



GOOD NEWS
LUTHERAN COLLEGE

GNLC PYP and MYP Language Policy

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The borders of my language are the borders of my world. - Wittgenstein

1. GNLC Philosophy of Language

At Good News Lutheran College (GNLC), Respect, Identity and Freedom are the Core Values that guide us as we embrace the diverse range of cultures and languages within our College community.

We believe both home and additional languages are the basis of all learning and the school community strives to develop effective communicators as a result of this learning. Through meaningful inquiry and authentic experiences students' express identity and develop international mindedness. We believe in the importance of the partnership between students, school and community in the development of language learning, and believe that all teachers are teachers of language.

We are a community which welcomes people from all language and cultural backgrounds. Therefore, we aim to be:

- Open-minded; encouraging the sharing of stories and knowledge
- Respectful; acknowledging that others from different cultural backgrounds can also be right.
- Balanced; students are encouraged to use their home languages to enhance their learning.

2. Language terms

<i>Language of the school</i>	The language in which most of the curriculum is taught and, the language which is used in the school and outside of the classroom.
<i>Home and Family Languages</i>	The range of languages which students and their families use to some extent at home.
<i>Languages in addition to English</i>	Those languages specifically taught so all students can engage in learning an additional language.

3. GNLC language profile

a. Language context - Languages used in the GNLC community

<i>Languages of teaching and learning</i>	MYP Language and literature: Australian English MYP Language acquisition: German
<i>Languages of communication used in the school and outside the classroom</i>	Australian English
<i>The range and types of mother tongue and other languages in the community</i>	<ul style="list-style-type: none">• Data retrieved in 2020 indicates that 31 different home or family languages are used within the GNLC community.• Of the 206 families who responded to the 2020 home language survey, 192 speak a language other than English.• Families at Good News speak at least 29 different languages at home• The most common languages are Hindi, Gujarati, Punjabi, Telugu, Mandarin and Amharic• About half of the families are actively teaching their children to read and write their home language• Two-thirds of families are actively teaching their children to speak their home language• Families are accessing many different providers for the formal teaching of home languages• Many families use their home language to help their children with their school learning• Families came up with many ways in which they could work with the school to better represent the diversity of languages in our community

In addition to the formal study of English and German, the GNLC community is encouraged to develop home and family language literacy. The importance of developing students' skills in all languages is valued; It is viewed as an important aspect of a child's overall literacy development.

b. Language context - Languages needs of the GNLC community

<i>The language needs of the community (including any legal requirements as a result of government legislation)</i>	<p>The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.</p>
	<p>The Framework for Aboriginal languages and Torres Strait Islander languages caters for different learner pathways that also consider the state of the particular language involved.</p>
	<p>The IB requires PYP schools to study "language".</p> <p>The IB requires MYP schools to study:</p> <ul style="list-style-type: none">• The language of instruction at the school through the subject Language and literature.• A language in addition to the school's home language through the subject, Language Acquisition
	<p>A small proportion of students whose home and family language is English require additional support in their learning of (particularly) written English. These students have been identified through testing provided by literacy intervention programs, or else through a professional judgement made by subject teachers.</p>
	<p>A fundamental element in an international education is developing an appreciation for languages and cultures other than our own. Learning an additional language to English facilitates this process.</p> <p>Forming a group of parents from a variety of home languages who are willing to work with the college to help inform us of language-learning needs, as well as for translation purposes, is a need to be met.</p>

c. Language context - Language education logistics at GNLC

<i>Practices relating to the choice and planning of language courses for learners</i>	<p>Almost all PYP and MYP students study German as a language in addition to English. See the GNLC inclusion policy for exceptional circumstances to this rule.</p> <p>The choice of German as the language studied in addition to English reflects the cultural heritage of the Lutheran Church with which the College is associated.</p> <p>Students in MYP year 2 are streamed according to ability due to a large intake of new students to the College who are learning German for the first time.</p> <p>Students in MYP year 5 are streamed according to ability to support those wishing to study German at VCE level.</p>
<i>Spelling and referencing protocols</i>	<p>Australian English is the standard language utilised for all written communication.</p>
<i>Preferred bibliographic styles</i>	<p>All referencing and bibliographies are formatted using the Harvard style, as outlined in the GNLC Academic Integrity policy.</p>
<i>Rules and expectations about language use around the school</i>	<p>Australian English is the standard language utilised for all communication. Students and teachers are free to communicate in their home languages in an appropriate way.</p>
<i>Recognize that administrators, teachers, librarians and other school staff will require professional development in the fields of language learning and teaching, and on how to make sure the language policy becomes a working document</i>	<p>Continued professional development for all staff on effective practices relating to language teaching and learning will need to be planned and implemented as part of GNLC's PD offering.</p>

4. Supportive processes and procedures

a. Support for mother tongues

Strategy	PYP	MYP
Promote an environment that welcomes and embraces all cultures and perspectives, both within the classroom and in the wider College environment.	✓	✓

b. Support for students who are not yet proficient in the language of instruction

Strategy	PYP	MYP
Implement scaffolding strategies that may assist students who are not yet proficient in English, such as: <ul style="list-style-type: none"> • visual aids • graphic organizers • demonstrations • dramatization • small, structured collaborative groups • Tasks that have been “chunked” into smaller parts 	✓	✓

c. Support for learners with additional needs

Strategy	PYP	MYP
The Learning Enrichment Team, along with classroom teachers, support students with additional needs by:		
Assessing all students entering Prep via the Brigance Screener to evaluate key predictors of school success	✓	
Assessing all students from Prep - year 12 via the WIAT-III assessment tool. Pearson Clinical describes this tool as once which can assist in, “identifying the academic strengths and weaknesses of a student; informing decisions regarding eligibility for educational services, educational placement, or diagnosis of a specific learning disability; and designing instructional objectives and planning interventions.”		

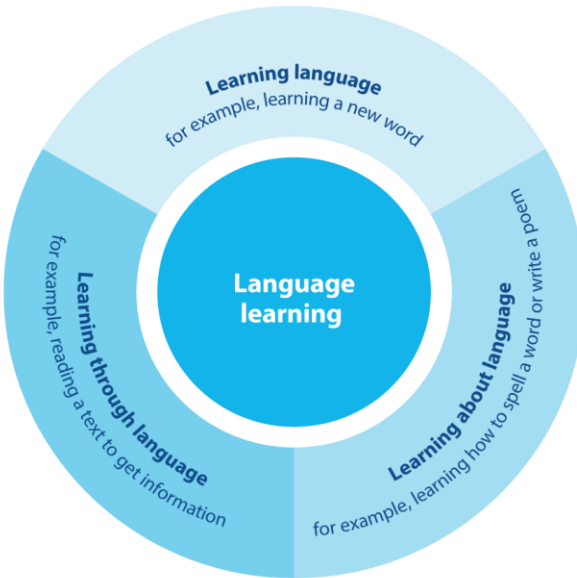
Providing in-class support to teachers through various models	✓	✓
Completing PLPs for students	✓	✓
Actively differentiating aspects of teaching and learning	✓	✓
Consulting with parents to follow up with appropriate para professionals	✓	✓
Collaboratively planning of curricular content and instruction, across subject areas, highlighting specific language goals	✓	✓
Providing both push-in and pull-out support to students through one-on-one input teaching, or small group work.	✓	✓

5. PYP Addendum

a. Beliefs held about language teaching and learning in the Junior Years

In the Junior Years the ultimate purpose of learning language is to empower students to be conceptual and critical thinkers as part of the transdisciplinary nature of the PYP. Halliday's Language Learning model immerses students in the interplay between Learning language, Learning about language and Learning through language.

b. Approaches to teaching literacy



“Language learning and teaching immerses students in the interplay between learning language, learning through language and learning about language. Although these aspects are inseparable, they are used to support an understanding of how language is learned and used to make meaning.”

PYP: Principles into Practice – Language

Learning Language

Teachers acknowledge that students are continually learning language. They endeavour to maximise these opportunities through

differentiation and individualisation so that each student can experience success and growth.

Learning through language

Teachers curate the language experiences presented to students so that they are working at their 'zone of proximal development'. When teachers make active transdisciplinary learning connections, students can see and experience the relevance of their learning and skills across the curriculum. Highlighting the importance of translanguaging and setting language related goals promotes student agency.

Learning about language

Teachers at GNLC believe that a solid foundation in systematic phonics is the most effective way for students can be reading TO learn and reading FOR pleasure quickly. The THRASS and SMART Spelling programs have been adopted across the Junior Years to facilitate this goal and is part of stand-alone teaching. The skills embedded in these programs are then actively transferred into units of inquiry.

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

The knowledge and skills outlined in The Australian Curriculum: English are utilised by students to access learning through units of inquiry which then enables exploration of central ideas and assimilation of knowledge in a transdisciplinary way.

THRASS

THRASS is an acronym for Teaching Handwriting, Reading And Spelling Skills. It is a system for teaching learners of any age about the building blocks of reading and spelling, that is, the 44 phonemes (speech sounds) of spoken English and the graphemes (spelling choices) of written English.

THRASS is divided into three main skill areas – reading, spelling and handwriting. These skills are interrelated and build on each other to increase a learner’s knowledge and understanding of the relationship between the 44 phonemes and the 26 letters of the alphabet – The Alphabetic Principle – the key to successful reading and literacy. As an extension to THRASS students also inquire into the IPA and follow a Structured Word Inquiry approach.

THRASS supports Halliday’s **Learning about language** aspect of Language Learning.

SMART Spelling

SMART Spelling is an approach that supports primary school teachers to teach spelling well. Teachers start by teaching the meaning of words to expand vocabulary and then break words into syllables, sounds and letter patterns (graphs, digraphs and trigraphs) following a simple routine that is in the SMART Spelling course.

In a SMART Spelling classroom, students are explicitly taught spelling patterns, one at a time. Teachers choose a range of words (from simple to complex) from a suggested list. Students are then guided to choose from that list, to meet different needs. Personal words are also a focus in SMART Spelling. Teachers use their strong professional knowledge to give meaningful feedback to students about their spelling in writing, teaching at the point of need. SMART Spelling is used in conjunction with THRASS.

SMART Spelling also supports Halliday’s **Learning about language** aspect of Language Learning.

Both approaches support phonics. Phonics is a method of instruction that teaches students the correspondence between graphemes in written language and phonemes in spoken language and how to use these correspondences to read and spell words.

6. MYP Addendum

a. Processes

i. Practices for the provision of languages A and B

The following strategies aim to address the needs of students in language and literature and language acquisition courses.

<i>Language A: English</i>	<ul style="list-style-type: none">• One lesson per cycle for Language and Literature classes is dedicated to reading for pleasure in the Resource Cycle• Each library lesson, the students are introduced to new literature by the librarian, teacher and classmates.• Classroom libraries are provided in each of the Language and Literature classrooms to encourage reading for pleasure of a wide range of styles.• Specialist literacy classes to support literacy development of students who require additional support with development and acquisition of first language literacy, including those with special needs and on modified learning plan.• Students who have been identified and tested as demonstrating particularly low English literacy skills are removed from Language Acquisition courses for a discrete period. These students are participate in an intensive literacy intervention program to support their learning of, and to help maintain, their mother tongue of English.• Students who have a learning need or disability that is a significant hinderance to the study of an additional language to English are removed from language acquisition courses in order to support the development of language A.
<i>Language B: German</i>	<ul style="list-style-type: none">• At the beginning of each year students' skills and capabilities are assessed and they are placed in Language classes meeting their current levels of achievement. Students are given continuous feedback on their learning, transitions between class levels are possible on a semester basis.• External exams such as GI certificate A1 and A2 are being offered and held on site from 2021. (until IB exams are offered in Year 10)• GNLC supports students second language learning by liaising with community schools and the Victoria School of Languages. (Hindi and Punjabi classes for GNLC students through VSL from 2021 are under discussion)

ii. **Integration of the learning of languages with learning in the subject groups**

MYP teachers:

- Create units of work that drive the learning through global contexts, often exposing students to a range of multicultural perspectives along the learning journey. This supports our students in becoming more open-minded.
- Utilise command terms specific to the subject areas to facilitate a consistent understanding of language relevant to subject areas.
- Develop students' understanding of meta-language within subject areas, to facilitate the construction of meaning in those subject areas.

7. The language policy as a working document

a. Review process

The GNLC language policy is a working document. A language survey will be put out to the College community on a biennial basis to determine the language needs of the community. Up-to-date data from the survey will inform the revision of the Language policy when it too is revised biennially by the language policy steering committee.

b. Links to other documents

GNLC mission statement

- An aspect of GNLC's mission is to "prepare global citizens". Part of global citizenship is an international education that develops the learner profile attribute of being a communicator in a variety of modes, languages and methods that are culturally sensitive. Our teachers create units of work that drive the learning through a global context, often exposing students to a range of perspectives facilitate this end.

Assessment policy

The GNLC assessment policy:

- Is relevant and applicable, regardless of a student's language profile.
- Encourages teachers to create tasks where multiple modes of demonstration of knowledge and skills are available. Students of differing language profiles can select the mode that will allow them to best demonstrate the assessed criteria.

Inclusion policy

- For students who are hindered by significant EAL needs in accessing the curriculum, it may be determined that the student will be placed on a PLP and/or modified learning programme.
- Encourages differentiated learning opportunities, as well as differentiated assessment tasks.

Academic integrity policy

All students at GNLC are expected to strive to work in a way that shows academic integrity, regardless of their language profile. However, additional support may be required for those with a home language other than English to develop skills required to avoid academic misconduct.

c. Communicating the policy

The GNLC language policy will be made available, along with all other school policies, on our College website. Through the biennial language survey, members of the College community can help inform changes to the policy.

8. Bibliography

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