



GOOD SHEPHERD INTERNATIONAL SCHOOL

LANGUAGE POLICY



Cambridge Assessment
International Education
Cambridge International School





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
International Primary Curriculum
International MYP®

International Baccalaureate®
International MYP® | International Primary Curriculum

VISION STATEMENT

Good Shepherd International School in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

MISSION STATEMENT

Good Shepherd International School endeavours to prepare each student for academic, social and personal success by creating a community of empowered and diverse learners striving to be globally-minded citizens in an atmosphere of mutual respect, understanding and trust.

OBJECTIVES

1. **VALUE EDUCATION** : To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
2. **HOME AWAY FROM HOME** : To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
3. **ACADEMIC EXCELLENCE** : To nurture heuristic, lifelong learners and who excel in conventional academic demands; explore and discover the interconnectivity of disciplines and grow into active generators of knowledge.
4. **CO-CURRICULAR ACTIVITIES** : To ensure that all students gain experience, and appreciate all the creative and performing arts thereby promoting the acquisition of team spirit and development of individual skills needed for a holistic growth.
5. **TEACHING STRATEGY** : To practise tailored teaching strategies incorporating latest technology to facilitate the diverse learning styles and intelligence quotients of the student.
6. **COMMUNITY SERVICE** : To disseminate awareness of environmental concerns and humanitarian issues and kindle a sense of responsibility towards the amelioration of the needy by working with charitable organizations.
7. **TECHNOLOGY** : To allow opportunities for a guided, constructive and age-appropriate use of technology and other resources within and throughout the academic programme.
8. **INDIVIDUAL ATTENTION** : To discover the latent potential in each child through individual attention and providing them with opportunities to hone their full potential.
9. **COUNSELLING** : To monitor a complementary growth of social, cognitive and spiritual facets of a child and aid in making fulfilling life and career choices.
10. **MULTICULTURAL** : To foster respect for and tolerance of other cultures and creed by creating a multicultural and secular ambience.
11. **TO GROW FROM STRENGTH TO STRENGTH** : To conduct periodic review of all programmes and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission Statement and the Motto of the school.

INTERNATIONALISM

GSIS fosters an ethically and culturally diverse learning environment wherein students transcend barriers through communication and mutual understanding which inspires them not only to become courageous leaders but also responsible citizens in the service of local and global communities.

DEFINITION OF GLOBAL CITIZENSHIP

High and Higher Secondary (Grades IX, X, XI & XII)

Global citizenship is an attitude which promotes responsibility in a varied and rapidly-changing world, nurturing respect for diversity with an aim to integrate multidisciplinary expertise towards co-existence and sustainable development for a safe and positively interconnected global community.

Middle School (Grades VII & VIII)

Global citizenship is a responsibility of every person to promote diverse natures and to encompass different cultures and traditions imbibing good values and knowledge for harmonious and peaceful living on this planet.

Upper Primary (Grades IV, V & VI)

Global citizenship is about accepting people of different cultures and traditions, and learning from them. It is also protecting the environment for every creation to have a happy living, now and in future.

Lower Primary (Grades II & III)

Global citizenship is about knowing people from different countries and being a good friend to all. We teach and learn from each other. We enjoy and protect the place we live in, with trees and animals. Together we live happily.

Learning Definition

LEARNING at GSIS initiates a life-long journey of positive transformation through engagement in a wide variety of experiences. These experiences include opportunities for:

- * A range of academic, co-curricular and service-learning programmes.
- * Dormitory-style of living in a multi-cultural environment.
- * Building meaningful relationships.
- * Broadening the learners' comfort zone.
- * Self-awareness and self-management.
- * Nurturing and developing leadership skills.
- * Optimizing learning in a state-of-the-art infrastructure located in a pristine environment.

LANGUAGE POLICY- GOOD SHEPHERD INTERNATIONAL SCHOOL LANGUAGE POLICY

The multicultural environment that is nurtured at Good Shepherd International School is perhaps most effectively understood through the well-defined language policy that has been formulated to reflect our earnest endeavour to bring together myriad classes, cultures and origins, to respect variety and merge extremes. Our Language Policy is a document that, we believe, will illustrate the aims of our institution to develop language skills in the formal or informal situations in the school and later, in the real-life context, and demonstrate how the priorities and demands of individual learners are met. It explains, in detail, the attitudes, needs, approaches, methodology and the monitoring processes of the teaching and learning of languages. This document works as a strategy that will constantly be updated and revised to suit the language needs of an ever-changing society.

The language philosophy of the school:

Good Shepherd International School with its aims to cater to the evolving language needs of a global citizen, intends to develop a unified and balanced perspective on language studies with its focus on respecting social, cultural, literary, psychological and aesthetic aspects to promote better international understanding and peace.

The language policy of the school

The mission of GSIS is to promote excellence in English language teaching as it is the working language of the school and also to value and encourage multilingualism in all learners at every age and level. The English curriculum from Grade 1 to Grade 12 caters to the inculcating and development of the four skills of language learning: listening, speaking, reading and writing in a graded manner. Besides, the skill of analysis the cultural aspects revealed in the variety of ways in which the language is used is also imbibed by the students of the school. GSIS

supports multilingualism by offering more than two regional languages in their specified curriculum in the Indian context and thus values all the languages in the country. Thai is also offered as an additional language to the students from Thailand to maintain the focus on the mother-tongue.

In India, as the geographical boundaries are based on linguistic divisions, a constant attempt is made to unify the differences by using languages, with constant emphasis being laid on multiculturalism. This area of language need is met through ensuring proficiency in third languages.

Commonality and Internationalism

As India is a country with many mother tongues, it is very difficult for a school to offer all the students their mother tongues. Hence, the language policy that has been made in this context caters to the students gaining a working knowledge of at least three languages. While English is taught as a first language in order to enable the students to pick up an international language that they are exposed to considerably because of the remnants of the British colonialism, other languages are taught to fulfill the need for students to learn either their mother tongue or a language whose origin is close to that of their mother tongue. Language and culture are interconnected, and the learning of another language exposes one to different/another culture and idea, and promotes mutual understanding. To ensure this, French and Spanish are offered as foreign languages to promote inter-culturalism and internationalism.

Current beliefs and practices related to language teaching and learning across the various sections of the school:

The language needs of the students of Good Shepherd International School, a residential school that nurtures a multicultural environment, are varied.

Though it is explicit that there has to be one common language, there is a level of freedom that is granted to the students taking into consideration the linguistic complexity that prevails in these environs.

Entrance and Exit Procedures for Language

Entrance Procedures:

The first language of all students is English. The choice of the second language and the third language (a requirement of the national curriculum for students of Grade 4 to Grade 7) depends on the mother tongue of the student and the place that the student hails from. As Hindi (including its dialects) is the most widely-spoken language in India it is offered to those who do not know any other second language. Kannada, Tamil, Hindi and French are offered as Second Language till Grade 10 for the National Curriculum. Hindi, French and Spanish are offered as Second Language till Grade 10 for the International Curriculum as well. For the IBDP students Hindi, French and Spanish are offered as Second Language.

If a student is seeking admission to any grade between Grade 1 and Grade 9, at the time of admission, the student has to take an aptitude test in English and in the Second Language in order to gauge the level at which it has to be pursued or the grade he has to be taken into.

In Grade 11, both for the national curriculum and for the IBDP, English is offered as First Language. For those who want Hindi A, English B is offered. The choice between Language and Literature and Literature and Performance is up to the student, according to the individual requirements for higher education. The level at which a student takes up English A: Language and Literature depends upon the need of the student.

For Group 2 of IBDP, French ab initio, French B (Standard and Higher Levels), Spanish ab initio and Hindi B (Standard and Higher Levels) are offered to the students as acquired languages. They make their choice according to their exposure to the language, their personal wishes and their personal needs. Students who have learnt the language of acquisition for more than two years are required to take Language B. Students may take up Hindi B, even if they have not learnt it formally, to fulfill the need to study the mother tongue.

Students who do Hindi till Grade 6 are permitted to change the language to French for the national curriculum.

Students who study French or Hindi till Grade 6 are permitted to change the language taken to Spanish, Hindi or French for the international curriculum.

Tamil, Hindi and Kannada are offered as a Third Language from Grade 5 to Grade 8

Thai students are permitted to take Thai and English as a First Language for the IGCSE Curriculum.

Exit Procedures

Students who do French or Hindi till Grade 6 are permitted to change the language taken to Spanish, Hindi or French for the international curriculum.

Students who have been exposed to a language for several years and are proficient in the language (except English) may stop learning that language in any other board pursued till Grade 10 and take up French ab initio or Spanish ab initio in IBDP.

Languages offered in Good Shepherd International School

English

English is used as the working language as the school presents itself as a microcosm of the larger world that houses various nationalities, identities and believers. English has helped in unifying different groups from dissimilar backgrounds with no biases and prejudices, to make communication across the school possible. It also gives the required exposure to all the students to innovative techniques in every field. English is used as the language of learning and teaching as the performance in the other subjects depend on the proficiency in English. Teachers instill in students the need to gain competency in English and all teachers prove to be language teachers when they communicate in this language. The courses in English cater to the student needs and abilities. Moreover, a reading of various texts translated into English provides learning experience to the students, which is undeniable. By considering English as a necessary factor that binds, the school dispels any chances of extreme regionalism and undesirable nationalistic spirit that could be a threat to the secularism and democratic principles which are intrinsic aspects of the school guiding principles.

The teaching and learning practices of English in Grades 1, 2, 3, 4, 5, 6, 7 and 8 of the Indian students are based on the curriculum developed by the school. This curriculum naturally leads to the ICSE examinations the syllabus of which is used in Grades 9 and 10. Cambridge Primary Examination is taken at the end of Grade 6. Hence, the curriculum of the sections of Grades 3, 4, 5 and 6 comprising the international students are along the lines of the syllabus of Cambridge Primary. Cambridge Secondary 1 Examination is taken at the end of Grade 8. The curriculum of the sections of Grades 7 and 8 comprising the international students is, therefore, based on the syllabus of Cambridge Secondary 1. The English Department, therefore, has made a Literature curriculum for these classes. The Cambridge IGCSE and the ICSE examinations are catered to by the syllabi prescribed by the Cambridge International Examinations and the Council for the Indian School Certificate Examinations, New

Delhi, respectively. The English syllabi of both these boards are covered in two years, Grades 9 and 10. Similarly, the English curriculum for Grades 11 and 12 is based on the syllabi for the ISC and IB Diploma examinations prescribed by Council for the Indian School Certificate Examinations, New Delhi and the International Baccalaureate Organisation, respectively. A change that is being brought about from the academic year 2013 is the inclusion of English Language B for those who opt for Hindi A – Literature as part of the IB curriculum.

The revision of the text books and the teaching methodology by the teachers of the English Department is based not only on the academic results of the various board examinations, competitive examinations like the SAT, TOEFL and IELTS but also on the extent to which the teaching and learning practices have been successful in inculcating in the students the ability and confidence to use the language in both formal and informal contexts. Writing articles and essays (including the Extended Essay) for their academic subjects, preparing laboratory reports, preparing portfolios, interviewing people, writing critical analyses, letters and questionnaires, speaking in public (prepared and extempore), acting and conducting seminars and programmes should be done with ease by a student graduating from the school. The high achievers should also be able to produce their own work of self-expression, like essays, short stories, poems or even novels, infused with originality and creativity. All should emerge as principled, considerate global citizens with the ability to think critically and express themselves fluently in the English Language.

ICSE/ISC

The two conditions of the National Syllabus, "The school course is often of two years' duration followed by an external examination" and "A Pass Certificate will be awarded to those candidates who obtain a Pass in at least FIVE subjects which must include English" made it mandatory for students to master English from the very beginning. The first language (English) teaching aims to develop and integrate the use of the four language skills i.e. listening, speaking, reading and writing for the purpose of effective communication.

Listening: The listening skills will help students to develop the ability to derive, infer and critically assess information.

Speaking: It aims at enabling the students to communicate accurately and effectively orally, showing an ability to understand, organize and present facts, ideas and opinions, use language and register appropriately for the benefit of the audience and context, articulate experience and express what is thought, felt and imagined, make accurate and effective use of grammatical structures, sentences, punctuations, spelling, and a range of appropriate vocabulary, enabling them to enjoy and appreciate a variety of styles and finally complement the students' other areas of study by developing skills of more general application.

Reading: It aims at encouraging and developing students' ability to enjoy the experience of reading literature in three major genres, (prose-fiction and non-fiction, poetry and drama) from different periods and cultures, nurturing in them the abilities to recall, narrate, summarize, select relevant details, distinguish viewpoints, comment on plot and characterization, drawing inferences, state opinions, explore themes, analyze the plot and evaluate and interpret writing using basic critical terminology.

Writing: The writing skills and the analytical skills for a comprehensive study of literature are enhanced. Specifically, functional grammar, report-writing skills, narrative, descriptive, argumentative and creative writing skills are developed to cater to the language-learning process, and a genre-based (prose-fiction and non-fiction, poetry and drama) study of literary works is done to focus on the development of critical skills

Cambridge Primary and Secondary 1

Both these syllabi comprise aspects of grammar, reading and writing skills. They are focused on:

- **Listening** – Students are encouraged to listen to readings from passages
- **Speaking** - Students are given topics to speak on extempore
- **Grammar** – Students are given lessons and exercises to learn new concepts and reinforce the concepts that have already been learnt in Grade 6.
- **Comprehension** - Unseen Passages in prose are given to improve the students' reading skills
- **Directed Writing** – Students learn to apply their skills of writing based on detailed instructions that are provided by the teacher
- **Composition** - Students learn to apply their writing skills in writing various types of essays

IGCSE – English Language and Literature

Language

Cambridge IGCSE First Language English is designed for students whose mother tongue is English. The course allows students to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide-range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English Language can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. They are also expected to analyse a variety of writing and styles to bring out the

layers of meaning and effects created by the use of various stylistic devices.

Literature

Cambridge IGCSE Literature (English) syllabus aims to encourage and develop candidates' ability to:

- enjoy the experience of reading literature;
- understand and respond to literary texts in different forms and from different periods and cultures;
- communicate an informed personal response appropriately and effectively;
- appreciate different ways in which writers achieve their effects;
- experience contribution of literature to aesthetic, imaginative and intellectual growth;
- explore the contribution of literature to an understanding of the areas of human concern.

Though the subject is an optional one according to the IGCSE syllabus, which features several components, the school has made the study of English Literature compulsory. The chosen components are Prose, Poetry and Drama. This ensures not only an exposure to all the genres of writing and a variety of cultures but also helps in taking the students forward in developing an excellent knowledge of English.

Other Languages done for IGCSE are

- French
- Thai (as a first language along with English)
- Spanish
- Hindi

IB – Group 1 – Introduction to English

The IB English programmes are aimed at stimulating critical thinking and developing and applying English Language skills appropriately, in any context. The course offered prepares every student to pursue academic studies after being well-informed of the methods of in-depth explorations into Literature which is a reflection of life.

Group 1 consists of three courses.

- Language A: literature
- Language A: language and literature
- Literature and performance (interdisciplinary subject)

To fulfill the requirements of the Diploma Programme, all students must study a Group 1 subject selected from one of the courses above. GSIS offered English A: literature for the batch of 2013 and from 2012 offered Language A: Language and Literature for the students of batch 2014 onwards.

The focus of the English A: language and literature course is directed towards developing and understanding the constructed nature of meanings generated by language and the function of context in this process. It aims to develop in students, skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally-determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

Foreign Language Policy:

ICSE

Students appearing for the Indian Certificate of Secondary Education (ICSE) examination from 2015 can opt for French, German or Spanish as their second language paper instead of an Indian language. French has been chosen as a modern language as it is one of the various options available in the programmes offered by our school. School is also looking at the option of offering Spanish as modern language in ICSE in the coming years.

Aims:

- To develop and integrate the use of the four language skills i.e. listening, speaking, reading and writing.
- To use the language effectively and appropriately on topics of everyday life situations.
- To develop an interest in the appreciation of French.
- To develop an intercultural awareness.
- To enhance the ability of the candidates to express their ideas and feelings in their own words and for them to understand the use of correct language.
- To appreciate the language as an effective means of communication.
- To understand language when spoken at normal conversational speed in everyday life situations.
- To understand the basic structural patterns of the language, vocabulary and constructions.

Assessment objectives

Candidates will be assessed on their ability to:

- Understand and respond to spoken language
- Understand and respond to written language
- Communicate in writing a wide range of appropriate vocabulary with appropriate use of grammar.

IGCSE

The Foreign languages offered in IGCSE are

French & Spanish

In the Foreign Languages the syllabus content is organized around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

This syllabus aims:

- To develop the ability to communicate effectively using the target language
- To offer insights into the culture and society of countries where the language is spoken
- To develop awareness of the nature of language and language learning
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilizations
- To provide enjoyment and intellectual stimulation
- To develop transferable skills (e.g. analysis, memorizing, drawing of inferences) to complement other areas of the curriculum
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Assessment objectives

Candidates will be assessed on their ability to:

- Understand and respond to spoken language
- Understand and respond to written language

- Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately
- Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Hindi is offered as a Second Language

Syllabus aims

The aims set out below describe the general educational purposes of a course in Hindi as a Second Language, and are the same for all learners. They are not listed in order of priority.

The aims are to:

- develop the ability to use Hindi effectively for the purpose of practical communication;
- form a sound base for the skills required for further study or employment using Hindi as the medium;
- develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- promote learners' personal development.

This syllabus assesses Reading, Writing and Listening.

Assessment Objectives (AOs) have been grouped under skill headings, but it is recognized that these are interrelated. Candidates must demonstrate ability in the following areas:

AO1: READING

R1 understand and respond to information presented in a variety of forms

R2 select and organise material relevant to specific purposes

R3 recognise, understand and distinguish between facts, ideas and opinions

R4 infer information from texts

AO2: WRITING

W1 communicate clearly, accurately and appropriately

W2 convey information and express opinions effectively

W3 employ and control a variety of grammatical structures

W4 demonstrate knowledge and understanding of a range of appropriate vocabulary

W5 observe conventions of paragraphing, punctuation and spelling

W6 employ appropriate register/style

AO3: LISTENING

L1 understand and respond to information presented in a variety of forms

L2 recognise, understand and distinguish between facts, ideas and opinions

L3 select and organise material relevant to specific purposes

IB

Group 2 in IB consists of two modern language courses—language ab initio and language B. Language ab initio is offered in French and Spanish and Language B in French and Hindi at GSIS. School is looking at offering Spanish B in a couple of years.

The aims of group 2 are to:

- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students' awareness of the role of language in relation to other areas of knowledge
- develop students' awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

French ab initio

The language ab initio course is organized into three themes.

- Individual and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Language ab initio is available at SL only.

There are five assessment objectives for the language ab initio course. Students will be assessed on their ability to:

- demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
- communicate clearly and effectively in a range of situations
- understand and use accurately the basic structures of the language
- understand and use an appropriate range of vocabulary
- use a register and a format that are appropriate to the situation.

French/Hindi B

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills.

There are six **assessment objectives** for the language B course. Students will be assessed on their ability to:

- communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- use language appropriate to a range of interpersonal and/or cultural contexts
- understand and use language to express and respond to a range of ideas with accuracy and fluency
- organize ideas on a range of topics, in a clear, coherent and convincing manner

- understand, analyze and respond to a range of written and spoken texts
- understand and use works of literature written in the target language of study (HL only).

Mother tongue

The mother tongue teaching and learning reflects every student's need to develop a feeling of belonging, self - respect, identity, tolerance and sensitivity, and places the individual in the global context by creating a firm footing in the national situation. Though English is treated as the language of the school and students are to use it in the academic block and during the meals in order to maintain the etiquette of using a common language, students are encouraged to use their mother tongue to facilitate learning. Their parents are the most important sources of the mother tongue. Both in the playfields, in the dormitories and when students receive phone calls, they reinforce their skills of using the mother tongue.

The Indian languages (mother tongue) fall into Group 1 languages of the Council for the Indian School Certificate Examinations.

The aims are to:

- develop a holistic perspective on language proficiency i.e., to integrate all the four language skills (i.e. Learning, Speaking, Reading and Writing) in conjunction with a variety of other cognitive abilities involved in the process of teaching and learning.
- develop the ability to use the language effectively for the purpose of practical communication.
- understand a wider range of social registers and styles that they can produce and communicate appropriately.
- develop an awareness of the nature of language and language-learning skills, along with skills of more general application.
- promote students' personal development.

The Cambridge IGCSE First Language Thai syllabus is designed for candidates whose mother tongue is Thai. Cambridge IGCSE First Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing;
- the ability to use a wide range of vocabulary, correct grammar, spelling and punctuation;
- a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

In IBDP curriculum Hindi A: Literature is offered to encourage Mother tongue learning.

Hindi A: Literature shares the aims of any other Group 1 language.

In addition, the aims of the Language A (Hindi): literature course at SL and at HL are to:

- develop in students an understanding of the techniques involved in literary criticism
- develop the students' ability to form independent literary judgments and to support those ideas

Second Language

The study of second languages (mother tongue) is offered at the primary, middle and high school level.

The aims are:-

- 1) To appreciate the language as an effective means of communication.
- 2) To acquire knowledge of the elements of the language
- 3) To develop an interest in the language.
- 4) To understand the language when spoken at normal conversational speed.
- 5) To understand the basic structural, vocabulary and constructions.

The following languages are offered in Good Shepherd International School:-

Hindi
Tamil
Kannada
French
& Spanish

Third languages

Acquisition of a level of competency in one regional language other than the second language is a compulsion in the system from Grade 4 to Grade 8 for Council for the Indian School Certificate Examinations (CISCE) and is aimed at students for whom the language is not a first language or mother tongue but for whom it is a language of study.

The third language formula aims at :-

- using the language as a medium of practical communication related to real-life situations
- creating a space for study of proximate languages
- developing a better understanding of different cultures within the country.

The third language to be studied should be determined as under:

Hindi

Tamil

Candidates of Indian Nationality

- (i) Students taking Hindi as a compulsory subject for the External Examination (see Part II) will be required to study one of the following languages: Tamil, French or Spanish
- (ii) Students taking one of the languages in (i) above, will be required to take Hindi or any other language approved by the Council. Candidates of other nationalities may be exempted from the study of a third language from the list given in (i) above, provided that they study an approved language for which provision is made by the school.

Exemption from the study of the third language may be made in special cases: such candidates may be required to complete a course of studies in another subject approved by the Council.

The following languages are offered as third language.

Hindi

Tamil

GSIS strongly believes that multilingual capabilities have positive effects on development and learning.

The needs of the community

This need is looked into when helping the student choose the second or the third language. English is still considered the working language and there is no compulsion with regard to the choice of the foreign, second or third language in the Indian curriculum. The student is encouraged to acquire the skills of the National language or any one of the languages offered.

Languages Offered at GSIS

ICSE	IGCSE	IB
I. First Language	First Language English	Group 1 : Hindi A - Literature English A – Language and Literature English A – Literature and Performance
(a) English Language	(a) English Language	
(b) English Literature	(b) English Literature	
	(c) Thai	
II. Second Language (Choose One)	Second Language (Choose one)	Group II (Choose one) Language Acquisition
Hindi Tamil French	French Spanish Hindi	French B / Hindi B – Standard Level and Higher Level French ab initio / Spanish ab initio – Standard Level
III. Third Language (Choose One)		
Hindi		
Tamil		

WORKS CITED

- 1) International Baccalaureate Organization - *Language Policy - 2008*.
- 2) Good Shepherd International School IB Handbook – 2014
- 3) Curriculum Document – GSIS – English Department – 2014-2015
- 4) Language policy guiding documents online curriculum centre

VISION STATEMENT

Good Shepherd International School, in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

MISSION STATEMENT AND DESCRIPTORS

Good Shepherd International School endeavours to prepare each student for academic social and personal success by creating a community of empowered and diverse learners striving to be globally minded citizens in an atmosphere of mutual respect, understanding and trust.

GSIS is an International School by:

- ❖ maintaining a global perspective in an Asian context wherein it is situated
- ❖ embracing a diversity of cultures represented by its staff and students
- ❖ being sensitive and accepting of all cultures
- ❖ upholding a secular perspective within the School community
- ❖ offering national and international curriculums

Academic Success at GSIS is:

- ❖ acquisition of academic skills
- ❖ training to apply knowledge to real life situations
- ❖ provision of qualified staff to ensure quality education
- ❖ being in a residential set-up that facilitates holistic academic growth and development
- ❖ benchmarked results and learning outcomes on global standards
- ❖ entry into leading colleges / universities in the country and worldwide

Social Success at GSIS is:

- ❖ development of a strong identity and self worth
- ❖ ability to relate, connect and communicate effectively with others
- ❖ cultural sensitivity and acceptance
- ❖ valuing justice and fairness in social living
- ❖ being service oriented unconditionally
- ❖ having an acceptable level of decorum

Personal Success at GSIS is:

- ❖ being a life long learner equipped with a keen spirit of inquiry
- ❖ developing a value based and ethical outlook on life
- ❖ imbibing cognitive and behavioral skills to take on the world
- ❖ acquiring a sense of purpose and being goal oriented
- ❖ possessing a sense of equanimity and ability to balance reason and emotion
- ❖ having acceptable standards of deportment
- ❖ having a spiritual rootedness within a secular context

Community Life at GSIS means:

- ❖ staff and students living in a multi-cultural ambience / context
- ❖ having a sense of being in a 'family'
- ❖ developing a sense of belonging and togetherness in all we do
- ❖ allowing for personal space within a structured environment
- ❖ experiencing the joy / art of living – joie de vivre

Empowered Learners at GSIS:

- ❖ take responsibility and are accountable for one's learning
- ❖ value and enjoy the process of learning as much as the outcome
- ❖ share and transmit knowledge
- ❖ develop initiative and leadership skills

Diverse Learners at GSIS:

- ❖ acquire holistic learning and development through a wide variety of academic / extra curricular activities
- ❖ have varied curricular options to choose from catering to their diverse needs and backgrounds
- ❖ are recognized and accepted for their multiple ability levels and learning styles
- ❖ learn from each other in the diverse community they live, learn and work in

Globally minded Citizens at GSIS:

- ❖ value the human spirit beyond the constraints of cultural boundaries

- ❖ develop awareness and sensitivity to global issues encompassing all aspects of life
- ❖ understand the impact of one's thoughts and actions on the world at large
- ❖ think globally and act locally

Mutual Respect at GSIS means:

- ❖ upholding the sanctity of teacher students roles
- ❖ appreciating and accepting individuality and diversity
- ❖ safeguarding and promoting the values ethos of the institution
- ❖ preserving and maintaining the environment we live and work in

Understanding and Trust at GSIS means:

- ❖ Truth /Trust /Triumph (our school motto)
- ❖ caring for individual needs even as we live in the community
- ❖ belief in the goodness of the individual and the human race
- ❖ developing empathy and rapport amongst members of the community
- ❖ being active listeners and critical thinkers before being judgemental

OBJECTIVES

1. **VALUE EDUCATION** : To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
2. **HOME AWAY FROM HOME** : To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
3. **ACADEMIC EXCELLENCE** : To nurture heuristic, lifelong learners and who excel in conventional academic demands; explore and discover the interconnectivity of disciplines and grow into active generators of knowledge.
4. **CO-CURRICULAR ACTIVITIES** : To ensure that ALL students gain experience, and appreciate ALL the creative and performing arts thereby promoting the acquisition of team

spirit and development of individual skills needed for a holistic growth.

5. **TEACHING STRATEGY** : To practice tailored teaching strategies incorporating latest technology to facilitate the diverse learning styles and intelligence quotients of the student.
6. **COMMUNITY SERVICE** : To disseminate awareness of environmental concerns and humanitarian issues and kindle a sense of responsibility towards the amelioration of the needy by working with charity organizations.
7. **TECHNOLOGY** : To allow opportunities for a guided, constructive and age appropriate use of technology and other resources within and throughout the academic program.
8. **INDIVIDUAL ATTENTION** : To discover the latent potentials in each child through individual attention and providing them with opportunities to hone them to their full potential.
9. **COUNSELLING** : To monitor a complementary growth of social, cognitive and spiritual facets of a child and aid in making fulfilling career choices.
10. **MULTICULTURAL** : To foster respect for and tolerance of other cultures and creed by constructing a multicultural and secular ambience.
11. **TO GROW FROM STRENGTH TO STRENGTH** : To conduct periodic review of all programs and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission statement and Motto of the school.

INTERNATIONALISM

GSIS fosters an ethically and culturally diverse learning environment wherein students transcend barriers through communication and mutual understanding which inspires them not only to become courageous leaders but also responsible citizens in the service of local and global communities.

GOOD SHEPHERD INTERNATIONAL SCHOOL

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