

Belair Primary School

Languages Policy

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NOTES:		

LANGUAGES POLICY

Introduction

Knowledge of more than one language supports the development of international-mindedness and understanding of each student's own cultural identity. All students, Reception to Year 6, are offered a range of language learning opportunities that develop their capacity to:

- communicate and interact within and across cultures
- understand their own and others' languages to extend their range of literacy skills
- become respectful and familiar with the experiences and perspectives of other cultures

Aims

The Languages curriculum at Belair Primary School (BPS) encourages:

- acquisition of English and second languages to foster intercultural understanding
- maintenance and development of home and family languages where possible
- use of language as a vehicle for thought, creativity, reflection, learning and self-expression to foster curiosity, a lifelong interest and enjoyment in language learning
- development of language skills to enable practical communication for future study, work and leisure in a variety of contexts within the global community
- exploration and development of language skills (listening, speaking, reading, writing and media literacy) through inquiry-based interdisciplinary work
- understanding of the nature and many facets of language and the process of total language learning, which comprises the integration of linguistic, cultural and social components
- consistency of practice in the teaching and learning of English and a second language
- awareness of the range of Australian Indigenous languages, including the local language, Kurna
- learning and use of Indigenous language(s)
- reflection on the learning process

Languages

English is the language of instruction at BPS. Students from Reception to Year 6 also participate in learning a language other than English. The language currently offered is Japanese from Reception to Year 6. Japanese is taught as a specialist subject and connections are made with the PYP Units of Inquiry. The content is determined by the Australian Curriculum for Reception to Year 6.

The International Baccalaureate Organisation (IBO) acknowledges that learning additional languages greatly contributes to the holistic development of students by encouraging a respect for and understanding of other languages and cultures, and providing a skills base to facilitate further language learning. Proficiency in additional language/s gives students a broader range of experiences and perspectives.

The second language curriculum may involve students in:

- connecting with people locally, regionally and globally, including visitors from exchange programs, native speaking language assistants and study tours
- visiting local places of cultural and linguistic significance in the community
- using ICT to enable communication and research in the language
- using regularly updated materials such as magazines, newspapers, music, film, textbooks, dictionaries and digital devices

It is essential that regular assessment to monitor and report on student achievement is a planned and integral part of the program. Language development is assessed and reported upon in a manner defined by the school's Assessment and Reporting Policy.

Home and family languages/english as an additional language or dialect (eald)

Home language describes the language most frequently spoken at home, but we acknowledge there may be more than one family language a child uses or connects with at home. Students who use English as an additional language or dialect (EALD) are supported to learn through differentiation within classroom practice and at times targeted intervention. This enables students to develop as individuals and to participate fully in the academic program and the social life of the school. Teachers are informed of the needs of EALD students by assessing samples of work against the Language and Literacy levels. The Language and Literacy levels also determine funding. Whilst only a small proportion of the student body at BPS has a home language other than English, we acknowledge these students and families and recognise they provide a vital opportunity to enhance our global perspective.

BPS aims to support students' home language through:

- providing information and links with Ethnic Schools
- weekly onsite classes offering Mandarin and French after school from the School of Languages
- providing acknowledgement of the student's proficiency in their home or family language(s) through displays, and inclusion of Ethnic Schools reports as a part of our own reporting process
- providing access to books and other materials in their first language
- inviting parents to talk about their cultural heritage and involve them as resources within class curriculum
- translating reports and providing interpreter services as required
- encouraging children to read, write and speak in their home language in classrooms and at home

Staff access information about student details including cultural background and additional languages spoken at home via the Data Dashboard.

RESPONSIBILITIES

At BPS every teacher is a language teacher with a responsibility to ensure that it is seen as an important part of learning. Classroom teachers and support staff are responsible for including a language and cultural perspective within studies across the curriculum. They work with the specialist language teacher to provide links with the general curriculum and to support the Languages curriculum.

The Specialist Language teacher is responsible for providing a programme relevant to the age, experience and ability of the students in line with the Australian Curriculum achievement standards.

The Principal is responsible for ensuring adequate staffing and resources are provided to enable a successful languages programme. They are responsible for monitoring the success of the programme and promoting and building its worth to parents and the broader community.

ACTIVITY AND RESOURCE SUPPORT

A variety of school based activities, events and resources promote language at BPS. These include:

- Momoyama Japanese exchange programme (currently maintaining connections through web conferencing)
- Weekly onsite classes providing Mandarin and French after school from the School of Languages
- Signage around the schools in English, Japanese and Kaurna
- The Resource Centre stocks and promotes texts for students of other languages
- The school has a dedicated Japanese room and storage facility for cultural costumes, artefacts and teaching resources
- Some staff members are proficient in languages other than English and have a variety of cultural backgrounds
- Indigenous perspectives throughout the school's programme of inquiry as per the cross-curriculum priority 'Aboriginal and Torres Strait Islander histories and cultures'
- Display of cultural flags during assemblies