



Language Policy

Date: August 2021
Evaluation and Review: August 2023

Rationale:

At Rose Park Primary we believe that all teachers are language instructors. All students who pass through our doorway are language learners. Each student has his or her own background and their unique contributions. We believe that recognising and supporting our students' mother tongue languages is crucial to their development. At our school we have made a commitment to our students and parents to provide a learning community that promotes and supports language diversity.

At Rose Park Primary School we teach language through:

- The host language, English
- English as an additional language or dialect (EALD)
- A second language, Japanese
- The First Language Maintenance Program (FLMD) – Chinese (Mandarin), Vietnamese, Hindi
- Units of Inquiry

Implementation:

English as an Additional Language or Dialect

Mother tongue languages and students that are in need of additional services provided by our EALD teacher will be identified at the beginning of the school year or when the student enters the school. Rose Park Primary School currently has 103 students working each week with EALD support. All students that are listed as speaking a language other than English or identifying with a non-English speaking background will be screened for EALD.

Students who are eligible for the EALD programme may be those students whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. EALD students come from diverse, multilingual backgrounds and may include:

- Students who were born overseas and have learnt English later in their childhood
- Students who were born in Australia and speak English and another language at home
- Student who were born in Australia and identify with another culture through their extended family

By identifying our language populations we are able to inform our teachers and staff so that we can strengthen our learning community and integrate languages into instruction.

The Program of Inquiry is a guide in conjunction with skills based teaching e.g. the development and learning of text in context and language features.

Genre- the language for achieving different purposes.

Tenor- the language for interaction with others.

Mode- the language for creating spoken and written texts.

Field- the language used to express ideas and experiences.

The EALD program supports and integrates the International Baccalaureate through the Learner Profile. Scope and Sequence:

The teaching and learning cycle of our language program is determined within the EALD "Language and Literacy Levels", a Department for Education publication.

EALD Instruction:

Students that qualify for EALD classes receive withdrawal or in class time with the EALD staff throughout the week. EALD staff work with classroom teachers each term to identify EALD students learning goals and focus for improvement in literacy. If there is concern about how a child is progressing, conferencing with parents will occur to support children in achieving their SMART goals for literacy improvement. EALD support includes implementing explicit teaching practices which enable students to develop their specific literacy learning goals through differentiated learning. EALD support also includes in class support for writing and learning goals. Students are encouraged to have agency in their learning and act as global citizens through reflective inquiry.

Mother tongue:

To support our diverse population, our classrooms and library provide books in a range of mother tongue languages of our students. Parents are invited to be involved with the development of our resources and are encouraged to share with children the languages that they speak.

As research and best practice shows, we encourage that our parents and students continue to speak in their mother tongue at home. This strengthens the child's language skills but also instils a sense of confidence and importance about their culture. This way the student is free to be proud of their culture and their abilities. As a school environment it allows us to celebrate our diversity.

First Language Maintenance Program

The First Language Maintenance and Development (FLMD) program is intended to provide language learning programs that would respect, maintain and develop home languages and cultures of young learners who come to school.

The aim of the program is to:

- Respect, develop and maintain their first language
- Foster a sense of self-identity

At Rose Park Primary School, we offer two FLMD Languages—Chinese (Mandarin) Vietnamese, and Hindi. Students are taught how to speak, listen, read and write in the target language.

Interpreter Services

Interpreters are provided to assist at parent interviews and enrolment when requested. We make use of the expertise of our bi-lingual staff if possible or employ an interpreter or translator from interpreter services.

Japanese

Rose Park Primary School students from Reception to Year 6 receive 50 minutes of Japanese language instruction per week. The Japanese program includes instruction to support oral and written language and a strong culturally based programme.

Learning another language exposes children to ways of thinking and ways of living that are different to their own. It is not only about learning words, it gives a child a unique insight into the diversity of the world. The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

The Australian Curriculum for Japanese outlines that the goals for learning a language include:

Communicating- Socialising, Informing, Creating, Translating, Reflecting

Understanding- Systems of language, Language variation and change, Role of language and culture
This is achieved through the implementation of integrated units of work, linking to appropriate units of inquiry, and through a variety of approaches and strategies including: inquiry learning, open ended tasks, activity based learning, collaborative and cooperative work, problem solving and an acknowledgement of individual learning styles.

The teacher of Japanese supports the PYP Programme of Inquiry (POI) through:

- Integrating and supporting units within the Programme of Inquiry
- Preparing for or following on from a unit within the Programme of Inquiry
- Designing stand-alone units of inquiry to support language acquisition
- Including skills-based teaching; in any rote-learning the same philosophy and pedagogy underpins planning and teaching of Japanese

Japanese student strive to be:

Inquirers- They ask questions to learn many things about Japan, its language, its culture and its people

Knowledgeable- They try to learn many things about Japanese language and culture.

Thinkers- They try to connect things they know about their language and culture with things they know about Japanese language and culture

Communicators- They speak, listen to, read and write Japanese language to share ideas across cultures

Principled- They try to do what is right by Japanese culture

Open-minded- They empathise that sometimes Japanese cultural values are different to their own cultural values. They recognise differences between Japanese language and their own language. They know that one is not *right*, they are just different

Caring- Students model our school values when welcoming Japanese visitors to our school

Risk-takers- In Japanese lessons they are always taking risks in their learning and trying new things. They learn a new language, say new things and write new script. They try eating new food, play new games and sing new songs

Balanced- They make sure that Japanese lessons have a variety of work and play. They use Japanese toys, books and dress-ups for play time

Reflective- They think about how they can improve their Japanese language and how they can be more culturally aware

Ethnic Schools

Many students attend Ethnic Schools/Language classes outside of school hours to maintain their first language and culture. Ethnic school details are provided to parents on enrolment and include Greek Language classes, Spanish Language classes and Adelaide Japanese Community School.

The Library

We have a collection of resources which support literacy and language learning. Our collection reflects the diversity of our student population and is interesting and engaging for students. It includes a varied selection of books, digital resources, and classroom reading materials. We select items that are age-appropriate, inclusive and relevant to our units of inquiry. Bi-lingual resources which represent some of the cultural backgrounds of our students are included within our collection and are available for loan.

English

The study of English is central to the learning and development of students at Rose Park Primary School. Our English teaching, learning and assessment is informed by the Australian Curriculum: English. The curriculum is organised into three interrelated strands that focus on the developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

Assessment of English is conducted using the Achievement Standards in the Australian Curriculum and is also assessed through formative and summative assessment tasks in the Units of Inquiry.

Classroom Instruction

All instruction at Rose Park Primary is delivered in English; language is the foundation of our curriculum. If other languages come about during instruction they will be addressed and students will be encouraged to inquire. Students are instructed in all areas of language arts. Teachers are expected to create a print rich environment, teach with best practice strategies and to set a model for all students. Students learn from not only their teacher but their peers and their experiences with language.