





# The Peace Attitude Schools

**Campus:** Near AWC Colony Haripur Hazara  
Road, Aurora

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 tpas.pk

## TPAS Language Policy

**The IB mission statement is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”**

### **Mission Statement:**

TPAS is committed to developing compassionate life-long learners and future leaders who strive to create a harmonious world through intercultural understanding.

### **Vision Statement:**

To inspire a passion for life-long learning in our students to foster versatility of knowledge, mindfulness and a global perspective.

### **LANGUAGE PHILOSOPHY AT TPAS:**

At TPAS, we honor and respect language as an inherent part of the culture. We foster a learning environment that acknowledges and appreciates cross-cultural understandings. Our students strive to make meaning in a global context through English language learning. Using our national language and Mother Tongue, they develop a deeper understanding of our native culture. TPAS also emphasizes the role of parents as vital contributors to the language learning process. The importance of the mother tongue can't be ignored or undermined. TPAS “is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from various cultural and linguistic backgrounds.”


(International Baccalaureate Language Policy, 2014)


At TPAS, all teachers are language teachers as language transcends curriculum areas. Through the IB language programmes, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. Language is always taught meaningfully and in a context. These contexts vary, but often involve the use of real-life scenarios, the local area, and a wide variety of text types. We advocate the learning of language through inquiry, allowing students to make connections with context, to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to help move them forward.



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**LANGUAGE OF INSTRUCTION:** The primary language of instruction at The Peace Attitude Schools is English.

**LANGUAGE PROFILE:** Except for our head of school who is a Canadian and an international educator, all of our staff speak English proficiently, however, English is their second language. 100% of students speak English as a second language.

**LANGUAGE LEARNING:** Language is a fundamental element of our cultural identity and a sense of belonging. As students learn languages, they develop a deeper understanding of themselves and the world around them. With language learning, students engage with one another in a meaningful way, communicate their experiences confidently, and develop an understanding of the world beyond superficial interactions. Learners appreciate the nature and value of a diverse, multicultural society. By being effective language users, our learners will be ready to face the world and make positive contributions. Language plays a pivotal role in developing critical thinking, promoting intercultural awareness, international-mindedness, and global citizenship.

**Additional Languages:** We believe that to be successful in a multicultural and multilingual world, additional languages play a paramount role in a learner's life. Learning other languages and appreciating other cultures helps students communicate more effectively in an increasingly globalized and complex world. TPAS recognizes the importance of languages and is working towards offering options for our students (Gr. 3-5 and above) in the future.

**Host Country Culture & Language:** TPAS promotes and accommodates host country culture and language. We believe that learning the Urdu language is significant, especially for our elementary students. Although the instructional language is English, it is the objective of the school to enrich the educational experiences of its students by including the study of Urdu. Beginning Urdu language instruction at TPAS focuses on conversational proficiency and conventions of writing. The program also introduces reading and writing of the host country's language.

### **Mother Tongue Support:**

We offer the Urdu language at all levels. Although there are quite a few dialects spoken at the school, accommodating them all is very difficult. In the future, the Mother Tongue coordinator will work to provide a teacher/tutor with the required credentials and training to teach literature and/or language and literature at the IB level.

### **Language in the classroom:**



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In the classroom, language is supported through various literacy activities such as balanced literacy, writer's workshop, writing in content, classroom libraries, visuals, instructional vocabulary, individual word lists, daily read-aloud and opportunities for students to use language during presentations and collaboration.

## **English as an additional language support:**

Since 100% of the population at The Peace Attitude School is ELL (English Language Learners), teachers are cognizant of the fact and help students in developing English skills necessary for academic success. Through instruction, students gain English language proficiency and confidence, developing traits of writing, improving reading comprehension, and speaking fluency.

In the future, by utilizing both pull-out and push-in models, students will work on mastering the core content and the development of academic speaking, listening, reading, and writing skills. The students with very limited exposure to the English language will benefit greatly from the program.

All applicants to TPAS whose mother tongue is not English are given an English Language assessment before acceptance to TPAS to determine their eligibility to be enrolled in our EAL program. We offer EAL support for grades 1 through 10.

## **Language Learning and the Library:**

The purpose of a library is to provide a variety of resources-to support programmes; to provide services in a variety of ways; to meet learner's needs in multimedia industry; and to provide resources just for enjoyment and foster a love for reading. In an IB school, the library plays a vital role in its learning community. IB places a huge emphasis on libraries and "to play a central role in the implementation of the programme(s). The library acts as a stepping stone to support learners on their journey of self-discovery and inquiry.

IB Librarian is just as involved in the inquiry process and supports the learning experiences by planning various learning engagements for learners to read and reflect. These planned sessions help learners not only in developing good reading strategies and skills but also to think critically. Learners also learn about Digital Citizenship (Common Sense Media Guidelines) as part of their library classes. IB librarians play an important role in supporting teachers and collaborating with them to conduct inquiry. During collaboration, teachers, single subject specialists and librarians understand students' needs and plan accordingly.


At TPAS, the school library plays a pivotal role by being a source of information. Our librarian's role has become more complex with changing times. From a librarian, he is now known as a Media Resources Specialist.


The transdisciplinary themes in PYP have global significance. Knowledge and skills are acquired and developed through inquiry into different concepts to make learning



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powerful and meaningful. To inquire and become independent learners, students need to conduct research to find answers to their questions. The library plays a central role by procuring and providing a range of resources both in print and digitally from Early Years to Grade 5.

The Peace Attitude Schools is working toward developing a library to best meet the needs of its students. Our Media Resource Specialist has created a library action plan to effectively use the library as an imperative part of our program.

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