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**TELOPEA PARK SCHOOL**  
**Lycée franco-australien de Canberra**  
**International Baccalaureate (IB) Middle Years Programme (MYP)**  
**Years 7-10**  
**Language Policy (under review 2019)**

### **School philosophy**

Telopea Park School (TPS) believes that every teacher is a language teacher. Language is embedded in the concepts, contexts and big ideas across all subject areas. Key terms and concepts transfer from one subject to another. Teaching students to understand key terms and concepts; to recognise when these terms do and do not directly transfer, and how to use them to communicate is what makes every teacher a language teacher. The belief that every teacher teaches language means that that they are experts of the language of their subject area.

As experts of the subject language, teachers ensure students develop awareness for the language that relates to the subject they are studying. With this awareness, students can be guided to understand how to communicate their understanding of subject concepts and content, and recognise how daily, academic, and subject specific language transfers across the curriculum.

There are acceptable ways to communicate in different languages and cultures, and there are appropriate ways to communicate in different subject areas. Not every class requires a laboratory report, a chart or graph. However, there is a language, and a form, to these different communicative functions. Teachers as experts of their subject area language, help students understand the best way to communicate their ideas and understanding of subject concepts and to communicate accurately with the correct use of the subject specific language.

### **Language and Literature - English (Australian Curriculum)**

**Preamble** <http://www.australiancurriculum.edu.au/english/rationale>

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 and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help 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.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes 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** <https://www.australiancurriculum.edu.au/f-10-curriculum/english/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 English as an additional language or dialect (EALD), depending on student's language proficiency.

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

EALD students study English and EALD until they have gained a competency level in English to enable them to study one of the additional languages offered at the school. There are two possible transition points, one in Year 9 with Introduction to Languages (French) and one in Year 10 with Introduction to Languages (Japanese). The aim of the EALD program is to enable EALD students to participate successfully in mainstream classes where English is the language of instruction.

## **Language Acquisition - Languages**

**Languages taught at Telopea Park School from Year 7 to Year 10 are:**

**French, German, Italian, Spanish, Indonesian, Japanese, Mandarin**

**Introduction:** <https://www.australiancurriculum.edu.au/f-10-curriculum/languages/introduction/>

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 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** 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 - Languages**

Learning a second language:

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

At Telopea Park School the study of another language is important because of the bi-national agreement (Australia and France) and the multicultural nature of the school's community. The study of another language is a core component of the French National Curriculum. The 'European Common Framework of Reference for Languages' (CEF) designed by the Council of Europe is a fundamental reference for modern language teaching, learning and assessment of language skills. A2 Level of command (Basic user – Waystage or elementary) is the level required by the Common Base in Year 9, 'classe de 3ème' in the English French Stream.

The European Common Framework has been mapped to the Middle Years Programme Language Acquisition phases. Students in Year 7 and in Year 8 are in IB MYP Phase 1, CEF A1 (Basic user, Breakthrough or beginner), students in Year 9 are in IB MYP Phase 2, CEF A1-A2 (Basic user, waystage or elementary); students in Year 10 are in Phase 2-3, A2-B1 (Independent user, Threshold or intermediate).

Language and Literature (English) and Language Acquisition (Languages) subjects are taught three (3) lessons per week. A total of 3 hours 13 minutes each week. There are ten weeks in each term. There are four terms a year. Language Acquisition is taught by a teacher, expert in their language, to the level of a near native speaker, where possible.

## International Mother Language

The school collects data of a student's heritage at enrolment. Telopea Park School community has over seventy different nationalities. Maintaining and developing language and literacy skills in the mother language is encouraged. It is the parents/carers responsibility to enrol their child in language schools available in the ACT. It is the aim of Telopea Park School to ensure that all students are proficient in English and for EALD students to reach a level of proficiency by the end of Year 10 to support their transition to College.

## Helping your child to be a successful language learner

### Background and Suggestions for Parents

#### Why we support language learning

[https://www.communityservices.act.gov.au/\\_data/assets/pdf\\_file/0011/1286993/Language-Services-Policy.pdf](https://www.communityservices.act.gov.au/_data/assets/pdf_file/0011/1286993/Language-Services-Policy.pdf)

The ACT Government is committed to ensuring Canberra continues to grow as an inclusive and cohesive city, in which all Canberrans can access effective government services and participate fully in our community. Culturally and linguistically diverse people bring a wealth of different experiences and perspectives to the Canberra community, which enhances the social and economic development of the ACT and the wellbeing of all Canberrans. This policy reflects the ACT Government's commitment to ensuring all Canberrans can benefit from the full range of ACT services and programs and can fully participate in all aspects of community life. Effective language services play an essential role in providing Canberrans who communicate in a language other than English with the same access to information, services and opportunities as English speaking Canberrans.

#### Telopea Park School supports language learning

At TPS we focus on how languages contribute to cognitive and educational development. TPS is a bi-national French-Australian school, and the study of another language is part of the curriculum in years 7-10. It is also multicultural, with more than 70 nationalities. The school supports students to maintain their personal and cultural identity through maintaining their heritage language, or mother language.

The aim is for students to move towards becoming bilingual or multilingual, with the ability to speak, listen, read and write in their heritage and culturally significant language/s.

#### Telopea Park School supports learning a language in the MYP

- The language of instruction at TPS is English for all mainstream English Stream students as well as French for French Stream students
- Language learning for Years 7-10 (French, German, Indonesian, Italian, Japanese, Mandarin, and Spanish)
- The school recognizes that heritage language (mother language) is important to students and encourages them to maintain and develop their mother language.

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

TPS aims for students to become competent users of the language of instruction (English) at school. Students from an EALD background, may receive specialist support in learning English. To be identified as an EALD student the EALD teacher will test new students entering the school if the previous language of instruction has not been English.

**How to get more information**

Information about EALD classes can be given by contacting the school and the EALD teacher. Staff from the Languages Faculty can also advise parents/carers on how to support and encourage your child to learn an additional language or to maintain their heritage language, or mother language.

**For Parents/Carers - Supporting Language Learning**

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| <p><i>Language of instruction-<br/>= English at school</i></p> | <p><i>Heritage language<br/>= mother language<br/>= community language</i></p> | <p><i>Additional language<br/>= a language you have no<br/>background<br/>= Language Acquisition</i></p> |
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Your role as a parent/carer is important for your child developing and maintaining language skills. Whether you are supporting your child learning English or French, and an additional 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 language), we suggest that you:**

- Maintain your mother language at home
- Speak your mother language 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 child rich and enjoyable language experiences in their mother language, especially social activities with children of their own age group
- Locate mother-language 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 language.)
- Arrange formal reading and writing lessons in your mother language. (Ask other parents who speak your language for 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 the 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 opportunities in the ACT

- Classes and other possibilities exist in the ACT for students to continue their studies in their mother language
- A good source of information is the ACT Community Language Schools Association [<http://www.actesa.org.au/>]. Ethnic schools include after school mother language classes, embassy classes, classes attached to mosques or temples, Saturday or Sunday schools and classes at cultural centres
- You may also contact your embassy directly and ask for language learning information/opportunities
- There are a number of other organisations in the ACT that support people to maintain their mother language and for those interested in multiculturalism and language exchange:

*Canberra Multicultural Community Forum (CMCF)* <http://www.cmcf.org.au/>

*ACT Bilingual Education Alliance* <http://actbilingual.weebly.com>

*The Mandarin Community Tutoring Project* <http://alma.anu.edu.au/tutotial.htm>

*An 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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