



GLENROY WEST PRIMARY SCHOOL LANGUAGE POLICY

INSPIRE GROW ACHIEVE

Rationale

Language is the means by which we negotiate meaning in our world and communicate ourselves to others. Through language we come to understand ourselves and our culture. Additional language acquisition provides a rich opportunity for developing a disposition for international mindedness and empathy with others.

Glenroy West Primary School develops language ability through inquiry based learning.

Glenroy West Primary School recognises that learning additional language(s) facilitates cognitive development and encourages international mindedness. Glenroy West Primary School includes additional language learning and promotes mother tongue support as an integral part of the curriculum. At present Indonesian is offered to students as an additional language. Glenroy West Primary School values the importance of mother tongue development as it benefits an individual's emotional well-being, enhances academic success and promotes the acquisition of other languages.

Philosophy

Language is central to children's social, emotional and cognitive development. It plays an essential role in all areas of learning. Language is seen as the major connecting element across the curriculum and is used for self-expression and building knowledge of ourselves and our world.

At Glenroy West Primary School, we believe that every teacher is a teacher of language. All of our students are language learners. Students within our school have a wide range of language experiences, knowledge and skills. We believe that the learning environment should offer a quality, differentiated language experience for all students.

Language is the foundation for exploring and sustaining personal growth and cultural identity; it is closely linked to the development of self-esteem, emotional well-being and the ability to make a positive contribution to society.

Language should be taught in context and addresses a wide range of areas such as reading, writing, viewing, presenting to an audience, non-verbal communication, speaking and listening.

Providing a program in more than one language is seen as essential when developing internationally minded learners. We support the belief of the International Baccalaureate, expressed in the Learner Profile, that a communicator is someone who understands and expresses ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

At Glenroy West Primary School we acknowledge a child's right to maintain their connectedness to their culture through opportunities to continue to develop their mother tongue.

Theory of Action

If as a school community, we have clearly documented and shared understandings, vision, expectations and processes based on best/next practice, *then* as a whole school community we will have:

- individual responsibility
- collective expectation
- common purpose
- strategic congruence
- vision

PURPOSE

To provide clear and explicit guidelines and expectations for the implementation of language programs at GWPS, inclusive of:

- language of instruction
- additional language acquisition; both EAL and LOTE
- mother tongue maintenance and development
- international mindedness
- future planning

Implementation

Language of Instruction: English

The Language of Instruction refers to:

→ *the language in which the majority of subjects are taught*

- The language of instruction at GWPS in all lessons (other than some language lessons) will be English.
- GWPS staff use Victorian Curriculum documents for planning and assessing language acquisition of students. These documents contain expected standards for each level, scope and sequence documents, developmental continuums and elaborations to support the implementation of language across the curriculum. Reference can also be made to the PYP Language scope and sequence documents.
- School communications are provided in English. All reasonable attempts will be made, where possible, to provide translations for parents upon request. Where appropriate GWPS uses the Victorian Interpreter Services to provide translators, to facilitate clear and effective communication between parents, teachers, students and appropriate school services.

ADDITIONAL LANGUAGE ACQUISITION

Additional Language Acquisition refers to:

→ a language other than mother tongue

→ the acquisition of linguistic and cultural dexterity in a language other than mother tongue

→ a course of study in an additional language other than English (LOTE)

→ acquisition of English as an additional language (EAL)

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- GWPS recognises that it is the responsibility of all teachers to be teachers of English.
- When students for whom English is an additional language enrol at GWPS, the EAL Coordinator in conjunction with the classroom teacher will assess whether the student would benefit from the support of the intensive program offered through the Western English Language School. The EAL Coordinator will advise parents of their options, in regard to their child attending this facility.
- In situations where this is not feasible or appropriate, the school, the EAL Coordinator and classroom teacher will support the development of English as an additional language.
- GWPS staff access the [Victorian DET EAL Developmental Continuum](#), for planning advice, assessment and teaching and learning strategies to best support English as an additional language learning.
- GWPS staff can access advice from the English Language School, through liaising with the GWPS EAL Coordinator.
- Students for whom English is an additional language will be assessed against the EAL Developmental Continuum for English, until such time as they reach the equivalent progression point level to their peers (or a minimum six months below).

Languages other than English (LOTE): Indonesian

- All students at GWPS participate in a weekly one hour session of instruction in the language of Indonesian. Included in these sessions are inquiries into the cultures, beliefs, values and languages of many Asian countries. This meets the Victorian Curriculum, cross-curriculum priorities expectations and is documented in the GWPS Whole School Language Scope and Sequence.
- To support the promotion and use of Indonesian across the school, we are exploring strategies to make Indonesian visible, valued and promoted across the school, including progressively increasing the use of signage across the school and introducing Indonesian to the community through the newsletter.

MOTHER TONGUE

Mother Tongue refers to:

- a language used at home and elsewhere beyond the classroom, in a sustained fluent manner across the skills of listening, speaking, reading and writing*
- the first language the student has learned*
- the language of communication, at native-speaker competence*

- It is the responsibility of every member of the school community to support the development of mother tongue to the fullest possible extent given the resources and training.
- The EAL Coordinator will be made aware of all students for whom English is not their mother tongue, and will provide advice as needed to teaching and support staff on strategies for the maintenance and development of mother tongue within the school environment.

ORGANISATIONAL PROCEDURES

- When students enrol at GWPS, parents/carers are required to provide information as part of the enrolment process, about the language/s spoken by students and families.
- When students for whom English is an additional language enrol, the EAL Coordinator will be advised. The Coordinator will liaise with the classroom teacher and contact the English Language School if intensive support is needed.

GWPS will continue to provide Professional Learning opportunities for staff, as appropriate, to best support the development of their knowledge, skills and understanding in the areas of:

- mother tongue maintenance
 - teaching students for whom English is an additional language
 - promotion of Indonesian as a language other than English
 - the development of international mindedness
- GWPS will provide, where appropriate and feasible educational opportunities for parents on maintenance of mother tongue and supporting EAL learners.
 - GWPS ensures the provision of a well-resourced learning environment: in the library, classrooms and school environment; that values language learning, promotes achievements of all and provides access to resources in other languages and recognising cultural beliefs and values of others.

ROLES and RESPONSIBILITIES

The roles and responsibility of the School are to:

- appoint an EAL Coordinator
- ensure provision of teacher/s of Indonesian to meet the instructional needs of the school
- oversee the implementation of this Language Policy
- support teaching and support staff to develop and acquire the necessary skills and resources to fulfil their responsibilities as teachers of language
- facilitate the acquisition and coordination of resources to educate parents on language learning

- The roles and responsibility of the Staff are to:
 - utilise the training, resources and strategies afforded to them to create learning environments that are inclusive and responsive to the language and cultural requirements of all students and families in their charge to the best of their ability
 - plan, assess and implement learning and teaching that follows the expectations set out in this Language Policy
 - through the support of the EAL Coordinator, facilitate language acquisition and mother tongue maintenance, where necessary and appropriate
 - through the support of the teacher/s of Indonesian, promote the development of an additional language and make Indonesian visible, valued and promoted across the school

- The roles and responsibility of the Students are to:
 - bring a positive approach to the learning of languages, and the understanding of cultural beliefs, values and experiences

- The roles and responsibility of the Parents are to:
 - support the development of mother tongue and additional language learning to the fullest possible extent, given their resources and knowledge
 - provide information upon enrolment of the languages spoken by students and parents at home

Evaluation

Review of programs across the school to be coordinated by the PYP coordinator. Leadership and sub-committees. Through a review process ensure alignment with GWPS Strategic Plan and Annual Implementation Plan.

Review

This policy will be reviewed as part of the school's three-year review process.
This policy was ratified by School Council 13 June 2017
The policy will be next reviewed in June 2020

Addendum:

MOTHER TONGUE SUPPORT STRATEGIES

At GWPS we cater for mother tongue language needs of our students by:	
<ul style="list-style-type: none">● Library – provision of selection of mother tongue resources (in development)● Different learning styles – visual cues, aural, kinaesthetic● Inquiry learning – open ended● Involving parents in the classroom – through units of inquiry● Inviting parents to share stories, artefacts, language in the classrooms● Celebration of cultures● Use of electronic dictionaries● Buddy system and pastoral care strategy● Provision of information on external classes – e.g. Indonesian School● Awareness amongst individual teachers that other languages are being spoken at home, and how this impacts on performance in class.● Students encouraged to write in mother tongue and if appropriate translate into English	<ul style="list-style-type: none">● Translators if required at parent interviews● Minor celebrations are recognised at assemblies● Maximising opportunities for building intercultural awareness in our UOI● After school activities - Indonesian● School wide statement on international mindedness, within our guiding statements● Handprints and community surveys - cultural awareness of our community● Liaison with support staff from English Language School● Lunch Clubs - promoting use of Mother Tongue (i.e. Indonesian)● Recognition of and planning for the increasing diversity in our school (Community Engagement Sub-Committee)● EAL and mother tongue resources are being purchased in library● Promote the language policy as a tool for teaching and learning and planning
Suggestions for ‘future planning’ for mother tongue language needs of our students:	
<ul style="list-style-type: none">● Translating key concepts and key vocabulary● Signs in other languages● Mother Tongue displays in buildings● Professional learning sessions for staff and parents● Document language profile of teaching and support staff● Explore opportunities to use parents as tutors● Buddy/peer tutoring sessions in mother tongue● Mother tongue buddy system – senior buddies matched with junior buddies (explore through pastoral care and buddy program)	