



LA SALLE GREEN HILLS IB Diploma Programme Language Policy

I. IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

II. LSGH Vision and Mission

Vision:

LSGH 2025: The school of choice.
Building character, forming leaders.

Mission:

Inspired by the teachings of Jesus and the charism of St. John Baptist de La Salle, La Salle Green Hills, a Catholic school, promotes the values of Faith, Service, and Communion.

We bring out the best in our students by nurturing their gifts, passion, and full potential through: innovative and relevant educational programs; highly competent and committed educators; and 21st century learning environment.

Working together as a community, we develop Lasallians who are exemplary leaders who care for the poor and the environment.



III. The 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**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Knowledgeable**
IB learners explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Balanced**
IB learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Caring**
IB learners show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others
- **Communicators**
IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled**
IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.



- Open-minded
IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Risk-takers
IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

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.

IV. Introduction to Language Policy

As a spirited learning institution, La Salle Green Hills recognizes language as a powerful tool for communication where ideas are shared as a means of expression, connection, and collaboration with others to create a fraternal, inclusive, and culturally responsive environment that promotes our shared values of faith, zeal for service and communion in mission to all our students.

Having a language policy has been regarded to influence the efficacy of teaching and learning in a school setting. It is critical for helping the school achieve its mission of bringing out the best in our students, nurturing their gifts and passion, and developing their full potential. It also supports the formation of young leaders to clearly articulate their values and vision, and inspire their peers, establishing a compelling leadership presence, and empowering themselves to make a positive impact on their communities and beyond.

This language policy is designed to outline our approach to language use and how it is used and communicated within our school community. The policy is designed to promote clarity, consistency, and inclusivity in language use, while also respecting the diverse linguistic backgrounds and experiences of our students to effectively equip them for responsible engagement, from their daily interactions within the classroom to broader societal interaction including their active participation within their community. Furthermore, it is designed to be a



living document, subject to regular review and revision to ensure that it remains up-to-date and relevant to the needs of our school and students.

V. Language Philosophy

La Salle Green Hills (LSGH) is committed to fostering an inclusive and dynamic learning environment that recognizes the importance of language as a tool for communication, expression, and cultural understanding. This language policy aims to articulate our approach to language education, usage, and communication within our school community, reflecting our mission, values, and commitment to excellence.

VI. Language Profile of LSGH Students

The following figures summarize the language profile of students studying at La Salle Green Hills for School Year 2023-2024:

1. 67% of the students have English as their first language
2. 33% of the students have English as their second language
3. 100% of students are both using English and Filipino languages
4. 20 % of students are using regional languages/Foreign Language

VII. General Policies

A. Medium of Instruction

1. **Primary Language:** The primary medium of instruction at LSGH is English. All academic courses, lectures, and official communications will be conducted in English to ensure clarity and proficiency in this global language.
2. **Second Language:** Filipino is recognized as a foundational element of our national identity. It is taught as a subject, and efforts are made to integrate it into various aspects of school life, promoting cultural awareness and communication skills.
3. **Foreign Language:** La Salle Green Hills offers French as a Language Ab Initio, providing students with the opportunity to explore and appreciate the language and culture of a particular country.



B. Language Proficiency

1. English Proficiency: Students are encouraged to achieve a high level of proficiency in English to effectively engage in academic discourse, enabling them to excel in their studies and beyond.
2. Filipino Proficiency: Proficiency in Filipino is essential for cultural appreciation and effective communication within the local context. Assessments will be conducted to gauge students' proficiency in Filipino.
3. Foreign Language Proficiency: Students undertaking a specific Language for Language Ab Initio are expected to progress in their proficiency through a structured curriculum designed to develop listening, speaking, reading, and writing skills.

C. Cultural Integration

1. Cultural Awareness: Cultural components of English, Filipino, and specific national societies are integrated into the curriculum to provide students with a holistic understanding of the languages they are learning.
2. Cultural Exchange: Opportunities for cultural exchange programs, events, and collaborations will be promoted to enhance students' global perspectives and cultural appreciation.

D. Language Proficiency Assessments

The English and Filipino teachers regularly conduct language proficiency assessments, formative and summative assessments, to gain perspective on our students' language growth, ensuring that our students are developing their language skills in both English and Filipino. These assessments help teachers identify areas where our students need improvement, and appropriate measures are taken to address these areas.



E. Language Support Programs

Our school provides language support programs to students who need extra assistance in developing their language skills.

1. Filipino Bridging Class

The Filipino bridging class is designed to develop and equip non-Filipino speakers with the basic skills and concepts of using the Filipino language. This is being offered to new Filipino and foreign students who did not have any Filipino in the curriculum of the school where they came from. Depending on the evaluation of the IB Literature A: Filipino teacher, the student will be invited to enroll in the program. A year-long contract will also be given to the parents of the qualified students.

2. Subject-Specific Enrichment Class

Enrichment classes are offered to students who are having difficulty coping with any course from the 6 subject groups and core subjects. Classes are offered to students as early as the second term of DP 1 to assist students with their difficulties. The early academic intervention forms part of the conditions stipulated in the commitment agreement between the school and the parents.

3. Bridging Program for Language Ab Initio

The Bridging Program for Language Ab Initio offers enriching activities that will allow students to improve their perspective and understanding of the chosen foreign language. La Salle Green Hills has partnered with Language institutions that provide proficient language teachers.

VIII. Linkages with other Policies

1. Students aspiring to be in the IB Diploma Programme are expected to have an advanced literacy level in English Language. Thus, the student's extensive reading and writing skills are important Admissions requirements. To initially determine these skills, the student will be asked to write an analysis of a chosen literature on the day of his/her scheduled interview.



2. For students with learning conditions/difficulties and or with exceptional needs, the school will provide support accordingly and will adjust as to how a student can be assisted by the language teachers.
3. Courses in both Group Subjects 1 and 2 observe and follow the stipulations in the academic integrity and assessment policies.

IX. Language Policy Review and Revision

The language policy must be reviewed periodically to ensure that any revision to the policies is coherent with the beliefs and values of the school towards language and language teaching. Language trends and issues may be included as points for reflection. The review committee will be led by the IB APA, IB Coordinator, IB Core, and IB Language teachers, together with the IB teachers, and other stakeholders of the school.

X. References

International Baccalaureate Organization. Programme Standards and Practices. Cardiff: International Baccalaureate Organization, 2014. PDF file.

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