

LANGUAGE POLICY

PRESHIL VALUES FRAMEWORK

We treat each other with respect and kindness.

We have the courage to grow and learn, and

We are a community that collaborates.

PRESHIL VISION STATEMENT

At our core remains an unshakeable commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. As global citizens, we encourage an awareness of world issues and encourage efforts to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.

PRESHIL LEARNING PHILOSOPHY

The world needs creative thinkers – people willing to challenge convention, do things differently. Particularly now, as we face a rapidly changing global landscape, it's imperative our children grow up with a curiosity about the world and have an appetite for independent learning and self-development.

The themes of compassion and social justice have characterised Preshil since its conception. Our teaching philosophy follows the original principles established by the school's founder, Margaret J R Lyttle, in the 1930s. It is an approach to alternative learning and education that recognises each child as an individual, with their own unique talents and traits that we value and nurture. At Preshil, children play an active role in their education. They are expected to take responsibility for their actions, to behave in a principled way and ultimately create their own future. Choice with responsibility is a powerful combination – one that fosters self-discipline, maturity, resilience, confidence, initiative, creativity and courage in every child.

By providing a school experience that celebrates the individual, our children learn about themselves and uncover their own potential with our full support. As each child tries new things and their interests evolve, Preshil helps them establish their personal goals and pursue them with passion.

RATIONALE

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

Every teacher is a teacher of language, and every student is a language learner. Students, within our school, come to us with 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 should be taught in context and address areas of speaking and listening, reading, writing, viewing, presenting, and nonverbal communication.

LANGUAGE LEARNING PHILOSOPHY

Language is the foundation for exploring and sustaining personal growth and cultural identity; it is integrally linked to the development of self, and connectedness to others. The Learner Profile identifies multiple ways in which language and communication opens children and students up to viewing themselves as global citizens, being a communicator, open-minded and balanced all speak to the interconnectedness of all people, within the world in which we live.

“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.” PYP - from principles into practice, IBO 2020

Approaches to Learning support the development of critical and analytic thinking, reflection and metacognition, and the transfer of knowledge; integral elements of language development and multilingualism.

LANGUAGE OF INSTRUCTION

English is the language of instruction at Preshil. Oral, visual and written language each have a receptive and expressive component. At Preshil we aim for each student to become proficient in the language of instruction; speaking and listening, viewing and presenting, reading and writing are all components of the curriculum, and are reported against in Semester Reports. See the Assessment Policy for further information.

Within the primary program, the English Language skills of reading and writing are taught using the Multisensory Structured Language Learning (MSL) program, providing instruction to ensure links are consistently made between visual language, auditory language, and kinesthetic language symbols as written. The School is committed to the ongoing professional development for primary teachers in MSL. Reading instruction is supported through the use of synthetic phonics materials.

SCHOOL LANGUAGE PROFILE

Our community is, predominantly, made up of members whose first language is English, as well as members who have English as an additional language. Celebrating our linguistic diversity is central to the acceptance of each child or student. We acknowledge a child’s right to maintain their connection to their culture through opportunities to continue to develop their mother tongue. Each member of the learning community is responsible for developing and celebrating language diversity.

Translanguaging describes practices that allow and encourage English as an Additional Language or Dialect (EAL/D) learners to use their full linguistic repertoire in order to empower them and help them to realise their full potential. As such, children or students will not be discouraged from communicating in their mother tongue, and, when pertinent, may be encouraged to share linguistic understanding gained from being bilingual/multilingual. Where relevant, a Semester Report may identify students who have English as an additional language (see Assessment and Reporting policy).

Preshil is committed to building a bank of resources in multiple languages, including those of first nations people of Australia; resources which speak to the celebration of cultural diversity, importance of mother

tongue, intercultural understanding and global perspectives. The school's Reconciliation Action Plan states these intentions.

- Diversity of language needs - languages of teaching and learning, communication within the school, range of mother tongues within the community
- Other language needs of the community - legal requirements legislated
- Current practices related to language teaching and learning - choice, planning, spelling and referencing protocols, bibliographies, rules and expectations for language used at school.
- Beliefs held about language teaching and learning -
- policies refer to Admissions and Assessment Inclusion and Access

Admissions

- New students at the primary school, from Prep onwards, are enrolled into studying French
- A Language Profile form is completed by the family at enrolment for students to the MYP
- French is offered from Year 7 to 10 for MYP students
- French is offered at the DP at standard and higher level for students joining the school with French proficiency.
- Spanish is offered at DP Ab Initio for students new to the school without French proficiency
- New DP enrolments seeking a different language may be able to take that through Language Matters, private tuition, or Pamoja
- It is recommended that students without English proficiency attend English Language school prior to enrollment at Preshil
- In 2023, the school may seek accreditation from CRICOS, which will have a set of language proficiency standards as part of their accreditation process.

Language Acquisition Programme Overview

In the PYP:

- Promote inquiry-based authentic language learning
- Focus on the transdisciplinary nature of language learning
- Incorporate the teaching and learning of language into the programme of inquiry
- Develop the skills of listening, speaking, reading, writing and media literacy
- Interrelate the skills of listening, speaking, reading, writing and media literacy
- Provide for the teaching of additional languages (Language B)

In the MYP:

- On enrolment, students are tested for their prior knowledge of the language studied, and enrolled into the language of their choice if they have no prior knowledge or study time for that language.
- The school recognises that all teachers are teachers of language. The development of language learning in the 8 different subject groups is supported by collaborative planning, the use of the MYP command terms and the learning of language specific to the subject groups.
- Preshil supports the important role that Interdisciplinary teaching and learning plays in the MYP, and where opportunities arise, language learning is integrated into interdisciplinary planning.
- Students are encouraged to pursue language interests in the Personal Project.
- The school library maintains a collection of both fiction and non-fiction texts to support languages taught in the school and students' other languages.

2022 Language Policy

- Formulate practices for the provision of languages A and B (phasing, entrance points to Language B (years 7 and 9))

In the DP:

- Well-resourced special-request and school-supported self-taught options in group 1 to maintain the mother-tongue development (via Pamoja and Language Matters)
- Opportunities for learning ab Initio and B languages both at school and via special request (e.g. Pamoja and Language Matters)
- Opportunities for students to converse with native speakers of the language they are learning are provided where possible (e.g. the school employs a French assistant for French B students)

Additional Languages offered

PYP French

MYP French & second language (to be determined in 2023 for introduction in 2024)

DP French, Spanish, Special Request language (supported externally)

At present, the school offers French for students in Years Prep -10 and Japanese for students in Years 9-10. Changes to language offerings occur in consultation with the Principal, Head of Campus, MYP Coordinator, Leader of Learning (Language Acquisition) and Language Acquisition teachers.

Resources for Language Learning

Library, Education Perfect, Pamoja, Language Matters, Accelerated Integrated Methodology (AIM)

Connection to other policies

- Assessment Policy
- Admissions Policy
- Inclusive Education Policy

Policy Review Process

- Policy working Group including Programme Coordinators, Language Acquisition Leader of Learning, Inclusive Education Leader, Assessment POR Holder. A draft for each policy is raised.
- Staff consultation on draft policy documents is offered through Staff Meetings across both campuses. An opportunity is provided for staff to submit questions, clarifications and suggestions.
- Working group reconvened to address staff input.
- Policies are finalised by the working group and presented to the School Council for ratification.
- Timeframe for review is set for all IBO related policies inclusive of
 - Changes to the Programme Standards and Practices
 - Changes to the school's strategic plan
 - Changes to local legislative requirements, including requirements by the VRQA
 - Changes to reporting through NCCD
 - Changes to any other of the 4 IB-mandated policies

References

International Baccalaureate Organisation (2022) *Guide to Programme Evaluation*, Geneva, Switzerland

International Baccalaureate Organisation (2020) *PYP From Principles Into Practice*, Geneva, Switzerland

International Baccalaureate Organisation (2014) *MYP From Principles Into Practice*, Geneva, Switzerland

International Baccalaureate Organisation (2014) *DP From Principles Into Practice*, Geneva, Switzerland

2022 Language Policy

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