

Sekolah Bogor Raya Whole School Language Policy

Concerning: Language Philosophy and Practices at Sekolah Bogor Raya

This Policy outlines the philosophy, principles, and practices regarding language learning and language use at Sekolah Bogor Raya (SBR).

Language is fundamental to all aspects of teaching and learning. As an IB World School, Sekolah Bogor Raya recognises language as central to identity, communication, intercultural understanding, and the development of internationally minded learners.

This Policy aims to ensure that all stakeholders understand the school's commitment to bilingualism, multilingualism, and equitable language support for all students.

Article 1: Vision and Mission

Sekolah Bogor Raya Vision

To be a leading international-standard school providing high-quality education that equips students to excel in a rapidly changing world.

Sekolah Bogor Raya Mission

Sekolah Bogor Raya exists to provide:

- Provide high-quality education through well-founded international programmes that integrate global concepts while cultivating respect for national culture and identity.
- Expose students to unique concepts and innovative ways of thinking across disciplines.
- Develop collaboration, intercultural communication, understanding of national identity, and appreciation of diverse perspectives.
- Explore every learner's potential so that they may become catalysts for learning and make positive contributions to the world.
- Enhance communication skills through fluency in both first languages and English.
- Foster an environment in which students can realise personal goals and achieve their full potential.
- Value students as individuals and respond to their unique needs.
- Provide opportunities and learning environments that support collaboration and meaningful learning.
- Provide safe and inclusive spaces where students can take healthy risks and learn from both successes and failures.

- Take a holistic approach to students' spiritual, emotional, intellectual, and physical development.
- Nurture and model a reflective learning community based on continuous improvement and collaboration.
- Provide constructivist learning environments where students can explore and discover pathways to learning and growth.
- Model continuous learning in both academic settings and administrative decision-making.
- Utilise systematic data-driven evaluation and monitoring systems to ensure student success.
- Continuously review school facilities, infrastructure, and technology to meet current and emerging needs.

As an IB World School, Sekolah Bogor Raya is also guided by the IB Mission Statement and the IB Learner Profile.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help 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.

IB Learner Profile Attributes

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Article 2: Language Philosophy

Sekolah Bogor Raya believes that language forms the foundation of all learning experiences and human interactions.

We recognise that:

1. Every teacher is a language teacher.
2. Language learning occurs through both formal instruction and daily interactions.
3. Students should develop proficiency and confidence in both English and Bahasa Indonesia.
4. Students' mother tongues are essential components of identity and should be respected and supported.
5. Language learning promotes intercultural understanding, communication, and international-mindedness.

The school aims to develop a culture that encourages:

- Freedom of expression
- Appreciation of multilingualism
- Excellence in speaking, listening, reading, writing, presenting, and viewing
- Effective communication both inside and outside the classroom

Article 3: Purpose of this Policy

The purpose of this Policy is to:

1. Provide clear guidance regarding language use throughout the school.
2. Establish common expectations for language teaching and learning.
3. Support bilingualism and multilingualism.
4. Clarify roles and responsibilities of stakeholders.
5. Ensure alignment with IB philosophy and national educational requirements.

Article 4: Stakeholders

This Policy applies to:

- Students
- Teachers
- Parents and Guardians
- School Leadership
- Board of Directors
- Administrative and Support Staff
- Government and Accreditation Bodies

This document shall be made available to stakeholders and translated into Bahasa Indonesia where appropriate.

Article 5: Languages of Instruction

Sekolah Bogor Raya recognises both English and Bahasa Indonesia as languages of equal importance within the school.

As students are generally exposed more frequently to Bahasa Indonesia outside school, the school intentionally creates opportunities for meaningful English immersion while maintaining strong support for Bahasa Indonesia and students' mother tongues.

Article 6: Language Use in the Classroom

Classroom instruction may be divided into three categories:

English Only Subjects

Examples include:

- English Language
- English Literature
- Mathematics
- Sciences
- Humanities
- Theory of Knowledge
- Information Communication Technology (ICT)
- Library
- Unit of Inquiry (English)
- Health and Wellness
- Social Sciences
- Vocational and Creative Subjects

Bahasa Indonesia Only Subjects

- Bahasa Indonesia
- Bahasa Sunda
- Civics (PPKn)

Bilingual Subjects

- Religion
- Music
- Physical Education
- Extracurricular Activities

Teachers are expected to communicate clearly to students when entering or leaving a single-language environment.

Article 7: Mother Tongue Support

Sekolah Bogor Raya values all students' mother tongues as important aspects of identity and learning.

Where possible, the school seeks to:

- Support multilingual learners.
- Involve families in maintaining mother tongue development.
- Invite family members or utilise community resources where direct school support is not available.

Article 8: Roles and Responsibilities of Teachers

All teachers are language teachers and are expected to:

1. Model effective language use.
2. Support students' language development.
3. Collaborate with colleagues to integrate language learning across subjects.
4. Encourage both English and Bahasa Indonesia proficiency.
5. Continuously improve their own language competencies.

Teachers with native or near-native English proficiency additionally support:

- Professional development
- Curriculum planning
- Language editing
- Assessment design
- Development of inquiry materials

Expatriate teachers are encouraged to develop working proficiency in Bahasa Indonesia to strengthen communication and cultural understanding.

Article 9: Supporting Students with Language Needs

When students experience language difficulties, teachers should:

1. Identify unfamiliar vocabulary or concepts.
2. Simplify language while maintaining English exposure.
3. Use visual supports and alternative teaching strategies.
4. Utilise peer support and collaborative learning.
5. Provide differentiated instruction.

Additional support may include:

- English as a Second Language (ESL) programmes
- One-to-one support
- Small group interventions
- Counselling referrals where necessary

Progress is reviewed regularly to ensure appropriate support.

Article 10: Additional Languages in the Curriculum

Bahasa Sunda

Bahasa Sunda is included in the curriculum to comply with regional requirements and promote understanding of Sundanese culture, including:

- Music
- Food
- Customs
- Social interaction
- Cultural identity

The focus is cultural understanding rather than linguistic fluency.

Mandarin

Mandarin is offered to support multilingualism and global competencies.

French

French may be offered in secondary programmes to support additional language acquisition opportunities.

Article 11: Language and Student Well-being

When addressing dangerous, upsetting, or urgent situations, staff should use whichever language the student can most easily understand to ensure safety and emotional well-being.

Article 12: Library and Learning Resources

Language resources are selected collaboratively by:

- Classroom Teachers
- Librarians
- Subject Coordinators

- School Leadership

Resource selection aims to ensure:

- Appropriate bilingual support
- Representation of diverse languages and cultures
- Equitable access to high-quality materials

Article 13: Handwriting Standards

Handwriting instruction is explicitly taught during Early Years programmes and subsequently embedded within language learning activities.

Additional support may be provided when handwriting significantly affects communication or learning.

Article 14: Standards and Assessment

Language expectations are aligned with:

- IB curriculum documents
- Cambridge curriculum frameworks
- National curriculum standards

Students are continuously assessed using:

Assessment Strategies

- Observations
- Performance Assessments
- Process-focused Assessments
- Open-ended Tasks
- Tests and Quizzes
- Formative and Summative Assessments

Assessment data is used to:

- Identify individual language needs
- Inform instruction
- Provide intervention where necessary

Article 15: Parent Partnerships

Parents are recognised as essential partners in language development.

The school supports parents by:

- Providing regular updates regarding student progress.
- Sharing language resources and recommendations.
- Offering opportunities for communication and collaboration.
- Encouraging language-rich environments at home.

Article 16: Language Use Outside the Classroom

Recess and Lunch

Students are encouraged to communicate appropriately and confidently in English during free time; however, no negative consequences are imposed if students choose to use another language.

Teachers should encourage proper language use and discourage unnecessary code-switching within individual sentences.

Field Trips and School Events

School events are primarily conducted in English, with Bahasa Indonesia used when necessary for clarity and communication with families.

Field trips may be conducted in either English or Bahasa Indonesia depending on available resources and learning objectives.

Communication with Parents

School communication is generally provided bilingually.

Teachers may communicate with parents using the language most appropriate to ensure understanding.

Translation support may be provided where necessary.

Article 17: Admissions and Entry Requirements

Students entering from the second semester of Prep level onwards undertake English language screening to determine readiness for the bilingual learning environment.

Students requiring additional support may participate in ESL programmes.

Article 18: National Assessment Years

During National Assessment preparation in Grades 5, 8, and 11, students may receive additional Bahasa Indonesia support due to assessment requirements.

However, English language development should continue and should not be negatively impacted during these periods.

Article 19: Roles and Responsibilities of Stakeholders

Students

Students are expected to:

- Value multilingualism.
- Develop proficiency in both English and Bahasa Indonesia.
- Respect linguistic diversity.

Teachers

Teachers are expected to:

- Model positive language practices.
- Support language development across all subject areas.
- Differentiate instruction according to language needs.

Parents

Parents are expected to:

- Support language development at home.
- Maintain open communication with the school.
- Encourage positive attitudes toward multilingualism.

School Leadership

School leaders are expected to:

- Monitor implementation of this Policy.
- Provide professional development opportunities.
- Ensure adequate language resources and support systems.

Article 20: Policy Review

This Policy is reviewed annually by school leadership and relevant stakeholders.

This Policy takes effect from the date it is established and remains in force until amended or superseded by the SBR Executive Team.