



Language Policy



Blackwood Primary School Mission Statement

An IB school valuing, supporting and inspiring a community of lifelong learners

The International Baccalaureate® (IB) is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.

Languages are not just technical tools for transmitting information...languages actively shape the thinking and relationships of the people who use them. In engaging with languages and cultures we have to deal with ways of understanding people, how people engage with one another, and how they conceptualise themselves and others. (Howard Nicholas, 2003)

Beliefs and values in Language

Education in a global community brings with it an increasing need to focus on developing intercultural skills and understandings. This requires students to develop the knowledge, understandings and intercultural capabilities to participate actively and responsibly in increasingly diverse local, regional and global communities. More than one language is essential to developing international-mindedness, intercultural understanding and understanding of students' own cultural identity. We understand the Kurna people as the traditional custodians of the land our school is built upon and therefore we value and promote indigenous languages and culture.

Language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. It is necessary to not only to learn language, but also learn about language and through language. Learning best takes place in authentic contexts, and literature plays a special role in enabling this to happen. The strands of **oral, written** and **visual communication** are learned across and throughout the subject areas.



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PYP schools have a responsibility to recognise and support language development to ensure that all students are provided with the environment, and the necessary language support, to enable them to participate fully in school programs, both academic and social.

All teachers in a PYP school are considered teachers of language. Language learning plays a major role in schools where the language(s) of instruction may not be the student's first language. The development of Home Language is crucial for cognitive development and maintaining cultural identity. It also supports intercultural awareness and understanding, and enables students to remain in touch with and maintain esteem for the language, literature and culture of their home country.

At Blackwood Primary School we believe every child benefits from having access to different cultures, perspectives and languages. Learning more than one language also enriches personal growth and helps facilitate international understanding. Therefore, we provide our students from Reception to Year 7 with the opportunity to learn more than one language. Exposure to, and experience with, language encourages students to develop responsible attitudes in order to make a difference in the world.

The IB learner profile is integral to teaching and learning language in the PYP because it represents the qualities of effective learners and internationally minded students. We aim to develop students who are **communicators** where they express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. The learner profile, together with the essential elements of the program, informs planning, teaching and assessing in language.

Therefore all our students, Reception to Year 7, are offered a range of language learning opportunities to develop their capabilities to:

- communicate and interact within and across cultures
- understand their own and others' languages, extending their range of literacy skills
- become familiar with the experiences and perspectives of other cultures.



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LANGUAGES

LANGUAGE OF INSTRUCTION

At BPS English is the language of instruction.

ADDITIONAL LANGUAGES

All students from Reception to Year 7 participate in learning an additional language. The language offered is Japanese and follows the [Australian Curriculum Languages-Japanese](#). The instruction is provided by a single subject language teachers.

HOME LANGUAGE

Blackwood Primary School aims to support students' first language through:

- providing information and links with Ethnic Schools available in the student's own language and information about the South Australian School of Languages.
- acknowledging the importance of Home Language through visual displays.
- providing access to books and other materials in their first language.
- involving parents as resources to include a perspective of that culture in the class curriculum.
- translating reports and providing interpreter services as required.

Students' Language Profiles are accessed through EDSAS database.

ENGLISH AS AN ADDITIONAL LANGUAGE (EALD)

The school provides support in learning English as an Additional Language or Dialect (EALD). Students are identified, assessed and monitored for their additional support needs, using the [Language and Literacy Levels across the Australian Curriculum](#). The purpose of the formal written language program is to enable students to participate fully in the academic program and the social life of the school as well as to develop as individuals.



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INTEGRATION INTO THE PROGRAM OF INQUIRY

The learning of language is integrated into the BPS Program of Inquiry through a Transdisciplinary Approach. The language program involves learning language, learning about language and learning through language.

Effective oral, written and visual communication are best achieved when they are purposeful. Skills in these areas are therefore explicitly taught, practised and used as part of the inquiry process where they are most relevant. Language skills, which are not part of the units of inquiry, are taught separately and help to provide a foundation for learning.

ASSESSMENT AND REPORTING

It is essential that regular assessment to monitor and report on student achievement is a planned and integral part of the program. Language development is assessed and reported upon in a manner defined by the school's Assessment Policy.

RESPONSIBILITIES

At Blackwood Primary school every teacher is a Language teacher and we all have a responsibility to ensure that language is seen as an important part of learning.

All teaching staff are responsible for working collaboratively to include language and cultural perspectives across the curriculum.

The Principal is responsible for ensuring that adequate staffing and resources are provided to enable the learning of language across the school. They are responsible for monitoring the success of the program and promoting and building its worth to parents and the broader community.

The students are responsible for being actively involved in all of their language learning. They are also responsible for following the BPS Academic Honesty Policy.



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RESOURCES

The teacher-librarian will collaborate with the language teachers to support language at the school through accessing appropriate bilingual, Japanese and Home Language resources. All teachers where possible, will integrate resources that support additional languages.

Processes used to identify suitable and adequate resources for general language learning and literature are outlined in the Selection Policy. The teacher-librarian refers to this policy when selecting resources.

REFERENCES:

Australian Curriculum: www.australiancurriculum.edu.au

International Baccalaureate Standards and Practices

WEBSITE LINKS:

<https://www.esasa.asn.au/>

<https://schooloflanguages.sa.edu.au/>