



SINGAPORE SCHOOL MANILA

LANGUAGE POLICY

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Singapore School Manila

INTERNATIONAL BACCALAUREATE (IB) 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 programmes of international education and rigorous assessment.

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

SINGAPORE SCHOOL MANILA (SSM) VISION STATEMENT

Singapore School Manila aims to be a school known for providing a high standard of education, placing equal emphasis on all aspects of human development. Our goal is to develop global citizens who are creative, enquirers, thinkers, open-minded, knowledgeable, communicators, risk-takers, principled, caring, balanced, reflective, decisive, responsible and resilient, living and promoting in others a positive outlook in life.

SINGAPORE SCHOOL MANILA (SSM) MISSION STATEMENT

The SSM community — administrators, teachers, staff, parents, and students, commits to realizing the vision through:

- Striving for academic excellence using modern teaching strategies, disposing of the pressures and trauma associated with conventional teaching methods.
- Training our students to do higher thinking in all subjects, preparing them for a rapidly-changing world.
- Encouraging environmental and social awareness, thus empowering our students to take an active role as agents of positive change in the world.
- Developing the value of positivism through our educational system enabling our students to love learning and to cope well with the challenges of life.



SINGAPORE SCHOOL MANILA (SSM) LEARNER PROFILE ATTRIBUTES

Learner Profile Attributes	Learner Profile Statement
Balanced	SSM learners understand the importance of balancing physical, intellectual, emotional, and spiritual aspects of their lives to promote well-being for themselves and others. They recognize their interdependence with other people and with the world around them.
Caring	SSM learners demonstrate empathy, compassion, and respect in their interactions with others. They are committed to meaningful service and take purposeful action to make a positive difference in the lives of individuals, communities, and the wider world.
Communicators	SSM learners express themselves confidently and creatively through multiple languages and diverse modes of communication. They collaborate effectively, demonstrating active listening and respect for the perspectives of others.
Creative	SSM learners are imaginative and express their ideas confidently. They demonstrate initiative and resourcefulness, using their creativity to generate original solutions and meaningful outcomes.
Decisive	SSM learners make decisions quickly, confidently, and clearly. They are secure in their knowledge, question assumptions, and approach ideas with curiosity. They explore and evaluate concepts and arguments in a structured, critical, and analytical manner.
Enquirers	SSM learners cultivate their curiosity by developing strong enquiry and research skills. They are capable of learning independently and collaboratively, approaching knowledge with enthusiasm and maintaining a lifelong love of learning.
Knowledgeable	SSM learners develop and apply conceptual understanding by exploring knowledge across multiple disciplines. They engage thoughtfully with issues and ideas that hold both local and global significance.
Open-minded	SSM learners critically reflect on their own cultures and personal histories while respecting the values and traditions of others. They seek out and evaluate diverse perspectives and embrace opportunities for growth through their experiences.
Principled	SSM learners act with integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. They take responsibility for their actions and the consequences that follow.
Reflective	SSM learners reflect thoughtfully on the world as well as their own ideas and experiences. They seek to understand their strengths and areas for growth to support continuous learning and personal development.
Resilient	SSM learners demonstrate resilience, recovering quickly from challenges and setbacks. They apply determination, perseverance, and grit to solve problems and navigate the difficulties of life effectively.
Responsible	SSM learners are trustworthy and dependable, following through on their commitments and responsibilities. They take ownership of their learning and actions, demonstrating accountability for their conduct and for school property or resources entrusted to them, and they are willing to explain their decisions and actions.
Risk-takers	SSM learners approach uncertainty with foresight and determination. They work both independently and collaboratively to explore new ideas and innovative strategies, demonstrating resourcefulness and resilience in the face of challenges and change.
Thinkers	SSM learners apply critical and creative thinking skills to analyze complex problems and take responsible action. They exercise initiative and make reasoned, ethical decisions in all aspects of their learning and life.



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STATEMENT OF ALIGNMENT

Singapore School Manila (SSM) affirms its commitment to delivering an internationally benchmarked education that is grounded in both academic excellence and holistic human development. Central to this commitment is the alignment between the school's Vision and Mission Statements and the principles articulated in the International Baccalaureate (IB) Mission Statement. As an IB World School offering Diploma Programme developed by the International Baccalaureate, SSM recognizes that its educational philosophy must be consistent with the IB's overarching goal of developing inquiring, knowledgeable, and caring young people who contribute to building a better and more peaceful world through intercultural understanding and respect.

The IB Mission emphasizes rigorous academic programmes, meaningful assessment, and international-mindedness, encouraging students to become active, compassionate, and lifelong learners who appreciate diverse perspectives. Similarly, SSM envisions itself as a school that provides a high standard of education while placing equal emphasis on all aspects of human development. The attributes identified in the SSM Vision such as being creative, knowledgeable, principled, open-minded, reflective, and resilient closely reflect the IB Learner Profile and reinforce a shared commitment to nurturing globally competent and ethically responsible individuals.

Furthermore, the SSM Mission underscores academic excellence through modern pedagogical approaches, the cultivation of higher-order thinking skills, environmental and social awareness, and the development of resilience and a positive outlook toward lifelong learning. These commitments parallel the IB's dedication to challenging programmes of international education that prepare students to navigate complexity, respect differences, and take principled action in an interconnected world.

Through this alignment, SSM ensures that its policies, instructional practices, and community engagements consistently embody the values of international-mindedness, academic rigor, and holistic growth. This policy framework therefore affirms that the SSM Vision and Mission are not only compatible with, but are strengthened by, the IB philosophy, guiding the school community toward the shared objective of developing globally aware, compassionate, and empowered learners.



I. PHILOSOPHY AND PURPOSE

Singapore School Manila (SSM) upholds the philosophy of the International Baccalaureate (IB), which recognizes language as central to identity, learning, critical thinking, and intercultural understanding. In alignment with the IB mission to develop inquiring, knowledgeable, and caring young people, SSM values multilingualism as a means of fostering international-mindedness and respect for cultural diversity.

This policy affirms SSM's commitment to inclusion, equity, and access by ensuring that all students, regardless of linguistic background, are supported through appropriate placement, progressive instruction, and differentiated learning pathways across the Singapore, Cambridge IGCSE, and IB Diploma Programmes.

Singapore School Manila promotes multilingualism by providing all students with the opportunity to learn three languages throughout their school years. English serves as the primary language of instruction, while Filipino, Chinese, and Spanish are offered as additional language pathways that support linguistic competence and intercultural awareness.

SSM recognizes that language development is the responsibility of all teachers. Language learning occurs across all subject areas, and every teacher contributes to students' development of academic language, communication skills, and literacy within their respective disciplines.

II. LANGUAGE OF INSTRUCTION

English is the primary language of instruction at Singapore School Manila. Consistent with the school's Admissions Policy, all students must demonstrate sufficient proficiency in spoken and written English to access the curriculum meaningfully, participate actively in learning, and engage fully in school life.

Language support and appropriate course placement are provided in accordance with SSM's Inclusion Policy to ensure that language differences do not become barriers to learning.

All subject teachers support language development by:

- Modeling clear and accurate academic language;
- Providing opportunities for reading, writing, speaking, and listening across subject areas;
- Reinforcing vocabulary and communication skills relevant to their disciplines;



III. LANGUAGE PROFICIENCY ASSESSMENT ON ADMISSION

In alignment with the Student Admission and Preparation Policy, all student applicants undergo an assessment of their English and Chinese language proficiency as part of the admissions process.

Students must demonstrate the ability to communicate effectively in spoken and written English.

Students may be beginners in Chinese, as SSM provides structured and progressive Chinese language instruction for learners at all levels.

Assessment results are used solely to:

- Determine appropriate language placement
- Identify instructional needs
- Ensure students are supported within an inclusive learning environment

Language assessments are not used to exclude students, but to uphold equitable access and student success, consistent with the school's Inclusion Policy.

IV. ENGLISH LANGUAGE PROVISION

In accordance with IB principles of differentiated instruction and learner-centered placement:

Students whose first language is English are grouped together in Secondary 3 and enrolled in First Language English at the IGCSE level. Students whose first language is not English are enrolled in English as a Second Language (ESL) at the IGCSE level.

This structure ensures that students are appropriately challenged and supported, allowing them to develop strong academic language skills while maintaining confidence and engagement.

Language development in English is further supported across all subject areas, where teachers integrate literacy strategies such as vocabulary scaffolding, structured discussion, guided reading, and written reflection.



V. FILIPINO LANGUAGE PROVISION

In recognition of national requirements and cultural identity, Filipino is a required subject from Primary 1 to Secondary 2 (Grade 8).

Filipino instruction supports:

- Development of national language proficiency
- Cultural awareness and national identity
- Communication skills in both formal and informal contexts

Instruction in Filipino is structured to ensure progressive language development appropriate to students' age and proficiency level. Filipino language learning complements the school's multilingual philosophy and strengthens students' connection to local culture and heritage.

VI. CHINESE LANGUAGE PROVISION

Chinese language learning at SSM reflects the IB belief that language learning is a lifelong, developmental process.

Chinese is a core subject from Preschool to Secondary 2, ensuring early exposure and continuity. From Secondary 3 to Secondary 4, Chinese becomes an elective subject, as Spanish is introduced to broaden students' multilingual options.

Chinese instruction follows a progressive and inclusive model:

- Classes are differentiated to accommodate native speakers, heritage learners, and beginners.
- All students begin with Pinyin, reinforcing a shared foundation in pronunciation and literacy.
- Instruction progresses systematically through language fundamentals, enabling students to build competence at an appropriate pace.

This approach ensures that every student, regardless of prior exposure, has access to a suitable Chinese language pathway, consistent with inclusive education practices.



VII. SPANISH LANGUAGE PROVISION

Spanish is part of the SSM language curriculum beginning in Grade 9 (IGCSE levels) and continuing into the IB Diploma Programme.

Students may choose Spanish as an additional language option beginning at the IGCSE level. Spanish instruction supports the school's commitment to multilingualism and international-mindedness.

Spanish language pathways include:

- Spanish at the IGCSE level beginning in Grade 9
- Spanish Ab Initio in the IB Diploma Programme

The introduction of Spanish expands students' opportunities for global communication and intercultural competence.

VIII. LANGUAGE PROVISION IN THE IB DIPLOMA PROGRAMME

Language pathways in the IB Diploma Programme are guided by the IB Language and Learning philosophy and tailored to students' linguistic profiles:

- Students whose first language is English or Chinese are encouraged to take English or Chinese at Higher Level (Language A).
- Students whose first language is neither English nor Chinese are encouraged to take English or Chinese at Standard Level (Language B) or Chinese and Spanish Ab Initio.

Academic guidance is provided to ensure that language selections are appropriately challenging, support student well-being, and enable success in the IB Diploma Programme.

All IB subject teachers incorporate language-supportive strategies, recognizing that success in IB subjects depends on strong language comprehension and expression.



IX. ROLES AND RESPONSIBILITIES IN LANGUAGE DEVELOPMENT

Language development at SSM is a shared responsibility among all members of the school community.

All Subject Teachers:

- Support language development within their subject areas
- Teach subject-specific vocabulary and academic language
- Provide structured opportunities for discussion, reading, writing, and presentation
- Collaborate with language teachers to ensure consistent language support

Language Teachers:

- Provide specialized instruction in English, Filipino, Chinese, and Spanish
- Monitor student progress in language proficiency
- Collaborate with subject teachers to support cross-curricular language learning

School Leadership and Coordinators:

- Ensure alignment of language practices with IB standards
- Provide professional development related to language teaching and multilingual learning
- Monitor the effectiveness of language support practices

X. PARENTAL INVOLVEMENT IN LANGUAGE DEVELOPMENT

Singapore School Manila recognizes parents as essential partners in supporting students' language learning and literacy development.

Parents are provided with orientation sessions that:

- Explain the school's language philosophy and multilingual approach
- Clarify expectations for English, Filipino, Chinese, and Spanish learning
- Provide guidance on supporting language development at different grade levels
- Introduce strategies for promoting reading, writing, and communication skills at home



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SSM maintains regular communication with parents regarding students' language development through:

- Scheduled parent-teacher conferences
- Academic progress reports
- School meetings and curriculum briefings
- Individual consultations when language support needs are identified
- Digital communication platforms and school announcements

Parents are encouraged to maintain and value students' home languages while supporting the development of English and additional languages.

XI. ALIGNMENT WITH THE INCLUSION POLICY

This policy operates in direct alignment with the Singapore School Manila Inclusion Policy, affirming that:

- Linguistic diversity is a valued resource within the school community
- Language differences are addressed through differentiation and appropriate placement
- Students are supported without stigma or labeling
- All learners are given equitable opportunities to achieve academic success

Language development strategies are implemented to ensure accessibility and participation for all students.

XII. LINKAGES AND REVIEW

This Language Policy shall be implemented in alignment with the school's Admission and Preparation Policy, Inclusion Policy, and Assessment Policy. All language-related practices, procedures, and decisions must remain consistent with the principles and provisions outlined in these related policies to ensure coherence in implementation and equitable support for all learners.

This policy shall be reviewed annually at the conclusion of each academic year by the School Leadership Team. Revisions, when deemed necessary, shall be made to ensure that the policy remains responsive to the evolving needs of the school community, aligned with IB requirements, and effective in supporting student learning and language development.