



Colegio San Agustin

Dasmarinas Village, Makati

IBDP Language Policy

Version 2
November 2024

I. International Baccalaureate 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

II. The IB Learner Profile

The aim of the IB program is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet; help to create a better and more peaceful world.

IB learners strive to be:

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 analyze 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 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.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

III. The IBDP Curriculum Model



IV. CSA Vision and Mission Statements

The school's vision:

A Christian community committed to the building up of the City of God through the formation of true and future-ready Augustinian servant leaders.

The school's mission:

Colegio San Agustin-Makati is committed to the cause of the Kingdom, the salvific mission of the Church, by providing quality and relevant Catholic Augustinian education to the youth, through excellent curricular and co-curricular offerings, integration of faith and life, care for God's creation, development of moral and social virtues, promotion of health and cultural programs, and fostering of civic and patriotic attitudes and global citizenship. All these are geared to the holistic development of the learners, dynamic and innovative servant leadership, and community life centered upon God.

V. CSA Language Philosophy

Language is the architecture of thought. It is the tool used to shape reality, express ideas, and connect with others. As Ludwig Wittgenstein famously stated, "The limits of my language mean the limits of my world."

Language is a social construct. It evolves over time, shaped by cultural, historical, and social factors. It reflects the values, beliefs, and experiences of a community. As such, language can both unite and divide.

Language is a tool for critical thinking. It enables one to question assumptions, analyze arguments, and evaluate evidence. To become more effective problem-solvers and decision-makers by mastering language.

Language is a source of creativity. It allows one to imagine new possibilities, express emotions, and tell stories. Through language, one can inspire others and create a more beautiful world.

In conclusion, language is a powerful force that can be used for good or ill. Harnessing one's use of language, understanding its nature, and its impact on human lives can give power to create a more just, equitable, and compassionate society.

VI. Language Profile of the CSA Students

The data below is the summary of the language profile of the students studying at Colegio San Agustin Makati for the academic year 2024 - 2025.

86% of the students have English as their first language

14% of the students have English as their second language

100% of students are both using English and Filipino languages

14% of the students are using regional languages/Foreign Language

VII. General Policies

A. Medium of Instruction

1. Lingua Franca: English

Colegio San Agustin has designated English as the primary language used for teaching and learning. This means that all academic subjects, from mathematics and science to social sciences, are taught exclusively in English.

English is widely recognized as the international language of business, science, technology, and diplomacy. By immersing students in an English-language environment, CSA equips the students with the linguistic skills necessary to succeed in a globalized world. Additionally, English is a precise language that allows for clear and concise communication. By using English as the medium of instruction, CSA ensures that they can understand complex concepts and ideas with greater accuracy.

The exposure to this medium of instruction encourages students to think critically, analyze information, and express their thoughts effectively. Eventually, this will lead to the development of strong problem-solving and communication skills.

A strong foundation in English language skills is crucial for academic success. By using English as the primary language of instruction, CSA helps students develop the

language proficiency needed to excel in their studies. Having proficiency in this language can open doors to a wide range of career opportunities, both domestically and internationally. Finally, using the English language the students can connect with people from diverse cultural backgrounds, foster intercultural understanding and global citizenship.

By prioritizing English as the primary language of instruction shows that CSA is committed to providing its students with a world-class education that prepares them for the challenges and opportunities of the 21st century.

2. Second Language: Filipino

The Filipino language is a cornerstone of Philippine national identity. It serves as a unifying force among the diverse linguistic and cultural groups of the archipelago. To strengthen this national identity and promote cultural awareness, Filipino is integrated into various aspects of the Philippine education system.

By promoting the use of Filipino language in schools, students develop a strong sense of national identity and unity. CSA, as a Filipino school, helps preserve and promote Filipino culture and traditions through the incorporation of Filipino language in the curriculum. After all, a strong foundation in Filipino can help students appreciate their cultural heritage and connect with other Filipinos around the world.

By recognizing the importance of the Filipino language, the Augustinian way of education aims to nurture well-rounded individuals who are proud of their heritage and equipped to succeed in a globalized world.

3. Language Ab Initio: Filipino

Ab Initio, a Latin term signifying "from the beginning", is a language acquisition course within the International Baccalaureate (IB) Diploma Programme. Designed for students with little to no prior exposure to a target language, Ab Initio focuses on fundamental communication skills, vocabulary, grammar, and cultural understanding. After which, students are encouraged to apply their language skills in practical, real-life contexts.

Early language learning provides cognitive benefits, fostering improved memory, problem-solving, and critical thinking. By promoting intercultural understanding, Ab Initio prepares students for a globalized world. Additionally, learning a new language can be personally rewarding and enriching.

B. Language Proficiency

1. English Proficiency

Students are encouraged to achieve a high level of proficiency in English to effectively engage in academic discourse, enabling them to excel in their studies and beyond. The proficiency level of students is measured using varied practical and authentic assessments such as oral presentations, portfolios, written outputs, and interviews, as well as standardized tests. These methods emphasize the importance of real-world language use and acknowledge the significance of cultural competence, fluency, accuracy, and complexity.

2. Filipino Proficiency

Proficiency in Filipino is crucial for effective communication and cultural understanding within the Filipino context. To accurately gauge students' language abilities, a variety of formal and informal assessments can be employed. Both formal and informal assessments are designed to evaluate the language skills of students that cover reading, writing, listening, and speaking.

3. Foreign Language Proficiency

Students studying a Language Ab Initio are expected to steadily improve their language skills through a well-structured curriculum. This program is designed to develop proficiency in all four key language areas: listening, speaking, reading, and writing. By following this structured approach, students can build a strong foundation in the language and achieve their language learning goals.

C. Cultural Integration

The curriculum fosters a holistic understanding of English, Filipino, and specific national societies by integrating cultural components. Students gain a broader global perspective and cultural appreciation through opportunities for cultural exchange programs, events, and collaborations. There are two ways on how CSA will implement cultural integration: (a) cultural awareness through integration in the curriculum, and (b) cultural exchange through immersion.

D. Language Proficiency Assessments

To ensure students' language development in both English and Filipino, teachers regularly conduct formative and summative assessments. These assessments provide valuable insights into students' language growth, allowing teachers to identify areas for improvement and implement targeted support strategies to address these needs effectively.

E. Language Support Programs

CSA creates programs to assist students who need extra support in developing their language skills. Language bridging program, academic remediation, and enrichment classes are designed to address issues related to language learning and academic competency achievement.

These programs take effect before the start of the second term of DP 1 to address learning gaps immediately. Attendance in early interventions will be stipulated in the commitment agreement of the students and their parents.

For Language Ab Initio, enrichment and remediation activities will be provided by proficient teachers from language institution partners of CSA.

VIII. Linkages with other Policies

1. To be in the IB Diploma Programme, students should have an advanced literacy level in English language. It means that they have extensive reading and writing skills.

2. When students have difficulties or exceptional needs, CSA will provide the necessary support. This form of assistance is determined by the language teachers and Admission Officer.

IX. Language Policy Review and Revision

The language policy is the cornerstone of a school's linguistic identity. Hence, CSA will regularly review its language policy to ensure that it remains aligned with the school's vision, mission, thrust, and core values. Additionally, CSA will consider the current language trends and challenges, so the school can proactively adapt its language education to meet the needs of its diverse student body. A collaborative review process, involving key stakeholders like IB APA, coordinators, core members, and language teachers, guarantees a comprehensive and informed approach.

X. References:

International Baccalaureate Organization. Programme Standards and Practices. Cardiff: International Baccalaureate Organization, 2014. PDF file.

Guidelines for developing a school language policy, Language and learning in IB programmes, 2011, ©International Baccalaureate Organization.