

## Good Shepherd Lutheran College Language Policy

*With Christ at our centre we equip our students to become flourishing, knowledgeable and compassionate people who enrich the lives of others with a servant heart.*

### Aim

Our Mission Statement states that we strive to create students who are ‘knowledgeable and compassionate’. We believe that students who have the experience of learning another language are able to develop these qualities, through the process of seeing the world through the lens of our own and a different language and culture. In this way we develop open-minded and caring students who participate as principled citizens of the world, with a ‘servant heart’.

### Philosophy

The College believes that language learning begins in the home, where parents should provide rich language experiences for their children and expose them to literature that represents, ‘diverse cultures, experiences and perspectives.’ (ALEA, 2020). It recognises and understands that all teachers in a school are teachers of language learning and therefore ‘must understand that being literate is at the heart of learning in each content area and students need to learn strategies in order to interpret, understand, (read,view), and compose (write) in written and digital forms using language and reasoning pertinent to each content area.’ (ALEA, 2020).

Through learning a language other than their own, students develop International Mindedness which fosters empathy and an understanding of others, in order to build flourishing communities. Immersion in a language other than their own, is the most effective way to develop this knowledge and understanding.

The development of their own mother tongue enables students to forge their own cultural and personal identity and gives them the voice that provides agency. As such the College encourages its classrooms to be places where students do not operate mono-lingually, but rather one where translanguage is supported and encouraged as a way of recognising and valuing language other than the language of instruction (Standard Australian English). This also provides the opportunity for students to teach and learn from each other.

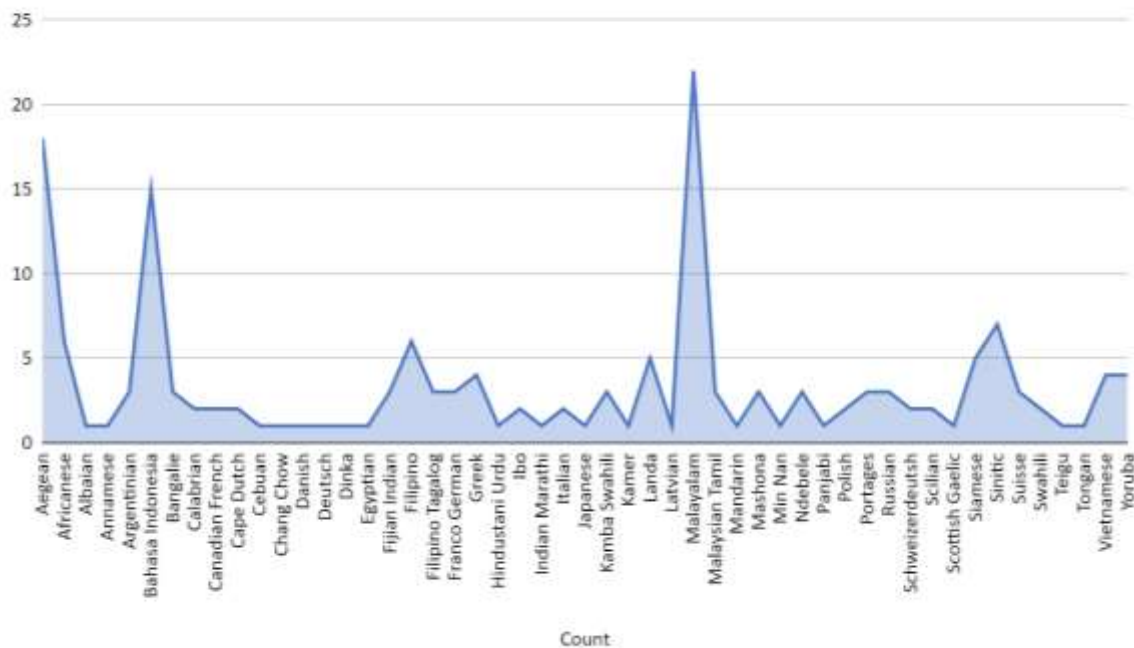
In this environment all teachers are considered teachers of language with responsibility in facilitating communication. They are also learners as they learn from students in their classrooms and each other. As such teachers are charged with ensuring equity of access for all students in the language of instruction and Additional Languages which are taught within the College. In this way we develop students who are confident communicators.

We acknowledge that the College is on Larrakia Country and do this formally at all major College events as a way of honoring the traditional owners and language of the land on which the College is built.

## Language Profile

Across the College community there are over 50 different languages that are spoken within the families of our students.

Languages of the GSLC Community



Languages Spoken

The language of instruction is Standard Australian English. At enrolment parents are informed that if required, translation of reports and documents can be provided if needed.

Current pedagogical practices are that all students have access to and are immersed in an additional language. Parents are recognised as a valuable resource in the learning of a language. All students must have access to the curriculum and language should not be a barrier to this. (Refer to Inclusion Policy). The College’s Literacy Charter outlines the beliefs around Literacy learning and the Literacy continuum mapped against the curriculum which shows the development of literacy skills as students progress through their learning from ELC to Year 12. A variety of technology applications are used to facilitate language learning, within the MYP and NTCET there are dedicated classrooms for the learning of Additional Language. In the PYP however, in the interest of authentic transdisciplinary learning, the additional language is taught in the students’ classroom to allow for effective integration of the language into the Units of Inquiry. Language skills and needs do not preclude students from enrolment at the College.

## PYP

The language of instruction at Good Shepherd Lutheran College Junior Schools is English. Students are immersed in the additional languages and cultures of French and German. All staff are required to support and encourage the use of mother tongue languages in the school environment by

allowing tasks to be completed in languages other than the language of instruction, promoting the application of language at events such as three-way conferences, exhibitions and interviews and providing the use of translators on request.

Identifying our language populations allows us to inform teachers and staff so that we can strengthen our learning community and integrate languages into everyday situations at school. The richness of authentic language is crucial to full cognitive development and the maintenance of the individual's cultural identity.

Our language program is based on the inquiry model, which begins from the students' previous needs, experiences and interests. Teachers create a text rich, literature-based environment using best practice strategies. We model ourselves as inquirers and learners for all students. Teaching situations are structured to support the student in their use of oral, written and visual language. Students' viewing and presenting skills are linked to all three areas. We scaffold the students' learning of and through language by using supportive body language and gestures; language accompanying actions; building on to what other students say and guided questioning. Through our guided questioning we assist the students to develop their own learning path. Structured, purposeful inquiry allows students to move along a language developmental continuum, which is fluid.

The broad driving idea behind the teaching and learning of language at our College are based around the six transdisciplinary themes of 'Who we are', 'Where we are in place and time', 'How we express ourselves', 'How the world works', 'How we organise ourselves' and 'Sharing the planet.'

We learn through a concept driven curriculum by developing the students' understanding of their global world when asking the 'big questions'. Our program of inquiry informs the teaching and learning of language through rigorous literacy practices that are contextual to units of inquiry. We believe that just as language is crucial to learning, so are the attributes that we develop in our students. Our planning, teaching and assessing in language are informed by the essential elements of knowledge, concepts, skills, agency and action.

Language will be assessed based on our Assessment Policy.

## **MYP**

At Good Shepherd Lutheran College it is understood that language learning plays a vital role in each person's daily life. Language, in all of its forms, is our first means of communication, influences access to both education and social integration, and lies at the heart of each person's unique identity and cultural history. To that end language learning is a fundamental part of the MYP at Good Shepherd Lutheran College. The importance placed on language learning is foundational for the development of effective interpersonal communication and for the development of effective literacy which in turn will encourage academic language proficiency. We therefore acknowledge that good practice involves high quality teaching and learning through explicit instruction on language.

As part of our approaches to teaching in the MYP we strive to immerse students in language learning and celebration throughout the year. Deliberate connection to additional language acquisition is visible and explicit across our learning spaces and curriculum, as are ubiquitous reminders of the diverse forms of language. The language profile of each classroom is known, encouraged and celebrated. We utilise explicit teaching practices for the implementation of effective learning towards the language of instruction (Australian Standard English) and the teaching of additional languages. The learning of language is vertically and horizontally integrated across all subject areas for the continuum of learning. In addition, all MYP teachers strive to enhance opportunities in each unit of inquiry, for targeted language lessons and learning experiences that integrate culturally diverse perspectives and understandings. Where possible and needed, teachers will consult language 'experts' to develop pronunciation, meaning and etymology for language learning.

Opportunities are frequently sourced in order to foster the development of mother tongue wherever possible in order to support and celebrate confident identities. We continually advocate for students and teachers to appreciate and understand the workings of mother tongue through:

- understanding metalanguage and grammar for different contexts
- knowing and understanding the etymology and origin of language
- comparing and contrasting how languages work
- understanding access to diverse languages is based on various modes of communication.

Through a variety of school wide opportunities we aim to provide the opportunity for all students to share and express language and cultural diversity through the lenses of academic rigour, wellbeing and times of celebration. Students are motivated to develop subject specific metalanguage through the provision of an integrated language curriculum and are encouraged to access multiple modes of communication. Students are connected with local and national perspectives on country and culture in order to make meaning of our historical, political and social context and are provided multiple learning opportunities across the MYP years to immerse themselves in authentic cultural experiences. Indigenous perspectives are intentionally written into the curriculum to ensure that all students attending Good Shepherd Lutheran College have the opportunity to learn about, acknowledge and respect the language and culture of Aboriginal people and Torres Strait Islanders. Support is provided for students who are not yet proficient in the language of instruction through our whole school approaches to learning enrichment and differentiation. Our centralised portal of data provides an overview of individual student language profiles to ensure effective communication of individual needs.

As an IB World School, additional language learning at Good Shepherd Lutheran College is also recognized as a developmental process in which students have opportunities to build on prior knowledge and skills in order to help them progress through the phases of language development. The MYP framework structures additional language learning in phases so that the complexity and range of language profiles that students bring to their MYP classroom is acknowledged and fostered to encourage pathways to study language beyond their MYP years. Teaching and learning in the language acquisition subject group for each additional language offered is organized into three levels of proficiency; emergent, capable and proficient. Each level focuses on two phases;

- Emergent-level students of the language include language learners in phase 1 and 2.
- Capable-level students of the language include language learners in phase 3 and 4.
- Proficient level students of the language include language learners in phase 5 and 6.

In total there are six phases. The phases represent a developmental continuum for additional language learning. The phases do not correspond to particular age groups or MYP years. Students are given a placement test to determine which phase they will begin or continue in Language Acquisition. It is a requirement at Good Shepherd Lutheran College, as an IB World School, that all students study at least one additional language sustained across the entire year in each year of the MYP, and must continue to study the same additional language in each year of the MYP until achieving a satisfactory proficiency in Phase 4; at which point a student may transfer to another language. Students move up the developmental continuum, from one phase to the next, when they are able to meet competencies outlined in the MYP language acquisition global proficiency table, the progression of competencies table and the assessment criteria rubrics which used together inform teachers of what the student should be able to do by the end of each phase. Language acquisition courses provide a linguistic and academic challenge for students and are delivered through the target language as the medium of instruction in the language classroom. English language learning is integrated into the course and develops student language skills in reading, writing, viewing, and presenting, listening and speaking and offers support for students to successfully develop language skills in the language of instruction and to acquire an additional language. Inclusion is supported for all students through the scaffolding of the IB objectives and criteria of MYP phases of language as outlined in the Subject Guide for Language Acquisition and as per our inclusion policy.

### **NTCET**

In the senior years students have the opportunity to continue their study in a language other than English through the SACE Language Continuers subjects. We further support studies in Language by allowing students to enrol in a Continuers course as an extra, or 5th subject, in Year 12. In addition our biennial International Language Immersion Programs to Germany, France or Japan for two to four weeks foster a passion for learning and confidence in second language use.

International mindedness is encouraged through the 'Intercultural Understanding Capability' in all NTCET (SACE) curricula (SACE, 2020). By continuing to build respect and recognition of culture, interacting and empathising with others, reflecting on intercultural experiences and taking on responsibility as a global citizen, the NTCET reinforces our school's IB foundations.

English language learning in senior curriculum subjects has a greater focus on subject-specific vocabulary, which is explicitly taught and used in context. Through pedagogy which includes the study of etymology and discussion of metalanguage; modelling of language in written and oral forms for audience, purpose and context; teacher feedback; and analysing student texts; teachers further refine and develop our students' language learning.

Australian Literacy Educators' Association, 2015. *Literacy in the 21st century Australia: The ALEA Declaration*.

South Australian Certificate of Education, 2020. *Exploring your Capabilities: Intercultural Understanding*

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Version	Approved by Board Date	Author	Review
2	17/12/2022	Deputy	3yrs