



VOSIQ INTERNATIONAL SCHOOL

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Language policy

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Table of contents

IB Mission statement4
Vosiq International School Mission 4
School philosophy	..... 4
IB learner profile	..... 5
School profile	..... 6
School Portrait	..... 7
School language profile	..... 8
Language philosophy	..... 8
Ministry requirements	..... 9
Language support	..... 9
Language assessment	..... 10
Language-rich environment	..... 11
Procedures for Language Policy Maintenance	..... 12
Connections to other policies	.....12

IB MISSION STATEMENT

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 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.

VOSIQ INTERNATIONAL SCHOOL MISSION

Vosiq International School and Kindergarten aims to ensure effective and high-quality education for children through inquiry, taking into account their individual characteristics, inclinations and abilities and to develop life-long learners who seek to improve the world through application of knowledge, and reflection.

SCHOOL PHILOSOPHY

Vosiq International School was founded on the belief that children are the future and all should have equal access and opportunity to a quality education. Our school aims to develop responsible members of society through instilling an aspiration for long-life learning in our learners. The school values the importance of multiculturalism and respect for ideas and opinions that differ from our own as well as having a balanced view and perception about other people. At the end of the spectrum, the idea is to develop global citizens who are internationally minded.

Academic excellence is a priority for the school, however we believe that for learning to be complete, students should embrace social values through the learner attributes. Meaningful learning that yields the best results is attainable when the learning environment is positive, friendly and safe. The learning process should build critical thinking skills and our educators treat our students with patience and fairness to achieve this. Building stronger relationships with students provides us an opportunity to have a deeper understanding of their individual strengths and areas of interest. Our students demonstrate leadership qualities and can work productively in a team and make meaningful contribution to the world they share.

We believe that learners are responsible for their learning, behavior and choices by creating conditions for developing autonomy in learners. It is the school's responsibility to guide learners to make informed decisions, be confident and develop socially accepted behavior with greater parent involvement and encouragement. Parental support is an important pillar in the learning process.

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.

- 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.
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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 recognize 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.

SCHOOL PROFILE

"Vosiq International School and Kindergarten" is a Tashkent-based non-governmental educational institution that was established in 2017. Academician, superior in public education, and World War II veteran Vakhabov Vosik Vakhabovich was the primary driver behind the establishment of a new, modern, and one-of-a-kind institution called "Vosiq International School and Kindergarten." He spent his entire life devoted to education and intellectual pursuits.

"Vosiq International School and Kindergarten" is a large educational facility that meets all current criteria in education. As a result, the school accepted 380 students into primary classrooms in 2017, and by 2022, 1300 children from first to eleventh grade already enrolled at "Vosiq International School."

A kindergarten facility, a football pitch, tennis courts, a swimming pool, two dining halls, science classrooms, a music hall, computer classes, and a large library are all part of the VOSIQ complex.

The school teachers are highly qualified professionals who are bilingual, as the lessons are taught in three languages: Russian, Uzbek, and English. School leadership constantly invests in teacher training and so, there are teachers who are experts in various up-to-date learner-centred methodology, such as Singapore teaching practice, Montessori and others.

Teachers' accomplishments are priceless because they consistently encourage their students to participate in and win State and International Olympiads; also, these teachers hold a variety of State and International Certificates.

The school provides well-equipped classrooms and a variety of extracurricular activities that encourage students to think creatively and innovatively, challenging them to leave their comfort zones and think outside the box. Singing, gymnastics, dance, theater, robotics, chess and ART are all available to all students. Korean language is offered to children in grades 2 through 11 as an extra-curricular activity after school once a week, in addition to providing a comprehensive tri-lingual program.

The program focuses on the overall child's development by offering significant opportunities for knowledge, learning methodologies, and good attitudes to expand.

School Portrait 2021-2022

School Capacity	1300
Kindergarten Capacity	360
Program (s)	State Education Program with enhanced English language training & IB PYP
Total Number of Students Registered (School)	1284
Total Number of Students Registered (Kindergarten)	327
Number of Classroom Teachers	68
Number of Teachers	139
Number of Kindergarten Teachers/nannies	18/23
Number of Teacher's assistant	3 (in IB classes)
Number of Mentors	7
Number of support staff	331
percentage of students studying in English	3%
Percentage of students studying in English in Kindergarten	22%

Percentage of students studying in Russian	83%
percentage of students studying in Russian in Kindergarten	78%
percentage of Students studying in Uzbek	14%
Percentage of students studying in Uzbek in Kindergarten	0%

SCHOOL LANGUAGE PROFILE

VOSIQ International School is based in Tashkent, Uzbekistan, and has a mainly bilingual community.

Approximately 68 percent of our community speaks Russian and Uzbek languages, with 32 percent speaking English as a second language. Understandably, there is a wide range of culture and language represented.

Korean, Turkish, Kazakh, Arabic, and Ukrainian are some mother tongue languages represented in the school community. All administrative and teaching staff are bilingual in Russian and Uzbek. Due to the fact that so many students communicate in languages other than English, there is a need to assist with English language development in the classroom. The parent community supports teaching and learning foreign languages. The majority of people in the community believe that learning English and other languages is important. They believe that in the future, children will need to be able to communicate in multiple languages in order to be global citizens and compete in a global market. Families think that learning a second language fosters cultural respect, mutual understanding and aids cognitive development.

All students take examinations in English, Russian and Uzbek from grade 1 up to grade 11. The results of these tests become part of our school success plan. They are reported annually to the community through the school's annual reports.

VOSIQ International School is an inclusive school with the intent of providing equal access to the IB PYP for all students. All this is in view of enhancing the language development of all students.

LANGUAGE PHILOSOPHY

Vosiq International School views language as fundamental to effective communication and as a vehicle to any subject learning in the classroom and out of school. Language plays a pivotal role for us to communicate with all stakeholders. Language facilitates social interaction amongst our students, which makes it easier to understand others, solve problems and resolve conflicts peacefully.

In our classes, we value learning language skills - writing, reading, listening and speaking through contextualization and all teachers are language teachers because all subjects are instructed through a language. Language is the basis to learning, thinking, and promotes a better understanding of the world.

Language learning and culture are intertwined and the native tongue is important for cognitive development, anchors literacy and cultural identity. A learner who is bilingual/multilingual can be curious, appreciate multiculturalism, develop new ways of thinking, develop new perspectives and international mindedness.

We believe that language is central to any subject learning and especially for inquiry when learners use language to read about the subject of inquiry and go further into inquiry. Therefore, we create classroom environments where learners feel safe to take risks when speaking in their mother tongue or a foreign language when completing tasks and participating in class discussions.

We highly discouraged all forms of inappropriate language at the school during communication. Students must choose their words carefully and consciously. The use of foul language goes against our beliefs and values of nurturing students who show acts of kindness, caring, and empathy.

Collaborative planning helps language teachers in cooperation with other subject teachers plan for necessary language input and support during the inquiry.

MINISTRY REQUIREMENTS

- Ministry of Pre-school Education and Ministry of Public Education require that learning of a mother tongue is included in the curriculum where parents have a choice whether it is Uzbek or Russian as many students are bilingual. Starting from grade 1 the learning of the state language is an obligatory part of the curriculum.
- Additional language learning is obligatory from the age of 5 i.e. if the mother tongue is Uzbek, the second language can be Russian or English.

At Vosiq Kindergarten we introduce a second language from the age of 2 through games and communication

LANGUAGE SUPPORT

The languages of instruction at Vosiq International School in IB PYP Classes are English, Russian and Uzbek. Teaching staff use inquiry based learning strategies to enable learners to understand and use the language they need to learn within the disciplines. We use different methods such as manipulative activities, word walls, real objects, pictures and charts, labeling and technology.

The aim of this language support is to provide an IB PYP framework the additional support of learning throughout the school, also, to develop appropriate material resources, dedicated assistance and suitable advice to aid both parents and learners of IB classes. This enables the greatest access to opportunities for the learner language progress.

The usage of related vocabulary, unique text elements, graphic organizers that require task-specific language, and the application of Approaches to Learning and transdisciplinary language is exhibited across the curriculum in all classrooms.

A school psychologist and speech therapist support our team of educators in ensuring that every child is involved in language acquisition and feels safe to take risks in the learning process. The best approach and practices are determined in order to create a concrete plan to support each student individually.

Every classroom teacher provides language support after classes to those learners who need additional support with language learning.

Additional resources are provided to students who have had no previous experience in English, Russian, Uzbek or Korean. This addresses the needs of students who have minimal knowledge of these languages.

Speaking, listening, reading, writing, and viewing are all part of the language acquisition process. Promoting inquiry-based language learning gives students real-world experiences.

Parents are urged to help their children's language development at home by creating conditions for their children to complete homework. Parents are encouraged to read with their children on a regular basis, review concepts to ensure that they are understood, assist with inquiry-based research, help complete writing prompts, and foster verbal communication.

LANGUAGE ASSESSMENT

Assessment is a key element of teaching. We need to know where our students are in the learning process, how effective our instructional tactics have been, and if there are any additional problems we should be aware of when planning future lessons and student support. However, assessments cannot be applied in a one-size-fits-all approach.

Language assessment is a broad area of testing that evaluates a learner's capacity to comprehend and communicate in a language. It has a wide range of applications. In academic settings, language evaluation can be used to determine a learner's present abilities or development in order to place them in the appropriate class or monitor learners progress against the curriculum aims.

Language assessment covers four keys:

- Reading: testing learner's comprehension, reading and analyzing skills.
- Writing: the writing test assesses students spelling, accuracy and fluency. Assessment helps to check students' ability to express themselves using different types of writing.
- Speaking: Focusing on assessing students' competence in using English, Russian and Uzbek.
- Listening: checking learners' understanding to which they listen to and their ability to evaluate, retell and summarize.

At Vosiq International school we measure the proficiency a language user has in any given language (English, Russian, Uzbek) and learning outcomes. We assess the learners' knowledge about the language, conceptual understanding, language skills and the use of the language. Through assessment we identify what students know, understand, can do, and feel at different stages in the learning process. We have two categories of assessment which are summative and formative assessment. Formative assessment occurs during the learning process to offer students feedback on their progress and to alert the teacher to any areas of the course that may need to be adjusted; it is also known as 'evaluation for learning.' Summative assessment, often known as 'evaluation of learning,' occurs at the end of the unit, term or a year and aims to measure overall learning achievement.

In addition to teacher assessment, we engage learners in self and peer assessment throughout the learning process.

LANGUAGE RICH ENVIRONMENT

Vosiq International school and Kindergarten administration and teachers work to create multi-media rich environments in three languages in all areas of the school. Our school has a spacious library that consists of hundreds of Russian, Uzbek and English books. The library promotes reading in three languages during free periods. We benefit immensely from a high level of volunteer involvement in terms of reading support from our community.

Vosiq library provides a wide selection of fiction and nonfiction books, and we're always adding to our collection of foreign language publications. We also provide a number of online resources to assist students with their learning and research. Vosiq has also invested in online library to help students develop reading skills.

PROCEDURES FOR LANGUAGE POLICY MAINTENANCE

The language policy steering committee, including language policy lead, teacher representatives, the PYP coordinator and administration, will review the language policy once every two years to update the policy based on current demographics and practices.

Pertinent changes will be communicated to the school community through the School Leadership Team. The language policy is available on the school website.

CONNECTIONS TO OTHER POLICIES

Language and Honesty

Facilitating the development of ethical behavior and linguistic competence is a priority for us. The impact of a positive culture against dishonesty and a culture of inclusive communication fosters an atmosphere of success. The language policy and honesty policy are consistently communicated across the learning community and implemented and this sensitizes students to the culture of academic honesty and responsible communication throughout their academic years at the school.

We ensure that classroom expectations on language use are communicated, including the prohibition of using offensive language, repetition or encouraging cheating and failing to acknowledge sources, among other things. We aim to promote honest communication, and we encourage students to communicate genuinely and be transparent in their language. Additionally, students are rewarded for using words or phrases that accurately represent what they are thinking about, creating an authentic aura within the classroom. For more information about honesty, see the academic honesty policy.

Language and Inclusion

An openness to learning various languages, including English, Russian, and Uzbek by members of the class, helps to remove language barriers that hinder accurate communication at our school. As students learn each other's language, it broadens their cultural understanding and interpretive abilities. To promote a culturally diverse classroom environment, our teachers get involved in giving instructions and providing materials that are inclusive, and reflective of all cultures, beliefs, and values, fostering a culturally sensitive and tolerant linguistic approach.

IB World school documents

Language scope and sequence, Guidelines for developing language policy, Making the PYP happen

To be revised in 2024
