SCHOOL PHILOSOPHY:

時代が瞬く間に変化する現在、子どもたちが20年後の社会を堂々と生き、世界中の人々の平和に貢献できる人材の育成を目指します。

礼儀ただしく、他人を思いやれる優しい子どもを育成します。

日本人としての育ちを大切にし、その文化や伝統を幼児期から経験する中で、真の国際人の育成に努めます。

健康的な身体、知的発達、穏やかな情操、それらをバランスよく兼ね備えた幼児の育成に努めます。

For the children of Sunnyside International School we envision a future of confidence. By shaping our young, inquiring minds, we strive to plant the seeds of international-mindedness.

It is our hope that our children lead their future lives driven by compassion, equality and a respectful care for all others. Through the lens of a strong Japanese cultural tradition, our children will enter into the global society peacefully, and ready to make an active contribution.

We believe that it is through the identification of our own cultures and traditions that we can seek to better understand and learn about the importance of others.

In order to offer a balanced and meaningful education for our children, we strongly value the equal importance of social, emotional, physical and intellectual development.
1. Language Philosophy

2. Language Aims and Goals
   2.1. What Sunnyside International believes about language
   2.2. Essential agreements for the teaching of language
   2.3. The Mother Tongue

3. Language Learning in the PYP, and at Sunnyside International
   3.1. The language strands of the PYP
   3.2. The language strands in action

4. Bibliography
1. LANGUAGE PHILOSOPHY

“The limits of my language are the limits of my world”
私の知る言語の限界が、私の知る世界の限界である
Ludwig Wittgenstein.

At Sunnyside International, we believe that language plays a fundamental role in the holistic development of our children. Language is the vehicle by which our children nurture and hone their individual beliefs, attitudes, curiosities and life perspectives.

サニーサイドインターナショナルスクールでは、子どもの総合的な発達において言語はその基礎となるものであると考えています。言語は子どもたちが自らの理念、態度、興味関心、人生の目標などを自分の中に育て、より明確にしていくために必要なものです。

It is our mission to facilitate an inquiry-based approach to language learning where all children are engaged in meaningful, challenging, relevant and developmentally appropriate learning experiences. Through the exploration and discovery of language we empower our children into the process of constructing meaning, by building on established skills and understandings.

私たちの使命は、子どもたちの意義深く、時に難しく、自らの生活に関連性があり、それぞれの発達段階に適した学びが、子ども自らの探求心に基づいて進められるよう、その手助けをすることです。言語を取得することは、学びの中で得たスキルや理解を通し、子どもがその意味を構築するプロセスに必要です。

We believe in the importance of all languages because language is the cornerstone to multi-cultural understanding, and the preservation of social identity. We develop children who are internationally minded, and in possession of a deeper understanding of intercultural diversity. We value the right to access different languages, cultures and perspectives, whilst at all times placing a central importance on the cognitive development of the mother tongue.

私たちは世界のどの言語も重要であると考えています。何故なら、言語はそれぞれの文化の象徴であり、異文化を理解する上で基礎となるものだからです。私たちは国際理解のある生徒、つまり異文化間の違いを良く理解できる生徒を育てたいと願っています。生徒が違う言語を知ることで他の文化や、そのアイデンティティーを探ることを歓迎する一方、母語を生徒の育ちの中心的なものとして大切にしたいと考えています。


2. LANGUAGE AIMS AND GOALS

2.1 What Sunnyside International believes about language

At Sunnyside International, we strongly believe that the effective teaching and learning of language is vital to the holistic development of our students. The development of language at the early years stages (3-6 years old) is the most critical, and so it is important to provide the children with a language-rich environment where the various forms of language learning can flourish and blossom. All teachers in the school achieve this through the facilitation of learning experiences and engagements that are developmentally appropriate, engaging, and nurturing to the needs of each and every child.

The main language of instruction at Sunnyside International is Japanese. We truly value the importance of the mother tongue, and that in order for our Japanese students to really connect with the curriculum frameworks, we ensure that the program is as accessible and understandable for the children as possible. This can only be achieved when the main language of instruction is Japanese.

We deeply value the various intercultural exchanges that take place between the students and our foreign teaching staff. As we seek to instill and facilitate international mindedness throughout our program, students learn an additional language through two (60 minute) English classes a week. The role of single-subject English teachers is not to ‘teach’ English but to create and facilitate an environment where children can connect with contextual, relevant and enjoyable English language engagements. It is the exposure to, and this familiarity with, different intercultural perspectives that really creates the strong foundation of international mindedness at Sunnyside International.

2.2 Language learning within the early years setting: Essential Agreements

All children at Sunnyside International learn to...

- be active during free play and during social activities where they can express themselves in a language that is comfortable for them.
- listen during social activities and play - for example; through music, songs, stories and rhymes, as well as listen to instructions and information from others.
- talk for a variety of different reasons - for example; to ask questions, describe their daily lives, to take part in discussions with the their friends, to talk about their favourite parts of stories, to explain things about themselves and to make predictions.
- have fun with different language(s) and making their own stories.
- experiences where children can feel comfortable and confident to express themselves through their needs, thoughts and feelings.
- experiment with the purposes of written communication.
- identify and respond to the sounds and rhythm of words in stories, songs, music and rhymes.
- develop an awareness of phonetic sounds/symbols of both Japanese and English, with an importance placed on the mother tongue.
- use their voices creatively during role-play and can retell a story or rhyme.
● enjoy books and use books to find a variety of different kinds of information.
● experiment with sounds/symbols and words in both Japanese and English.
● understand some of the language and layout of books.
● express their needs, thoughts and feelings, with increasing confidence, in speech and non-verbal language.

2.3 The Mother Tongue

The majority of students at SIS have either Japanese or English as their mother tongue. There is a small number of students who have neither Japanese nor English as their mother tongue. Prospective parents are asked the following two questions at the point of the admission interview.

● What are your plans for supporting your child’s learning of their mother tongue?

The parents are given advice about how to support and maintain their children’s languages collaboratively with the school during the interview. The library contains some books in other languages. In the case where the students mother tongue is not the language of instruction, parents are requested to donate/lend books in their child’s mother tongue to be accessible in the classroom. Students who have the same mother tongue other than that of the language of instruction are given higher consideration to be grouped in the same class. At Sunnyside International we highly consider the purpose of the task students need to perform and do not discourage the use of the mother tongue when students are trying to develop an understanding of concepts which are above their current Japanese language abilities. We believe grouping and regrouping during learning engagements in the class is important in order to allow students to share and expose themselves to a variety of language level users. This is also another strategy to allow non-Japanese speakers to have a chance to both be successful in their learning but also develop and make connections with their mother tongue and the school’s language of instruction.

The classroom environment and school environment will also make provisions to help support the student to maintain their mother tongue. Signs, labels and posters with phrases from the student’s mother tongue will be displayed in the room for both teachers and students see and use. The school wishes make our students aware that we both promote and celebrate the diversity of language and culture in our school body.

The school has after-school programs to help students who need additional assistance in English and Japanese language acquisition. We plan make classrooms or a location in the school available to students and families who speak other languages at home to gather and further develop the mother tongue in these students.
3. Language Learning in the PYP, and at Sunnyside International

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the PYP, it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language.

(Making the PYP happen: A curriculum framework for primary education)

In order to ensure that students at Sunnyside International School receive quality language instruction and support, professional development in language learning and teaching is made available to all members of staff. The PLT will often conduct workshops/discussions on language learning and teaching. Collaboratively unpacking and discussing what the language scope and sequence looks like in the classroom as a whole staff and during grade meetings. The school sends teachers to relevant language-related professional development events as they become available and as the budget allows.

As we believe the teaching of language should be in response to the previous experience, needs and interests of the student, parent involvement and teacher-parent collaboration plays an essential role in providing students with continual and consistent language development. Parents receive a weekly update, documenting what their children have been doing at school over the past week and what they should be working on. Parents are expected to read these updates and engage with their children on the topics mentioned in the newsletters.

The school holds an Open School Day once a term. Parents are encouraged to come to these days to see the programmes in action and get a sense of the classroom atmosphere. The school also seeks to develop a strong relationship with their student’s parent so that communication can be undertaken easily when necessary.

3.1 The language strands of the PYP

The PYP has identified three strands that are learned across and throughout the curriculum:

- **Oral language** - listening and speaking
- **Visual language** - viewing and presenting
- **Written language** - reading and writing

Each of these three strands is considered from the two different aspects of receptive (receiving and constructing meaning) and expressive (creating and sharing meaning). At Sunnyside, teachers make it clear to our students that children acknowledge the importance of both of these aspects of language.
Receptive and expressive aspects of the PYP language strands

### 3.2 The language strands in action

Language learning at Sunnyside takes many forms. Throughout the three different language strands of the curriculum, teachers use a variety of assessment tools and strategies to ensure that the literacy needs (in both Japanese and English) are being met. Teachers set expectations using a variety of different language learning outcomes, through the vehicle of inquiry and the stage of meaningful learning engagements.

This informs practice and the child-driven language learning that takes place. Below are some examples of language learning that take place within the Sunnyside classroom, in both languages.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Receptive—receiving and constructing meaning</th>
<th>Expressive—creating and sharing meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral language</td>
<td>Listening ← → Speaking</td>
<td></td>
</tr>
<tr>
<td>Visual language</td>
<td>Viewing ← → Presenting</td>
<td></td>
</tr>
<tr>
<td>Written language</td>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>

**Oral language - listening and speaking**
- children expressing their ideas by using words, body language, actions and gestures
- engaging with pictures books, demonstrating their understanding
- identifying with key concepts such as asking questions, sharing thoughts and feelings
- connecting with others using spoken words
- using their speaking skills to tell their own

**Visual language - viewing and presenting**
- children pay attention to and demonstrate an understanding of visual language (e.g. photographs, images and symbols)
- express themselves in response to visual information by being curious, amused and investigative during play activities
- recognise and discuss familiar signs, symbols and logos, noting similarities and differences

**Written language - reading and writing**
- children enjoy listening to stories and choose and read picture books for pleasure, either focusing on the pictures or on the words
- show curiosity and ask questions about pictures of the text
- listen attentively and respond to stories that are read aloud
- make deep-seated connections to their own life experiences when listening to or reading texts
- stories, using words, gestures and objects
  - using their mother tongue to express needs and explain ideas
  - using their second language to understand simple questions and respond with simple actions or words

- use body language to communicate and convey their understanding
- select and incorporate colours, shapes, symbols and images into their visual presentations
- showing appreciation of illustrations in books and re-reading familiar/favorite books, selecting their favorite pages

- express opinions about the meaning of a story
- read and understand familiar print from the immediate environment, for example signs, advertisements etc.
- begin to understand that writing is a form of expression to be enjoyed.
- know that how you write and what you write conveys meaning.
- understand that writing is a purposeful act
5. Bibliography

The language policies of the following schools were used, referred to and adapted to create this document.

- Tsukuba International School
- K International School
- Tokyo International School

The following documents were consulted to create this document.

- IBO 2008 - Guidelines for Developing a School Language Policy