



LANGUAGE POLICY

GLOBAL ME - JARDINS

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MISSION

Our mission is to foster the development of curious, creative children who are passionate about learning, autonomous, active in their communities, and engaged in contributing to a better and more peaceful world through respect and understanding of differences.

We believe that children have the whole world inside themselves, and this is the potential we want to help them reach.

COMMITMENT

We are committed to providing an environment where students, parents, teachers, and staff are aligned with the same goal: to promote a school atmosphere that enhances each child's confidence, agency, creativity, and critical thinking.

VALUES

Global Me is a school grounded in the socio-constructivist ideas of Piaget and Vygotsky, inspired by the Reggio Emilia approach conceptualized by Loris Malaguzzi. Here, we view children as active protagonists in their own learning process, teachers as co-authors of this process, and families as co-participants and co-responsible for their children's development. To this end, our pillars are cognitive development, physical, social and emotional development, health and well-being. Reflection, ethics, respect for others, oneself, and the environment are values that permeate our actions.

LANGUAGE POLICY

GLOBAL ME - JARDINS

Student grouping at Global Me Jardins:

Seeds	6 months old by March 31st
G1	1 year old by March 31st
G2	2 years old by March 31st
G3	3 years old by March 31st
G4	4 years old by March 31st
G5	5 years old by March 31st

LANGUAGE POLICY

GLOBAL ME - JARDINS

Global Me is a Brazilian bilingual school where English is the main language of instruction and Portuguese, as the mother tongue of the majority of our learners, is the language most commonly used in student-student interactions.

Our language policy was developed taking into consideration the IB Standards and Practices, and in collaboration with our educational team.

LANGUAGE POLICY

Being a school inspired by the Reggio Emilia approach, we believe that the children have one hundred languages, one hundred ways of communicating and expressing themselves, and we see eye to eye with Carla Rinaldi (2023) when she stated that “Children, especially the very young ones, understand each other without the language of words”.

Loris Malaguzzi (1996, p. 34) wrote that “all languages, verbal and non-verbal, have the right to be fully developed in a process of mutual enrichment”. While verbal language is not the predominant language for infants and toddlers, body language, gestures, facial expressions and graphic language are part of the multimodal resources children use to communicate and socialize.

Global Me is committed to the development of bilingualism as means of promoting cultural diversity and international mobility as a precondition for peaceful, cohesive and democratic societies. As stated by Fernanda Liberali, Antonieta Megali and Daniela Vieira:

“Bilingual and multilingual education aims at promoting learners’ linguistic development focusing on transforming their actions in the world through intercultural education.” (LIBERALI, MEGALI e VIEIRA, 2022, p. 45)

Since 2004, Global Me has been a bilingual school that focuses on the whole child, considering well-being, healthy eating habits, physical and psychomotor skills, social and emotional development as important as cognitive development.

We recognize that all students need to feel comfortable in our school environment and be able to express needs, feelings and ideas through language in our community. For that matter, our language policy is inclusive, fostering language development whilst aware of learners’ development stages and accepting their contributions in either of the languages used at school, as children are developing their linguistic repertoire.

Central to this concept is the notion of communicative purpose and the individual learner as a social agent with rights and responsibilities that should be able to communicate in a variety of ways and express themselves confidently as citizens of the world.

PHILOSOPHY ASSOCIATED TO LANGUAGE

At Global Me we take a heteroglossic view on language development and value translanguaging as a communicative practice learners use to express themselves and build their identities towards having linguistic mobility in a globalized world.

The notion of *heteroglossia*, coined by Mikhail Bakhtin (1981), has been gaining increasing relevance in language studies, especially in the fields of sociolinguistics and critical language education. Far from understanding language as a homogeneous, stable, and unified system, *heteroglossia* reveals the multiplicity of voices, discourses, and social positions that coexist and intertwine in any communicative practice. In the contemporary context marked by intense migratory flows, global mobility, and cultural diversification, *heteroglossia* becomes an essential interpretive key for understanding the hybrid, fluid, and dynamic linguistic repertoires that emerge in educational and social spaces.

The interaction of languages as a social practice requires educators to see beyond the barrier of symbols. García (2009) explains that the “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds” constitutes the concept of *translanguaging* (García & Lin, 2016, p. 5). In the educational context, the author states that *translanguaging* goes beyond code-switching and translation, as it refers to the process through which bilingual students operate bilingually across the diverse and multimodal forms of interaction present in the classroom.

According to Liberali et al. (2022, p. 22), “the purpose of bi/multilingual education is the construction of repertoires that enable us to create and mobilize different representational resources to produce and make sense of the world.” The authors also highlight the need to develop “mobility for experiences in multiple territories with a transformative intent.”

Global Me is in agreement with the Language concepts of the PYP, understanding “multiculturalism as a means of affirming cultural diversity and developing international-mindedness. The term ‘multilingualism in the PYP refers to linguistic ability in more than one language, and recognizes that each of a student’s language may be developed to different levels, and within different contexts, depending on their social and academic experiences.” IB - Learning and teaching - Languages

Our Language Policy values the learners’ native language and cultural heritage, respecting all contributions learners make to conversations and interactions using either Portuguese or English, and providing contextualized and meaningful opportunities for the development of their languages in everyday situations.

Recognizing and asserting the right of each child to their language of birth also contributes to recognizing the child’s learning rights stated by the Brazilian National Common Curriculum (BNCC): Interact, play, participate, explore, express and know oneself.

LANGUAGE PRACTICES AT GLOBAL ME

At Global Me, in the early years, most instruction happens in English, being the lead teacher and the assistant teacher both responsible for English language input and planning for linguistic development. We believe that multilingual infants and toddlers need increased opportunities to hear and use language to explore words and sounds of both their home and education settings.

Learners in G1 and G2 are immersed in an English environment as they develop their initial communication. The one and two-year-old students are not formally exposed to instruction in the Portuguese Language, while peers and caregivers contribute to the opportunity for Portuguese interactions at school.

Once having a solid foundation in one's home language provides a secure basis on which to learn another language, our learners develop initial literacy in Portuguese. Beeman and Uron (2013) point out that "the ability to transfer knowledge and skills between languages is the theoretical underpinning of bilingual education."(BEEMAN;URON, 2013, p.133)

Portuguese instruction, as foundation for literacy, starts in G3 (3-year-old groups), and language input is carried out daily, through play, games and literature. Children in G3, G4 and G5, have Portuguese lessons daily and engage in reading and writing social activities as a means for them to develop hypotheses about how the language works and acquire metacognitive skills.

We take a holistic approach to literacy, using the child's name, classmates' names and frequent everyday words as means to develop phonological awareness, letter recognition and initiate decodification of words and small texts.

Even though we see language development as essential for expression, communication, negotiation and personal growth; in the early years the main focus of the school is on children's holistic development, enhanced by meaningful learning experiences and social interactions.

METHODOLOGY FOR LANGUAGE ACQUISITION

At Global Me we take a constructivist approach to literacy instruction, both English and Portuguese are taught in a social context, and input is provided through reading, songs, interactions and play. Beeman and Uron (2013) state that:

“Constructivist teachers provide instruction in classic comprehension strategies and basic skills, such as sound-symbol correspondence within a context which is rich in meaning, builds on students' background knowledge and experiences, and requires students to apply their developing skills to authentic tasks.” (BEEMAN;URON, 2013, p. 2)

Translanguaging happens naturally as part of learning while students develop a rich repertoire and make use of the resources they have for genuine communication.

According to Liberali and Swanwick (2020) translanguaging refers to different ways in which an individual uses a variety of resources to produce meaning.

Language development and the expansion of a child's linguistic repertoire occur in everyday life—through actions such as washing hands, having a snack, playing, listening to stories, and expressing oneself. These actions become opportunities for the child to engage in interactions in an additional language. Fochi (2024) also refers to Galardini's (2017, p. 21) observations:

“everyday life represents the reality of children. It is in their daily lives, in their habitual and familiar rhythms, that they find the foundations of rules and shared meanings. It is also there that children are able to feel responsible and secure.”

Each moment of the children's routine at school contributes to the development of their linguistic repertoire. The weekly schedule provides moments for different kinds of interactions, such as group activities, teacher-student interaction and freer child-initiated play.

- **Choose and play** - a moment for children to make choices and decide what contexts they want to explore and who they want to play with. Teachers provide authentic language input during interactions with students.
- **Circle Time** - Children sing greeting songs, check weather, calendar, and helper of the day, as well as all activities planned for

the period. Students check who is at school and who is not, paying special attention to their classmates' names.

- **Read the world** - Storytelling moments connected to the transdisciplinary themes of the units of inquiry. These moments incorporate the teaching and learning of language into the programme of inquiry, using literature as the main source of language input and fostering language enhancement through re-telling, role-playing and a variety of pre and post reading activities.
- **Play-based activities** - role play and free play moments when teacher models language as a way to scaffold linguistic development.
- **PYP transdisciplinary themes** - Learning experiences and inquiry-based authentic learning designed for children to role play in real-life situations, using the additional language, or the birth language to discuss, reflect and create solutions to problems that arise, as we focus on the transdisciplinary nature of language learning.

THE ROLE OF THE TEACHER

Loris Malaguzzi considered the role of the teachers as being responsible for finding, organizing and offering resources to support children's interests and activities, engaging in shared activities with them, observing, listening and scaffolding learning (Smidt, 2013, p.78)

According to the Reggio Emilia approach, educators need to create opportunities for interaction between verbal languages, the expressive language of graphics and body language. Filippini and Giudici (2001, p. 14) state that it is the responsibility of educators to plan and create environments that stimulate language practices, promoting interactions, exchanges of skills, shared expectations, imitation, and mutual influence.

At Global Me, all groups have a lead teacher, who is responsible for instruction in English, and an assistant teacher who is also responsible for English language input. There is also a second assistant who helps the group in terms of classroom organization, materials organization, meals and hygiene. This third educator is not an English speaker, interacting with learners in Portuguese.

Teachers facilitate effective language learning when they:

- explicitly activate prior knowledge using home and family languages, and other languages where appropriate
- use their knowledge of students' prior language skills and understandings to personalize learning engagements

- identify language learning opportunities and co-construct learning goals within and across units of inquiry, and learning engagements (for example, in a unit of inquiry around habitats, teachers and students together identify the language used to classify features; in an inquiry about health and body systems, students would have the opportunity to explore terms needed to express cause and effect)
- record and share information to map development, plan for language learning and co-construct goals
- incorporate strategies needed to activate and build background knowledge when planning units of inquiry or lessons
- reflect on language obstacles to learning and how to remove them scaffold learning to extend language.

THE ROLE OF THE LIBRARY

The school library has a rich and diverse book collection that includes literature and resources in English and Portuguese. Titles allow inquiry, connect to the units of study and reflect a variety of perspectives. Each classroom also has its own selection of books, which are free for students to access at any time.

One concept we deeply value at Global Me—and which aligns closely with both the Reggio Emilia approach and the IB programme—is **International Mindedness**. This means nurturing in children, from an early age, a sense of connection to the global community, encouraging them to appreciate the diversity of cultures and worldviews.

With this in mind, we invite each of our families to select and bring to school, next semester, a children's book that represents their cultural or linguistic heritage. These books are part of a permanent special section of our library, dedicated to the concept of International Mindedness.

We also encourage family engagement in developing reading skills, as students take a book home every week to read with their parents.

We encourage students literacy skills by:

- Home reading program (students take a book home once a week)
- Literacy in our everyday (an event for families themed around literature)
- Author's study
- Reading aloud and storytelling sessions

REFERENCES

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