

## MILGATE PRIMARY SCHOOL LANGUAGE POLICY



Help for non-English speakers - If you need help to understand the information in this policy, please contact 9842 7744.

### Rationale:

The development of language is fundamental to the instinctive human need to communicate. Language learning includes the development of the home and family languages, the languages of the school, additional languages and the development of literacy. This is integral to exploring and sustaining cognitive and personal development and cultural identity. Language learning and teaching are social acts, dependent on relationships with the self and others, with context, with the environment, and with the world. The Primary Years Programme (PYP) beliefs and values about language are embedded implicitly throughout the learner profile and explicitly through the attribute of “communicator”, as well as in the IB’s approaches to learning. Through an IB education, PYP learning communities use language to build a better and more peaceful world.

The school is committed to multilingualism as a means of affirming cultural identity 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 languages may be developed to different levels, and within different contexts, depending on their social and academic experiences.

The school welcomes all students and seeks to understand, affirm and promote their language and cultural backgrounds through the learning community and curriculum. All students have a unique language profile shaped by relationships and interactions within their own family, culture and the wider world. The continued development of home and family languages is crucial for cognitive growth and in nourishing cultural identity.

(Adapted from: Learning & Teaching - From Principal to Practice - IBO)

The language program enables students to become effective, confident communicators. This includes written, spoken and visual language. In English, students learn to appreciate, enjoy and use language effectively through the study of Reading and Viewing, Writing, Speaking and Listening. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently. This allows them to be effective communicators and active and informed members of Australian society and the global community.

## IB Standards and Practices:

As an IB World School, we are committed to the following:

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

- Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)
- Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)
- Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)
- Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)
- PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

## Purpose:

- For students to express their identity and develop as effective and confident communicators in written, spoken and visual language.
- To provide students with a rich, challenging, and transdisciplinary inquiry-based language program that transcends all areas of the curriculum.
- To explore language in authentic, challenging, relevant and transdisciplinary contexts.
- To learn the Mandarin Language to foster an appreciation and gain insight into Chinese culture.
- To develop international-mindedness by exploring world languages, including maintenance and development of home, family and indigenous languages.

## Implementation:

- At Milgate, all teachers are language teachers as language transcends all curriculum areas.
- Teachers develop a 'Student Language Portrait' of their learners, to understand the language backgrounds, experiences and goals for each learner.
- The language of instruction is English. Classroom instruction supports the development and acquisition of oral, aural, viewing and written English through best practices such as:
  - following the Victorian Curriculum as set out by the DEECD
  - integrating the instruction of English throughout the curriculum and our units of inquiry
  - creating a language rich environment

- recognising the developmental stages of language learning and the need for a differentiation of instruction whilst considering the variance in students' prior knowledge, needs, interests, experiences and cultural backgrounds
- using the library as an integral resource to support and enrich our instruction of English both at school and at home
- creating consistency in the language used by teachers in the explicit instruction of English and within the programs that are delivered throughout the school.
- developing critical literacy skills that enable our students to become active and reflective members of our learning community.
- Milgate Primary School is committed to practices consistent with the standards and practices in the IB Primary Years Programme.

### **READING & VIEWING**

- Achievement standards are taken from the Victorian Curriculum English scope and sequence.
- Reading takes place daily in classrooms to develop the students' ability to read, view and listen to a range of multimodal texts.
- The English program will develop students' appreciation for literature and language and the inherent ability to evoke feeling, entertain, form and convey ideas, inform, discuss, persuade and argue.
- A consistent approach to teaching reading has been established and is based on the Systems of Strategic Actions, resources, research and data from Fountas and Pinnell.
- Students engage in daily reading explicit instruction through the Reader's Workshop model, consisting of whole, small groups and 1:1 explicit instruction through teacher-student conferences.
- Home reading is expected and supported through take home books from F – 2, and through literature available from the school library from 3 – 6.
- Students from Foundation to Year 2 engage in a synthetic and systematic phonics approach to teaching spelling through phonemic awareness, synthetic phonics, morphology and etymology.

### **SPEAKING & LISTENING**

- Achievement standards are taken from the Victorian Curriculum English scope and sequence.
- Students develop their communication skills by engaging in a variety of oral and aural language experiences.
- Students participate in public speaking forums, cooperative group work, reflecting and sharing of their learning on an individual and group level.
- The program develops the students' ability to listen for specific purposes and information and interact socially in a variety of contexts.
- Students from Foundation to Year 2 engage in a synthetic and systematic phonics approach to teaching spelling through phonemic awareness, synthetic phonics, morphology and etymology.

### **WRITING**

- Achievement standards are taken from the Victorian Curriculum English scope and sequence.
- Opportunities for writing are planned for everyday, as students work within the Writer's Workshop model.

- Each day, students are provided with explicit and targeted whole, small groups and 1:1 explicit instruction with daily 1:1 teacher-student conferences.
- Each writing unit has been developed to focus on either a genre, craft and/or process study.
- Consistent approaches and strategies are used across the school to enrich the students' ability to make deeper connections and assist them to produce quality-writing pieces.

### **MANDARIN LANGUAGE PROGRAM**

- At Milgate we understand that the acquisition of a second language supports the development of international mindedness
- Students participate in a 50 minute session each week to learn Mandarin as a second language. We develop students' language awareness and skills in listening, speaking, reading and writing. Our program also provides opportunities for students to learn about Chinese culture, and therefore increase their intercultural knowledge. Through comparison and reflection, students are able to understand language, culture and humanity in a broad sense.
- Students participate in a variety of activities in our weekly lessons to practice their listening, speaking, reading and writing skills.
- Special festivals and cultural activities are used to enhance the program. We have established a sister school relationship with the Experimental Primary School of Beijing Normal University (北京师范大学实验小学). The activities between the two schools have greatly increased students' cultural understanding and are beneficial for students in language learning. This is further enhanced through our student and teacher exchange program.
- Students are given extended work in class to further develop their home language when they come from a Mandarin speaking background.

### **EAL (English as an Additional Language)**

- At Milgate we celebrate the cultural and linguistic diversity of our students and community members through our classroom programs, curriculum and community connections and ensure all students have equitable access to the language of instruction.
- Students with English as an additional language (EAL) are assessed upon entry into the school to identify the level of support required.
- Additional support may include differentiated instruction within the classroom program, in-class support from a Multicultural Education Aide or Education Support Staff or withdrawal for small group or individual instruction with our EAL teacher to support translanguaging. All staff are provided with professional development and appropriate teaching strategies to support EAL students.
- The classroom teacher monitors student progress collaboratively with the EAL teacher and support is continued until the student is confidently managing the academic and social requirements of the classroom program. Students are assessed against the Victorian Curriculum - English as an Additional Language (EAL) . The information from the assessment and evaluation process is used to guide future teaching and learning strategies. The need for additional support is monitored throughout the year and adjusted when necessary.
- Milgate also supports families with English as an additional language by providing interpreters and translations when required.
- Milgate is aware of the needs of additional language learners and acknowledges the additional burden placed on them and the need to consider their wellbeing.

## HOME AND FAMILY LANGUAGE

Milgate acknowledges the development of home and family language is crucial for both cognitive development and maintaining cultural identity. Milgate supports the development of home and family language with the following practices:

- We use home and family languages at school to support students who are new to the language of instruction.
- We understand that parents have a vital role to play as they discuss learning at home with students, deepening understanding across and beyond the curriculum. We recognise the vital role families play in supporting, developing and sustaining children’s language development
- We create environments where students use their home language with pride, and access host or global languages to engage with the world and actively promote the maintenance and development of home languages
- We develop students’ metalinguistic skills and understandings by facilitating and actively encouraging opportunities to make connections between languages
- We ensure that multiple languages are seen and heard throughout the school and in communication between home and school.
- QR codes on selected Library Books allow students to scan and listen to the book in their home language.
- Year 6 students are encouraged to present their Exhibition to their families in their home and family language.
- The school website provides a list of resources to encourage parents as to the value of maintaining their child’s home and family language.
- Students are encouraged to use their home language during the Student-led conference.
- Milgate acknowledges the benefits of creating a strong multilingual community

## RESOURCES

- The EAL teachers and Multicultural Aid
- The Learning Specialist - English oversees the yearly budget allocated to resourcing English throughout the school.
- The Library is utilised on a weekly basis by students and teachers to provide a range of literature (fiction, non-fiction, picture story and teacher reference).
- The library contains a selection of books in other languages that are spoken within the school community.
- QR Codes are located on a selected number of books to allow students to scan and listen to the story in their home language
- All classes have access to a large selection of Big Books and Guided Reading Collections to develop various reading and writing strategies.
- ICT programs are used to enhance the English program where possible.

## ASSESSMENT – GENERAL GUIDELINES

- The learning and assessment of our language program is based on oral (listening and speaking), written (reading and writing) and visual communication (viewing and presenting).

- All areas of language are assessed according to the whole school assessment schedule.
- A range of assessment strategies such as formal testing, conferencing, self and peer assessment are used.
- Teachers are expected to gather ongoing formative and summative assessment information as part of their daily practice.
- All formal assessment data collected will be kept by the teachers and added to the appropriate school database.
- Regular moderation is conducted in year levels and across the whole school.
- Assessment results are communicated and shared with parents and students in a variety of ways, including Student Reports, Student-Led Conferences and Student Portfolios.

#### FURTHER INFORMATION AND RESOURCES

- International Baccalaureate Organisation - Guidelines for developing a school language policy
- International Baccalaureate Organisation - Program standards and practices
- International Baccalaureate Organisation - Learning & Teaching - From Principles to Practice
- Victorian Curriculum - English scope and sequence
- Victorian Curriculum - English as an Additional Language (EAL)

**The following school policies are also relevant to this Language Policy:**

- Assessment policy

#### POLICY REVIEW AND APPROVAL

Policy last reviewed	2023
Consultation	School council
Approved by	Principal
Next scheduled review date	2026