extend student's understanding of language by integrating language concepts in their units of inquiries. Emphasis on the host country and regional language is of prime importance and

reflects the ethos of EGS. Parents and students are given an option to choose their second and third languages. Two weeklong structured exposure to each of these languages: Hindi, French and Tamil is provided at the beginning of the academic year to help the students make more informed choices and to select languages that will best suit their needs. Language selection forms for choosing second and third languages are provided to every student at the end of the second week during the commencement of the academic year. This form is then jointly filled out and submitted by the student and the parent, which is then taken into effect.

EGS is committed to developing students' knowledge and conceptual understanding in the languages offered either by incorporating with the unit of inquiries wherever possible or as a stand-alone class. Stand-alone classes are provided whenever necessary and to specifically focus on strengthening the fundamentals of the respective languages.

Language is an all pervasive and an all-permeating element across the school's curriculum. It is spread across the programme of inquiry and all teachers from EGS view themselves as language teachers.

The four-language learning continuum in the language scope and sequence document namely- Oral language (Listening and Speaking), Visual language (Viewing and Presenting), Written language (Reading) and (Writing) are organized into developmental phases with each phase complementing and building up on the previous one. The scope and sequence also identify learning goals and expectations appropriate in the Primary level, which are met through the implementation of the curriculum.

This language policy document is developed in close conjunction with the language scope and sequence document framed by the IB Programme coordinators as reference and the teachers of EGS, as crucial members of the steering committee. To meet the learning goals stated in the scope and sequence document, teachers plan interesting learning engagements and facilitate it through inquiry in classrooms. The agenda is to transfer

students' understanding in their day to day lives and to make them lifelong learners. Also, the four-language learning continuum is taught in integration and not in isolation.

In the primary years, students are taught the cultural history and origin of the regional language through storytelling, role-plays, guest lectures, discussions etc. Tamil, is one of the oldest languages of the world and is culturally rich and rooted. We at Ela believe that one way of developing the international mindedness in students is by enabling students to understand their local history and then develop further on to understand the global challenges and opportunities. Consistent efforts are taken by teachers to fulfil this belief. It is also believed that awareness of one's own cultural background will develop some of the learner profile attributes in students.

Languages in the Middle Years Programme

Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding. Therefore, MYP students at EGS will learn three languages- one languages under Language and Literature, second under Language acquisition and third language which is the regional language.

Language and Literature

At EGS, the language offered under language and literature is English. Since English is the language of instruction in the school and it is one of the most used global language, we recognize that it is important for students to become proficient in English. With that intention, English is chosen as the language under Language and Literature.

The six skill areas in the MYP language and literature subject group- listening, speaking, reading, writing, viewing and presenting-develop as both independent and interdependent skills. These skills are essential for inquiry-based learning. Language development will help students to carry out their inquiry-based learning, which requires independent and collaborative investigation, taking actions and reflecting on their learning.

As well as being academically rigorous, MYP language and literature equips students with linguistic, analytical and communicative skills that can also be used to develop interdisciplinary understanding across all other subject groups. EGS offers a carefully chosen curriculum for the MYP grades which will enhance their critical thinking and cognitive skills. We recognize that students' interaction with chosen texts can generate insight into moral, social, economic, political, cultural and environmental factors and so contributes to the development of opinion forming, decision-making and ethical-reasoning skills, and further develops the attributes of an IB learner.

The objectives of MYP language and literature encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. The objectives represent some of the essential processes of language: "Processes are what help mediate the construction of new knowledge and understandings and play an especially important role in language and communication" (Lanning 2013: 19).

The four main objectives of MYP language and literature are analyzing, organizing, producing text and using language. The progression of the students over the MYP years is planned as per the language and literature guide of the MYP programme. We recognize that language learning is an iterative process and develops through inquiry in increasingly wider contexts and deeper reading. As students' progress through their MYP language and literature studies, they will be engaging with and explore an increasing range and sophistication of literary and informational texts and works of literature extending across genres, cultures and historical periods. These texts will also provide models for students to develop the competencies to communicate appropriately and effectively in an increasing range of social, cultural and academic contexts, and for an increasing variety of audiences and purposes. The complete curriculum in language and literature, including written curriculum, taught curriculum and assessed curriculum are as per the IB MYP standards.

Language Acquisition

The MYP programme requires that the student's study at least two languages to support students in understanding their own cultures and those of others. EGS offers a choice between Hindi (host country language) and French (international language) for language acquisition. Emphasis on the host country language and international language reflects the ethos of EGS. Parents and students are given an option to choose their preferred language to study under language acquisition. Two weeklong structured exposure to both the languages Hindi and French is provided at the beginning of the academic year. Language selection forms for choosing their preferred language are provided to every new student at the end of the second week during the commencement of the academic year. This form is then jointly filled out and submitted by the student and the parent, which is then taken into effect. Once the selection of the language is done, their competency will be assessed according to the phase level descriptors given in the IB MYP language acquisition guide. At EGS, we offer Phase 1 to Phase 4 to complete the MYP programme successfully. Students are advised to complete all phases. However, students can write the exam at any phase and the MYP certificate will be awarded to all students according to the level of competency achieved.

The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world. The acquisition of the language of a community and the possibilities to reflect upon and explore cultural perspectives of our own and other communities.

The aims of the teaching and learning of MYP language acquisition are to:

- to gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage

- to develop a respect for, and understanding of, diverse linguistic and cultural heritages
- to develop the student's communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- to enable the student to develop multiliteracy skills by a range of learning tools, such as multimedia, in the various modes of communication
- to enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- to enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- to enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- to offer insight into the cultural characteristics of the communities where the language is spoken to encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- to foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning.

The four main objectives of MYP language acquisition are; comprehending spoken and visual text, comprehending written and visual text, communicating in response to spoken, written and visual text, and using language in spoken and written form. Teaching and learning in the language acquisition subject group is organized into six phases. The phases represent a developmental continuum of additional language learning. Depending on

their prior additional language-learning experiences, students may commence their language acquisition course in any phase on the continuum and may exit on reaching level 4. The complete curriculum development (including written, taught and assessed curriculum) and transition of students through phase wise learning are done as per IB MYP Language Acquisition guide.

Regional Language:

In addition to the above two languages, MYP students also learn Tamil, which is the regional language and the mother tongue of most students. Learning of Tamil not only help students to understand and appreciate their own heritage and culture, it also empowers them to participate in service with the community.

Languages in the Diploma Programme

Every student in the International Baccalaureate® (IB) Diploma Programme (DP) studies in both their best language and in other languages taught as a requirement of the programme.

This enables students to:

- Increase their understanding of several cultures, including their own
- Explore globally significant ideas and issues through different languages.

DP students at EGS therefore study at least two languages throughout their time in their programme. They fulfil that requirement by taking one subject from the studies in language and literature subject group and taking one subject from the language acquisition subject group.

Studies in Language and Literature

The courses offer a broad range of texts, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. Students take their studies in a language in which they are academically competent.

The subject consists of three courses:

Language A: literature, which is automatically available in 55 languages and, by special request, for any other that has sufficient written literature

Language A: language and literature, which is available in 17 languages.

Literature and performance, which is automatically available in English, and by special request in Spanish and French.

At EGS, we offer the course English A: Language and Literature (SL/HL) from this subject group.

Through each course, students can develop:

- a personal appreciation of language and literature
- critical-thinking skills in their interaction with a range of texts from different periods, styles, text-types and literacy forms
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective
- an understanding of how language challenges and sustains ways of thinking.

Through studies in language and literature, the DP aims to develop a student's lifelong interest in language and literature, and a love for the richness of human expression.

The course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the language A in question

through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and the ability to present their ideas effectively. A key aim is the development of critical literacy.

Key features of the curriculum and assessment models

- Available at higher and standard levels.
- Higher level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours
- Students study 6 works at higher level and 4 works at standard level from a representative selection of literary forms, periods and places
- Students study a range of non-literary texts and bodies of work that include a wide variety of text-types
- Students develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods, text-types and literary forms
- Students are assessed through a combination of formal examinations and oral and written coursework and oral activities
- The formal examination comprises two essay papers, one requiring the analysis of unseen non-literary text, and the other a comparative response to a question based on two literary works studied
- Students also perform an oral activity presenting their analysis of a literary work and a non-literary body of work studied
- HL students comply with an additional written coursework requirement which consists of writing a 1200 - 1500-word essay on one of the works or bodies of work studied.

Language Acquisition:

It is a requirement of the programme that student's study at least one subject from group 2.

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

At EGS, we offer French B (SL) as the subject choice from Language Acquisition group and Tamil B (SL) as a School supported Self-study course, to encourage students to develop their mother tongue.

Apart from this, the following courses are available online:

- [Spanish ab initio](#)
- [Spanish B SL](#)
- [Mandarin ab initio](#)
- [French ab initio](#)

Students are encouraged to register for these online courses, if they do not want to take French B (SL).

The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and questions for each theme are presented in the guide, but are not prescribed.

Key features of the curriculum and assessment models

- The recommended teaching time to complete the course is 150 hours for SL.
- Knowledge of vocabulary and grammar (the *what* of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the *why* and *how* of language)
- The development of international-mindedness is one of the keys aims of the course
- The prescribed themes of the course are inspired by the transdisciplinary themes of the Primary Years Programme (PYP) and the global contexts of the Middle Years Programme (MYP)
- Students are exposed to a variety of authentic text types in relation to the prescribed themes and related course content
- Students describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content
- Students produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests
- Students are assessed both externally and internally

- External assessment consists of Paper 1: productive skills—writing (a written response to a task) and Paper 2: receptive skills—with separate sections for listening (demonstrating understanding of three audio passages) and reading (demonstrating understanding of three written passages)
- Internal assessment at SL consists of an individual oral assessment—productive and interactive skills (a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course).

Thinking in an additional language

The IB is committed to developing students' knowledge of concepts and cultures, expressed through other languages, as well as teaching those languages to students.

In this way, theory of knowledge (TOK) – a component of the DP core – is intimately linked with language acquisition.

TOK asks students to reflect on the nature of knowledge, and on how we know what we claim to know. In their study of additional languages, students are encouraged to apply what they learn through TOK.

English Support Classes (ESC)

EGS is committed to supporting “all students [in reaching] their full potential. Therefore, we provide for the language needs of such students so that they can participate fully in the programme.” To this end, the following course offerings are “designed to help students acquire language skills that will enable them to be integrated successfully into regular, age-appropriate classes. The identified student who needs ESC will be assessed and appropriate classes will be provided to meet that student’s individual needs.” English support classes are designed specifically with students’ language learning needs. Once

these students become fluent enough, they will come out of the support classes. This structure aims to create equity between students who are proficient and who are not proficient in English Language.

Mother Tongue Support

Students are encouraged to talk in their mother tongue during leisure/activities/clubs. School assemblies are conducted in different languages to enhance their language appreciation and to develop international mindedness. Parent volunteers also take special sessions as a part of mother tongue support.

Role of the Resource Centre

The resource center at EGS plays a pivotal role in the development of literacy and as a result promotes language development in students. An estimated 500 plus books are set up in the school's resource center. Books in the languages offered are also available and easily accessible to everyone in the learning and teaching community. The resource center weighs development of the offered language very crucially and actively organizes programmes and events for everyone in the learning and teaching community and for the public. EGS highly values sharing of available resources to the needy. With that notion, the school has set up a Book Club open to the public. The school sees the resource center as a valuable resource to promote international mindedness of the students.

For the primary years, there are allocated library hours every week. Homeroom teachers accompany students during the library hours and actively engage them in useful discussion; book reviews, character analysis, research and read aloud sessions are a few strategies that are employed to inculcate students love for reading. Students are free to choose books based on their interest. The Resource Head or the teacher offers help anytime if there is a need or when requested by students.

MYP students are encouraged to issue books for reading every week. They will not only read the books; they will also write book reviews regularly. They also watch regional and international movies, which enriches their language and communication skills.

MYP students create a monthly magazine called 'Chalk Talk.' This magazine serves as a communication of students' learning to the parents. Students also host "Student Led Conference" once a year to present all their learning to the parent community.

Students across the programmes regularly plan and conduct school assembly. They take the lead in organizing the assembly twice a week. Students are consistently encouraged to participate in regular debates and other competitions to enhance their communication skills.

Language policy alignment

EGS's language philosophy and policy align with our values and policies as outlined below. In all these policies and positions, the student is central.

... to our mission statement

Part of our mission statement is to offer education that "will reinforce real-world skills, social and environmental responsibilities in the younger generation". Real world skills encompass learning how to communicate in a variety of ways and part of being respectful of diversity is understanding the world from different points of view: our language policy works to both aims because it ensures that students spend a significant amount of time learning an additional language while modelling respect and support for those whose mother tongue is something other than English.

...to IB's principles

EGS's language policy reflects the MYP concept of communication because we require students to learn a language in addition to their mother tongue thereby inviting them to

broaden their opportunities for communication. Our language policy supports the IB's holistic approach to education as it honours and supports the linguistic background and knowledge of our students and community. Finally, our language policy supports the philosophy of international education as it supports the idea of working across boundaries – cultural and national – to gain understanding of alternative perspectives.

...to our academic honesty policy

Our language policy aligns with our academic honesty policy in that students are supported, where possible, in learning through their mother tongue whenever possible; this flexibility decreases the pressure students might otherwise feel compelled to copy when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources without feeling guilty about doing so.

We also provide support for our English language learners in this regard as there may be differences in cultural understanding of academic honesty that need to be bridged.

...to our admissions policy

Our language policy aligns with our admissions policy to welcome all types of students within our catchment first and then from without because we aim to support students' language learning regardless of their linguistic background.

...to our inclusion policy

Our language policy aligns with our inclusion policy in that we require all students to participate in the learning process without any language barrier.

...to our assessment policy

Our language policy aligns with our assessment policy because our assessment policy is directly applicable to all our learners – regardless of their linguistic background. Flexibility

is built into our assessment policy to recognize and allow for when students' lack of vocabulary hinders their communication of their understanding.

Process of development of the language policy document

The language policy steering community includes the IB Programme coordinators, Founder-Director, Principal, Admissions Head, Resource Head, Language teachers and the teacher, student and parent representatives of both the programmes. This document is a very collaborative document. It is the responsibility of the committee to frame this document and administer procedures to develop the philosophy, purpose and objective of the language development in the school. They are also responsible for communicating the essence of the document to every stakeholder involved.

Language policy revision

The language policy document will be reviewed every year periodically with the language policy steering community members. The review committee will pay due adherence to the IBO mission statement, the school's vision statement, standards and practices and the language scope and sequence document.

This document is a work in progress and is subject to alterations. The language policy steering community will ensure the changes are communicated to every stakeholder.

Year of intended review: 2024-2025

References and bibliography

Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.

Language Scope and sequence, International Baccalaureate Organization 2003

Making the PYP Happen, International Baccalaureate Organization 2009.

Language Acquisition guide, International Baccalaureate Organization, September 2014.

Language Policy, Ahmedabad International School, India.

Language Policy, Skagerrak International School Norway.

Language Policy, Fountainhead School, India.

Note:

- New staffs will be provided with the language policy documents along with the Standards and Practices and Language Scope and Sequence documents during the orientation program.
- Copies of this document will always be available in the Resource Centre