Language and Literature
English (Australian Curriculum)

Preamble
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

Aims
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.

Telopea Park School is a unique bi-national school. It offers two languages of instruction. English is studied by all students in English Stream (ES) classes. Students in the English French Stream (EFS) are instructed in the two languages, French and English. Instruction in English could be either be English or ESL, depending on student’s language proficiency.
Language Acquisition

Languages approved by the Australian Curriculum Authority to date include: Chinese, French, Indonesian, and Italian. Languages taught at the school include: French, German, Indonesian, Italian, Japanese, and Spanish)

http://www.australiancurriculum.edu.au/languages/preamble

Preamble

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. There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the Shape of the Australian Curriculum: Languages, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language–specific curricula for world languages and a Framework for Aboriginal Languages and Torres Strait Islander Languages.

Language, culture and learning

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.
As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners

**Second language learners** are those who are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.

**Background language learners** are those who may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.

**First language learners** are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

**Language Acquisition Program at Telopea Park School**

Learning a second language:

- enriches our learners intellectually, educationally and culturally
- enables our learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and social resources in our community
- contributes to our strategic, economic and international development
- enhances employment and career prospects for the individual

At Telopea Park School the compulsory study of another language is particularly important because of the multicultural and bi-national nature of the school’s population. The study of additional languages is a core component of the French National Curriculum. The European Common Framework of Reference for Languages designed by the Council of Europe is the fundamental reference for modern language teaching, learning and assessment of language skills. A2 Level of command (level of elementary speakers) is the level required by the Common Base in Year 9, classe de 3ème. The European Common Framework has been mapped to the Middle Years Programme Language Acquisition phases.
The school offers seven (7) Language Acquisition subjects (English as an additional language or dialect (EALD), French, German, Indonesian, Italian, Japanese and Spanish).

The language program in the English Stream meets the 2014 Australian Curriculum and the 2010 ACT ‘Every chance to learn ‘curriculum requirements.

Students experiencing literacy difficulties in Language and Literature are supported in Language Acquisition classes by use of inclusive strategies such as scaffolding and modified assessment tasks. These students are NOT eligible for an MYP IBO school based certificate.

Indigenous students may be placed in a Cultural Study class where the focus is on developing improved literacy skills while reinforcing intercultural awareness. Students learn some basic Wiradjuri.

**English as an additional language or dialect (EALD) students**

EALD students may not be expected to study an additional foreign language. Many EALD students do wish to study another language and they can be encouraged to do this once a competent level of English has been achieved or as the current timetable permits. For some, it is considered an important educational asset in their own community. The aim of the EALD program is to enable EALD identified learners to participate successfully in mainstream classes where English is the language of instruction.

**Hours**

The Language and Literature and Language Acquisition programs are delivered in three (3) lessons per week. This is a total of 193 minutes per week over forty (40) weeks.

**Staffing**

Language Acquisition is taught by a teacher expert in their language to the level of a near native speaker, where possible. At present, there are nine (9) staff teaching Language Acquisition. Language and Literature is staffed by qualified English and French teachers. There are eight (8) Language & Literature English teachers.
## Languages at Telopea Park School

<table>
<thead>
<tr>
<th>Language Acquisition EALD classes</th>
<th>Modes of delivery</th>
<th>Modes of Assessment</th>
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<tbody>
<tr>
<td><strong>English as a Second Language</strong></td>
<td>Classroom</td>
<td>MYP Language Acquisition standard Level B2 (Independent user)</td>
</tr>
<tr>
<td><strong>French, German, Indonesian(^1), Italian, Japanese and Spanish 7-10</strong></td>
<td>Classroom</td>
<td>MYP Language Acquisition standard CEF Years 7 &amp; 8 A1 – A2 (Basic user) Years 9 and 10 A2 - B (Independent user)</td>
</tr>
<tr>
<td><strong>Modified levels in French, German, Indonesian, Italian, Japanese and Spanish 8-10</strong></td>
<td>Classroom</td>
<td>School-based MYP record of achievement Language Acquisition foundation CEF A1 (Basic user)</td>
</tr>
<tr>
<td><strong>Cultural study</strong></td>
<td>Classroom</td>
<td>School-based MYP record of achievement Language Acquisition foundation CEF A1 (Basic user)</td>
</tr>
<tr>
<td><strong>Continuing French 7/8</strong></td>
<td>Classroom</td>
<td>MYP Language Acquisition Standard and Advanced CEF level B1/B2</td>
</tr>
<tr>
<td><strong>Continuing French 9/10</strong></td>
<td>CNED</td>
<td>CNED</td>
</tr>
<tr>
<td><strong>Advanced Languages for EFS students (German, Italian, Japanese and Spanish)</strong></td>
<td>Open High School</td>
<td>Open High School High School Certificate</td>
</tr>
<tr>
<td><strong>Advanced Languages 9-10 for students with language background(^1)</strong></td>
<td>Open High School</td>
<td>Open High School High School Certificate</td>
</tr>
<tr>
<td><strong>German, Italian, Japanese, Spanish for Post Brevet EFS students in seconde and première, Year 9 Semester 2 and Year 10</strong></td>
<td>Classroom and CNED</td>
<td>MYP Language B standard CEF Level B Independent user CNED</td>
</tr>
</tbody>
</table>
Mother Tongue
The school collects data of a student’s background at enrolment. Maintaining and developing language and literacy skills in the mother tongue is supported and it is the parents/carers responsibility to enrol their child in language schools available in the ACT. Telopea Park School community has over seventy different nationalities.

It is the aim of Telopea Park School to ensure that all students are proficient in English and for students in the EALD program to reach a level of proficiency to that of Language and Literature by the end of Year10.

Helping your child to be a successful language learner
Background and Suggestions for Parents

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<tr>
<th>Language of instruction</th>
<th>Heritage language</th>
<th>Foreign language</th>
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<td>= language used for teaching at school</td>
<td>= mother tongue = community language</td>
<td>= a language you have no background in = Language Acquisition</td>
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<tr>
<td>IB-MYP = International Baccalaureate Middle Years Programme</td>
<td></td>
<td>EALD = English as an additional language or dialect = ESL</td>
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</table>

Why we support language learning
The ACT Government supports language learning. The ACT language policy (draft) is for the whole community, so a quick look at its basic principles gives us a sense of how language is important to different Canberrans in different ways. The four guiding principles to the ACT language policy are that language is (1) an element of human rights, (2) an essential tool in the social organization of a community, (3) the basis of cognitive and educational development, and that it is (4) closely linked with personal and cultural identity.

The ACT Government supports keeping students multilingual and believes that having another language will maximise students’ access to the mainstream curriculum and improve their literacy. The IB-MYP, which operates at Telopea Park School (TPS), agrees with this, and encourages its schools in supporting students to maintain their mother tongue.

Why Telopea Park School supports language learning
As a school, we naturally focus on how languages contribute to cognitive and educational development. However, TPS has additional reasons for supporting languages. TPS is a bi-national French-Australian school, and languages are compulsory. It is also strongly multicultural, with more than 73 nationalities and we are also working to support students to maintain their personal and cultural identity through maintaining their heritage language, or mother tongue.

The aim is for students to move towards becoming bilingual or multilingual, with the ability to speak, listen, read and write in each of their important languages. This might include English, French, and possibly an additional heritage language.
How Telopea Park School supports language learning in the Middle Years Programme (MYP)

TPS, in the MYP (Y7-10), languages appear in students’ education in three main ways:

- The **language of instruction** at TPS is English for mainstream students and is French and English for French stream students.
- **Foreign language learning** is compulsory from Years 7-10 (French, German, Indonesian, Italian, Japanese, Spanish and Wiradjuri, an Aboriginal language).
- The school recognizes that **heritage language (mother tongue) is important to students** and encourages them to maintain and develop their home language.

**Language of instruction – specialist teaching in English**

TPS aims for students to become excellent users of the language(s) of instruction at school. If students are from an EASLD (English as a second language or dialect) background, at TPS they will receive specialist help in learning English so that they can participate as fully and as soon as possible in the academic programme of the school. They will be tested and placed in an EASLD class according to their level of competence.

**How to get more information**

It is possible to speak to EASLD teachers by phone, through an appointment, or at a parent-teacher nights to learn more about how teaching is organised. Staff from the Languages Faculty can also advise you on how to support and encourage your child to learn a foreign language or to maintain their heritage language, or mother-tongue.

**Contact the Languages Faculty at Telopea Park School for more details.**

Patricia.Blumstein@ed.act.edu.au  Meredith.Box@ed.act.edu.au  TEL: +61-2-6205-5583

“HOW TO” for Parents

**Supporting Language Learning**

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Your role as a parent is important in your child developing and maintaining language skills. Whether you are supporting your child learning English or French, a foreign language at school or your heritage language, the key point with language is to “**use it -- don’t lose it**”.

**To support your child to improve English and French, you could encourage them to:**

- Attend after-school clubs and classes.
- Be involved in out-of-school activities that use language.
- Join organizations outside school such as choirs and young people’s clubs.
- Participate in sport inside and outside of school.
- Participate in extra-curricular activities like drama and debating.
To support your child to maintain their heritage language (Mother tongue), we suggest that you:

- Maintain your mother tongue at home. Do not switch to using English at home.
- Use your mother tongue with your children to discuss matters in your daily life such as family events, items in the news, or to share ideas about books, TV, films etc.
- Give your children rich and enjoyable language experiences in their mother tongue, especially social activities with children of their own age group.
- Find mother-tongue materials that cover the same material as your child is learning in English at school. (This will help children to understand the vocabulary and concepts related to the subjects they are studying in school. It also helps learn the same content in their mother tongue.)
- Arrange formal reading and writing lessons in your mother tongue. (Ask other parents who speak your language for their advice. -- Formal lessons are necessary in order for your child to learn to read and write at the same level as students of the same age in their home country.)
- Encourage your child to keep in touch with grandparents and other family members.
- Encourage your child to establish and maintain contacts, including email, with friends who speak the same language.

Language learning possibilities in the ACT

- Various classes and possibilities exist in the ACT for students to continue their studies in their mother tongue, or heritage language.
- A good source of information is the ACT Community Language Schools Association [http://www.actesa.org.au/]. Ethnic schools include after school mother-tongue classes, embassy classes, classes attached to mosques or temples, Saturday or Sunday schools and classes at cultural centres.
- You should also consider calling your embassy directly and asking for further information.
- There are a number of other organisations in the ACT that support people to maintain their mother tongue and which are interested in multiculturalism and language exchange:

| Canberra Multicultural Community Forum (CMCF) |
| Chairman, Sam Wong; Education Advisor, Mandy Scott | [http://www.cmcf.org.au/] |

| ACT Bilingual Education Alliance |
| http://actbilingual.weebly.com/ | President, Dr. Marina Houston | email Marina.Houston@canberra.edu.au |

For details on The Mandarin Community Tutoring Project

Another excellent Australian internet source [http://www.bilingualfamilies.net/pages/en/home.php]

Contact the Languages Faculty at Telopea Park School for more details.
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