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

School philosophy

At Telopea Park School (TPS) we believe that every teacher is a language teacher. Language is embedded in the concepts and contexts across all subject areas. Teachers strive to teach students to understand key terms and concepts; to recognise when these terms do and do not transfer, and to communicate effectively. The school believes that every teacher teaches language and that they are experts of the language of their subject area.

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

Language of instruction in the MYP

TPS is a unique bilingual (English and French) binational school. It offers two languages of instruction. In the MYP English is studied by all students in the English Stream (ES) classes. Students in the English French Stream (EFS) are instructed in the two languages, French and English. Instruction in English classes could be either be English or English as an additional language or dialect (EALD), depending on student's language proficiency.

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.

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.

Literacy class

The school has identified a small cohort of students who will not study a second language. Based on the individual student's learning requirements and the Inclusion Policy these students will take part in a literacy class and an English language class. Parents have approved placement in the literacy class. Student may also have an 'Individual Learning Plan' (ILP) and may be on a modified program.

Language and Literature - English (Australian Curriculum)

<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, 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.

English helps students to engage imaginatively and critically with literature to expand the scope of their experience. It acknowledges that 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. English values, respects and explores this contribution. It also emphasises Australia's links to Asia'.

'English aims to ensure that students:

<https://www.australiancurriculum.edu.au/f-10-curriculum/english/aims/>

- 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.'

Language Acquisition – Languages (Australian Curriculum)

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

The language of instruction in the MYP is English. Other languages offered at Telopea Park School are French, German, Italian, Spanish, Indonesian, Japanese, Mandarin.

Students study a language for four years from year 7 to year 10. This goes beyond the requirements of the Australian Curriculum where Languages is required to be taught from year 5 to year 8.

'Languages is designed to enable all students to engage in learning a language in addition to English. The design of 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.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*'.

Language specificity (Australian Curriculum)

'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 (Australian Curriculum)

'Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. Education systems seek to provide for the diversity of language backgrounds and for the fact that classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive background which include individual histories; biographies; previous experiences of and relationships with the target language and 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 (Australian Curriculum)

'**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 consider the state of the particular language involved'.

Language Acquisition – Languages at TPS

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 TPS the study of a language other than English is important because the school has been a binational school for more than 30 years. The binational agreement was signed between Australia and France in 1983. The school has a multicultural community. Fifty seven percent of students K-10 speak another language other than English at home. <https://www.myschool.edu.au/school/49927>

Students in the English French stream study a third language as a requirement of the French National Curriculum.

European Common Framework of Reference for Languages

The 'European Common Framework of Reference for Languages' (CEF) designed by the Council of Europe is utilised as a fundamental reference for modern language teaching, learning and assessment of language skills. The CEF A2 Level of command (Basic user) 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 MYP 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).

The Language and Literature (English) and Language Acquisition (Languages) classes are delivered three (3) lessons per week. A total of 3 hours 8 minutes each week.

Language Acquisition is taught by a teacher expert in their language to the level of a near native speaker.

Heritage Language

The school collects data of a students' heritage at enrolment. The TPS community has over seventy different nationalities. It is the aim of TPS 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.

Maintaining and developing language and literacy skills in the heritage language is supported by the school. Students are encouraged to move towards becoming bilingual or multilingual, with the ability to speak, listen, read and write in their heritage and culturally significant language/s. The school encourages students to maintain their personal and cultural identity through maintaining their heritage language, or heritage language. It is the parents/carers responsibility to enrol their child in language schools available in the ACT.

For Parents/Carers - Supporting Language Learning

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 encourage and support ongoing development through revision and practice.

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 we suggest that you:

- Maintain your heritage language at home
- Speak your heritage 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 heritage language, especially social activities with children of their own age group
- Locate heritage 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 heritage language.)

- Arrange formal reading and writing lessons in your heritage language. (Ask other parents who speak your language for advice. -- Formal lessons are necessary 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.

ACT Government Languages Services Policy

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'.

Language learning opportunities in the ACT

- A good source of information is the ACT Community Language Schools Association [<http://www.actesa.org.au/>]. Ethnic schools include after school heritage 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 several other organisations in the ACT that support people to maintain their heritage 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>

Contact the Languages Faculty at Telopea Park School for more details

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