

Kabojja International School

LANGUAGE POLICY

Kabojja International School is one of the top-tier schools which offers both the British Cambridge and now IB system in the region. KIS is both a Day and Boarding School focusing on raising a holistic learner; a learner who is ready to adapt and settle in all environments. This means that a learner can go to any international university across the world and easily adapt to all spheres seamlessly. We have students from all over the world and boast over 30 nationalities.

PHILOSOPHY

Being an IB World School our language policy is based on the following declaration by the International Baccalaureate Organization:

The International Baccalaureate (IB) is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. With these aims in mind, the IB has instituted its language policy to provide a framework that will ensure that the IB's values and aims in relation to access and multilingualism are reflected in the organization's activities.

The aim of the school is to build a truly international environment in general and for the IB students in particular. Language is naturally essential and we emphasize that the students must be open-minded towards different linguistic and cultural backgrounds and

different varieties and accents, and to see this diversity as one of the strengths of the programme. We cherish the linguistic and cultural diversity of our students and teaching staff and at the same time recognize that English is the global language that you need to master at as high a level as possible if you want to be a citizen of the world and if you want to do well in further education.

1.0 PURPOSE:

Kabojja International School understands that the society is a global village that starts from the local set up to the international realm. The approach taken to language learning is to enshrine the importance of bilingualism for both the cognitive and cultural benefits. This is done in mind to paint a local picture first as we yearn to solicit for international colors to paint internationally. This language policy depicts the institution's linguistic goals for its students and staff in general. The language policy is customized by us to show how these goals will be achieved in its own specific but unique context.

2.0 UNDERLYING PRINCIPLES:

Kabojja International School believes that:

- Cultural and linguistic pluralism are essential for effective leadership in the 21st century;
- All languages are inherently valuable;
- Developing bilingual or multilingual competence will allow students to communicate effectively in local and global contexts;
- Being bilingual in English and a national language will give Kabojja graduates the linguistic skills to use their education to make a difference in their communities;
- Bilingual education can be an effective way to ensure that students develop academic proficiency in two languages;

- All teachers are responsible for supporting students' linguistic development; and
- Teachers need professional training to prepare them to support students' linguistic needs in the classroom

3.0 POLICY

Pluralism, culture

Kabojja International School uses English as the unifying language of the network, in order to facilitate:

- Communication and collaboration within and across our institutions. All official administrative work within and across the institution is documented in English. Policy documents and documents presenting
- Educational planning (except for planning documents for other language courses) are written in English in order to be shared within and across all our four institutions.
- All staff will have a capacity to communicate in English as is necessary for their function. Teachers will show evidence of speaking, reading, and writing to at least C1 on the ECFR. Teachers who are not at this level will be supported by online learning tools to develop their Academic level of English.

Bilingualism across the institution:

Kabojja International School is also committed to developing students who are bilingual in English and a national language. All staff at the Kabojja do value and actively support

the acquisition of and learning through multiple languages. In multilingual contexts the decision on the national language at the institution. Language pathways are determined by the institution's language profile.

In Kabojja we teach Kiswahili as a national Language of East Africa and French too. When students join MYP 4, they pick between French and Kiswahili to do in the e assessment. Both English and Kiswahili are visible and integrated in the school's physical and digital environments eg. Signage, notices, student work, displays, assemblies, public events, social media). The institution encourages the full involvement of all members of the community, including parents, in the school's bilingual programme. The institution celebrates Mother Tongue Day, has an annual Kiswahili Day and when opportunities arise invites local writers and artists to perform and read in Kiswahili.

Language experience and background and rate of language acquisition varies greatly from individual to Individual.

Differentiation is an integral part of language teaching at Kabojja as teachers scaffold their teaching to suit the individual needs of each learner.

We provide support for learners who may be struggling to learn another language by using evidence-based strategies that include but are not limited to audio and visual aids, exposure to conversations in that language through group tasks to increase speaking confidence, and pairing the learner up with a buddy to facilitate peer support."

1. Learning Profiles: Teachers administer surveys or assessments to identify each learner's

learning style, strengths, weaknesses, interests, and preferences. This information can then be used to tailor lessons and activities to suit each learner's individual needs and preferences.

2. Flexible Grouping: Teachers can group learners based on their language proficiency, interests, or learning styles. This allows learners to work in smaller groups with peers who are at a similar level or have similar interests, which can increase engagement and motivation.

3. Multimodal Instruction: Teachers use a variety of instructional strategies that cater to different learning styles, such as visual aids, auditory aids, and hands-on activities. This ensures that all learners have access to the material in a way that suits their preferred learning style.

4. Scaffolding: Teachers provide additional support to learners who need it by breaking down complex tasks into smaller, more manageable steps. This allows learners to build on their existing knowledge and skills while gradually increasing the complexity of the tasks.

5. Differentiated Assignments: Teachers provide learners with different assignments based on their language proficiency, interests, or learning styles. For example, learners who are more proficient in the language may be given more challenging assignments and those who struggle with the language may be given simpler assignments.

NB: By tailoring their teaching to suit the needs and preferences of each learner, teachers can increase engagement, motivation, and ultimately, language acquisition.

Policy done in **October 2025**

To be reviewed in October 2027.

People involved in writing the policies

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