

LANGUAGE POLICY (2019)

Background

This policy describes the philosophy and strategies that guide the development of the Languages curriculum architecture, the construction of language courses and the high quality teaching and learning of languages at Glenunga International High School. Glenunga is a comprehensive school, with students from diverse backgrounds including over 70% from non- English Speaking Backgrounds, over 75 countries of origin and students who have limited exposure to the language of instruction (English).

Rationale

At the core of this policy is a belief that learning languages contributes to students delivering on the school's Statement of Purpose where every student develops "their potential as an internationally minded, creative thinking, responsible citizen." Our school Values of Harmony and International Mindedness guide the attitudes and behaviour of our students.

Teachers are expected to deliver high quality teaching and learning in line with the Glenunga Pedagogical Framework and to develop the 21st Century skills known at Glenunga as the 4 Cs, (Creativity, Critical Thinking, Collaboration and Communication) in our students. In the IB Diploma these can be seen in Approaches to Learning and our focus on the IB Learner Profile.

Learning languages enables students to bring their individual linguistic and cultural identity to their learning; to better understand and relate to people and issues; and to apply this thinking in a rapidly changing, globally interconnected world.

In this way, students develop the intercultural understanding that enables them as global citizens, to perceive diversity as a positive attribute and to actively work to create a better, more peaceful and compassionate world.

In the 21st Century it is essential that students are able to transcend national and cultural boundaries and to be adaptable, flexible learners who are able to effectively communicate ideas and information in more than one language.

Language learning is intrinsically linked to making meaning, which in turn, influences academic success and life outcomes. It is critical that all teachers are equipped to support the literacy development of all students in the language of instruction. This reflects the school's commitment to developing the Values of Excellence^{PB}, and Opportunity^U.

Policy

At Glenunga support for language acquisition is provided for a range of students with varying needs including:

- Development of proficiency in a language other than the language of instruction.
- Students from non- English Speaking Background.
- Aboriginal students.
- Mother tongue language support.
- Intensive Language support in the language of instruction(English) for recent arrivals and International Fee Paying Students.

The architecture of the Languages curriculum is designed to meet the needs of second language learners. This is achieved through offering a range of languages that are timetabled in Year 8 and follow through to Year 12 or through strategic partnerships with external organisations that provide quality assured learning in other languages

with different entry points for students.

The architecture and provision of support is designed to enable students to access and engage with the learning requirements of the relevant curriculum frameworks - the Australian Curriculum, International Baccalaureate Diploma, and the South Australian Certificate of Education (SACE).

Responsibilities

It is the shared responsibility of the school community to support all students being engaged in learning languages in addition to English and preserving their mother tongue within the constraints of the available resources.

Principal

- Creates the conditions that produce the best learning environment and school structures that support high quality teaching and learning.
- Ensures that the human and physical resources necessary for the effective delivery of languages are provided.
- Ensure that curriculum reflects the development of the school Values, in particular International Mindedness, Excellence^{PB} and Opportunity^U.
- Delegates responsibility for implementing the high quality 21st Century teaching programs and delivery of curriculum frameworks to the Deputy Principal Curriculum, Deputy Principal/Director of Studies and to the Learning Area Leaders.

Deputy Principal Curriculum

- Quality assures the delivery of curriculum frameworks in the Australian Curriculum, IB Diploma and the SACE, Vocational Education and Training, and oversees the curriculum architecture to deliver the subjects in collaboration with the Deputy Principal/Director of Studies.
- Works with the Director of Studies and the Learning Area Leaders to ensure that teaching and learning is of the highest quality (GIHS Pedagogical Framework and the 4 Cs) and that all students are achieving appropriate outcomes and intellectual challenge.
- Responsible for implementing the Languages Policy in collaboration with the Director of Studies, the Languages Learning Area Leader and the Improving Non English Speaking Background. Chairs the Literacy and Numeracy Committee.

Deputy Principal – Director of Studies

- Determines the best possible curriculum architecture to support the learning of a diverse range of learners in languages.
- Ensures that the best quality staff are recruited to provide high quality 21st Century teaching and learning for students studying languages.
- Works with the Languages Learner Area Leader to quality assure learning in the area and liaises with the School of Languages to provide students with the opportunities to undertake additional languages such as Spanish, Korean, Hindi, German, Japanese and Indonesian.

Assistant Principal People Development/ International Programs

- Ensures that appropriate induction occurs for new staff.
- Provides oversight of the professional development of all staff.
- Ensure that curriculum reflects the development of the school Values, in particular the Pillars of International Mindedness.
- Implements Induction Program for new staff and professional development plan, including Early Career Teacher Development Program and Performance Development and Accountability process.

IB Coordinator

- Ensures that all Languages teachers are provided with the appropriate level of professional learning that equips them to deliver high quality 21st Century teaching and learning in the IB Diploma.
- Ensures that the Languages Learning Area Leader and teachers delivering the IB Diploma are aware of the IB requirements and updates to policy and curriculum.
- Works with the Learning Area Leaders and their teams to use data, to develop and implement continuous improvement strategies.

SACE Coordinator

- Ensures that all Languages teachers are provided with the appropriate level of professional learning that equips them to deliver high quality 21st Century teaching and learning in the SACE.
- Ensures that the Languages Learning Area Leader and teachers delivering the SACE are aware of the SACE requirements and updates to policy and curriculum.
- Works with the Learning Area Leaders and their teams to use data, to develop and implement continuous improvement.

Languages Learning Area Leader

- Ensures that all Languages teachers are supported to deliver high quality 21st Century teaching and learning, utilising the GIHS Pedagogical Framework, (Value of Excellence) across all curriculum frameworks including the Australian Curriculum, the IB Diploma and the SACE.
- Works with teachers on their data to co- develop and implement improvement plans that improve the outcomes of all students.
- Ensures that curriculum reflects the GIHS Values of International Mindedness and Harmony.

Teachers

- Develop curriculum that engages and challenges students to deliver their *Personal Best* and reflects the school's Pedagogical Framework for 21st Century learners.
- Deliver the requirements of the Australian Curriculum, IB Diploma and the SACE.
- Provide support to the development of literacy and language for all learners.
- Use student outcome data as part of their professional reflection process to continually improve teaching practices.

Students

- To engage with learning at least one other language in addition to English in line with the school's curriculum expectations.
- Provide feedback to teachers on how their teaching practices can better meet the needs of 21st Century learners.
- Demonstrate the school's Values in their behaviour and dispositions.

Families

- Work in partnership with students and teachers to support their son/daughter's learning of at least one additional language other than English for as long as possible.

Procedures

- Glenunga International High School offers three languages from Year 8 – 12. They are French, Chinese and Japanese.
- The school will support every student to have the opportunity to study a language other than English whether as part of the school's timetabled program or as part of a strategic relationship with another provider.
- A range of additional languages are delivered by specialist teachers on site, through strategic partnerships with the South Australian School of Languages (the Department for Education (DfE) school designed to provide a large range of languages to students, including those wishing to study their mother tongue). These include; Spanish and Indonesian but depending on demand, extends to Hindi, Serbian, German and Arabic. These teachers must be registered teachers and fulfil the employment standards set by DfE. They are trained to deliver SACE and the IB Diploma.
- Students undertake the IB Self Taught Program as required in languages including Korean, French, Hebrew, Italian and Japanese.
- IB Language A English and Chinese (Mandarin) are available.
- IB Language B English, Chinese, Japanese and French are available.
- All teachers are upskilled in how to support literacy development of all students through professional learning programs such as How Language Works.
- The Australian Literacy Levels are used to evaluate the literacy skills of all students from non- English Speaking Backgrounds to establish how best to support them. Support is provided through English as an Additional Language classes, tutoring in the Pod facility, and through additional intensive classes (English Language Plus).
- Overseas fee paying students are supported through the ISEC (Intensive Secondary English Course)
- Subjects need to be offered within the resources available which are predicated on class average sizes of 29 (Year 8-10) and 26 (Year 11-12) and this can influence the structure of the classes delivered at Year 11 and 12 ie vertical and horizontal combinations.
- Students take courses according to their "Learner Readiness". Accelerated students are supported with extra time or online learning to enable them to study the required curriculum.

Revised: 2019

Endorsed : Wendy Johnson Principal

Review: 2020