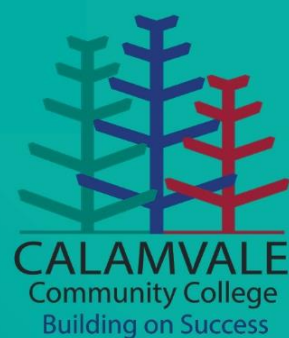


LANGUAGE POLICY

Thinkers Reflective Risk-Takers Knowledgeable

Caring Open-minded Communicators Principled Balanced Inquirer



Curious | Creative | Clever | Calamvale

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Purpose

In alignment with the International Baccalaureate Organisation, the purpose of this document is to:

- Identify and share expectations for promoting language growth as a community and across the 3 IB Programmes offered at Calamvale community College
- Establish clear guidelines to all stakeholders by delineating language instruction and services offered in the context of the IB Programmes
- Provide an overview of the language programmes, instruction and subject options across the IB Programmes.

This document was completed in compliance and collaboration of *Guidelines for Developing a School Language Policy*. It was created in collaboration with the IB Coordinators, Heads of School, Heads of Program and Language teachers.

Language Learning Philosophy

Calamvale Community College's Language Policy supports the International Baccalaureate's view that 'the development of language is fundamental in the need to communicate; it supports and enhances our thinking and understanding' (PYP Language Scope and Sequence, pg. 1). At Calamvale Community College, we create a stimulating and encouraging multilingual environment where English is the language of instruction and is taught in a transdisciplinary manner to ensure learning experiences are relevant, meaningful, and engaging. Oral, visual, and written language are paramount to the development of language acquisition and are integral to all learning experiences. All teachers are responsible for language learning and must strive to recognise the language needs of all students and work to serve these needs within and outside of the classroom. We view language as a tool for communication, exploration of personal development, making meaning in the world and shaping individual and cultural identity. We believe we need to provide students with 'a learning environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of school, as well as develop as individuals' (Making the PYP Happen, pg. 68). Immersion in the English language and student mother tongue languages 'play a vital role in constructing meaning' (PYP Languages Policy pg. 1).

Language learning is differentiated to meet individual student needs, and learning environments are inclusive of all students' cultural backgrounds and needs. We believe that every student has an individual and a cultural set of experiences, skills, and interests, which must be considered in the teaching and learning process. Teachers believe that students learn through a gradual release of responsibility model, where modelled, shared, guided, and independent learning experiences support all students to learn. We believe every learner benefits from experiencing an additional language as it develops effective communication skills and facilitates international mindedness. At Calamvale Community College, we believe that success in mother tongue maintains cultural identity and is an indicator of success in acquiring other additional languages as the development of multiliteracies foster international-mindedness, intercultural awareness and global citizenship.

Language of Instruction

Language wraps itself around, in, through and between everything that we teachers and learners do in the classroom. (Ritchhart, 2002, p.141)

Calamvale Community College is located in Brisbane, Australia. We acknowledge the traditional custodians of the land, the Yugera and Turrbal people on which Calamvale Community College is situated. We recognise that language comes in many forms and that language is to be valued as a means of communication and understanding of culture and as an integral component of the first nations people and the oldest living civilisation on the planet.

The host country language, English, is the language of instruction at the college. All lessons are conducted in English, which is the national language of Australia. We promote inquiry-based authentic learning through an investigative approach of different genres and texts. The school invests in qualified, professional language teachers for the language of instruction, and other languages. Students are allowed and encouraged to use their mother-tongue to access the curriculum. For instance, they may complete class work and activities in their mother-tongue, and they are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue.

- In the PYP, English skills are explicitly taught and integrated within the Program of Inquiry wherever possible. Transdisciplinary links are made to Units of Inquiry through collaboration with classroom teachers.
- In the MYP, the Communication skill area of ATL is integrated into and/or contemplated in all subjects, and enhances interdisciplinary planning and transdisciplinary holistic learning. The Language and Literature MYP Years 2-5 subject group overview summarises particular learning priorities for students mastering sophisticated use of the language of instruction. In all subject groups, especially in units of work focussed on the Personal and Cultural Expression Global Context, appreciation of cultural context is developed.
- In the Diploma, the transdisciplinary nature of Theory of Knowledge (TOK) and the manner in which it links the learning in all subjects means that empathetic communication is a prominent consideration throughout the Diploma. Most students study Language and Literature (English A), with a small group studying Language and Literature (Chinese A) as well as a growing number undertaking Self Taught School Supported (STSS) Language A Literature in subjects such as Korean and Vietnamese.

Language Profile of CCC Community

Calamvale Community College draws from a diverse cultural catchment and provides a rich education to students from over 60 cultures within our community. Within our community, 40% of residents were born overseas, 30% non-English speaking backgrounds and 30% of the population have Asian cultural heritage. In terms of population, the most significant cultural groups are Chinese, Taiwanese, Indian and Middle Eastern communities.

English is the predominant language and the language of instruction at Calamvale Community College. Data is collected on the language and ethnic backgrounds of all students and their families at enrolment and documented on our School Management System for referencing and reporting.

Calamvale Community College has a vibrant and developing International Student Program that supports short, medium and long term stays of students from all over the world. These students are integrated into class and school life at our College.

The program hosts students from Korea, China, Taiwan, India, Papua New Guinea, Thailand, Philippines, Malaysia and Vietnam. These students, upon enrolment to our College via Education Queensland International are subject to a language proficiency test each semester, to be administered by the Languages department at the College.

The rich mosaic of cultures within our school fosters the IB core principle of internationally mindedness and helps to teach our students the importance of understanding and acceptance of the diverse cultures and traditions the world has to offer.

Professional Learning for Staff

Since students learn about language and through language, we understand that all teachers are responsible for the language development of students in the school. As a result, intentional collaboration and reflection is built into the regular staff schedule to address school-wide language and literacy development. This may take the form of whole staff meetings or group meetings (faculty groups, language groups or interdisciplinary groups). During these meetings, teachers plan what will be taught, reflect on best practice and consider the needs of individual students. Language needs and corresponding differentiation strategies, specifically UDL, are detailed in unit plans and supported by the use of the MYP planner. In this way, we develop links between different subject areas and departments across the school.

Universal Design for Learning is a whole college focus and has allowed teacher's professional learning in the space of differentiation in lessons is based on best practice using a range of UDL strategies and according to the standards and practices of the IB. All teachers respond to students' needs and provide individualised instruction guided by specific learning goals in Personal Learning Plans (PLPs) and Educational Adjustment Plans (EAPs). Teaching strategies include working in small groups, flexible ability groups, reading ability groups and mixed ability groups as needed. The school uses a variety of resources with different levels of language complexity, as well as alternating levels of questioning and differentiating tasks according to the needs of individual students. Faculty teaching and co-teaching teams are used to create a flexible and differentiated learning opportunities for students. The school uses breakout spaces, classrooms and open spaces in a variety of ways to meet the needs of student groups, which have diverse language needs. Calamvale Community College promotes the idea that all teachers are teachers of language through professional learning, co-teaching and collegial engagement. Training on using the IB criteria and command terms, creating assessment tasks, developing inquiry statements and questions and writing task specific criteria is provided throughout the school year.

Multi-layered approaches to Professional Learning

- There have been optional regional and department-based workshops delivered by trained EAL teachers to staff across the College, focusing on specific inclusive practices across all subject areas.
- EAL/D Connect provide after school workshops and meetings with classroom teachers in order to provide professional learning opportunities. The meetings are held locally within the school once a term to build professional links across sub-schools and share teaching ideas and resources.

- Staff can informally share age-appropriate pedagogical practices and resources via the EAL/D Teams channel.
- Opportunities will continue to be sought to ensure teaching staff are provided with the chance to develop their knowledge and understanding in the field of language learning and teaching.

Language Learning Leadership

The Calamvale Community College Resource Centre is a key hub for teachers, students and is accessible to support language development. The Teacher Librarian collaborates with classroom teachers to ensure that the collection in the library supports the Units of Inquiry. The Teacher Librarian plans and teaches in conjunction with Units of Inquiry, ensuring that all students are developing the skills to successfully find, evaluate and use information. In preparation for the Diploma Programme, the Library is preparing to stock books in languages other than English for general reading and texts for Language A: Literature course.

The Calamvale Community Resource Centre maintains a library with the express aim of:

- Enriching and supporting the curriculum and Units of Inquiry
- Providing texts which vary in the level of difficulty and appeal
- Encouraging the pursuit of recreational interest
- Foster a love of reading

A PYP, MYP and DP Coordinator with the support of the Heads of Program have been appointed to support teachers implement a consistent approach to the delivery of language teaching and learning. The Heads of Program provide professional training and development to staff and support teachers in classrooms, models lessons and provides feedback on teaching. To ensure a consistent approach to language learning, professional development is offered in all areas including reading, writing, grammar and vocabulary development strategies.

A variety of reading strategies are used by CCC teachers to support deep comprehension of meaning in texts. These include recognising patterns in text, decoding, encoding, making inferences, explicit teaching of terminology, and developing etymological understanding.

The writing process of planning, drafting, editing and finalising is undertaken in all languages. The use of literature, games, role-play and multimedia will support students' understanding of different genres as well as developing their vocabulary, sentence construction, correct use of tense and punctuation. Using the text as a model, students and teachers analyse the features of different genres before jointly and individually constructing written or presented pieces. During the revision process, students are encouraged to develop their knowledge of grammatical and spelling conventions using teacher and peer-feedback and self-correcting. Writing may involve students sharing writing with others, self-editing and publishing for a specific audience.

Students are introduced to different strategies to investigate words and groups of words, including a range of spelling strategies. Students develop a deeper understanding of language in context through comparison and discourse.

Teachers encourage students to make connections between words in different languages and use translators for key concepts and terminology. All teachers work with the other school departments to:

- collaborate on vocabulary, concepts and command terms across the curriculum
- use a common language about language learning and development
- teach the conventions of APA referencing, and citing through our common referencing guide provided in the Digital Library
- apply the principles of academic integrity.

Flow Chart of P-12 Language Acquisition

Language stands at the centre of the many interdependent cognitive, affective, and social factors that shape learning (Corson, 1999, p.88)

Learning new languages plays an important role in the development of literacy skills in English. These skills can assist students to become more effective communicators and sharpen their editorial and writing skills. Through the study of another language, students have the opportunity to compare how the two languages work and so gain a better understanding of English as a language system. Learning a foreign language draws our focus to the mechanics of language: grammar, conjugations, idioms, and sentence structure. Language learners develop and enhance their skills and strategies for decoding and making meaning from words. This transfers to English, as they develop flexibility and competence in dealing with language concepts.

‘Every learner benefits from having access to different languages, and through that access, to different cultures and perspectives. Acquisition of more than one language enriches personal development and helps facilitate international mindedness’ (Making the PYP happen, pg.68). *The Australian Curriculum: Languages* is designed to enable all students in learning a language in addition to English. The key concepts of language, culture and learning underpin the learning area. Students are encouraged to think for themselves, recognize patterns, develop theories and construct meaning as they investigate language. Teachers enable students to see language as a means of self-expression, exploration of self and others, as context driven, having multiple meanings, and involving all levels of discourse.

Primary Years Program

In line with Education Queensland policy, specialist Chinese Mandarin teachers deliver specific language and culture study program from Prep –Year 6. The specialist teachers report on student achievement and progress in learning Mandarin to parents each semester in the student report.

Middle Years Program

In the MYP, language is divided into Studies in Language and Literature (Language A) and Language Acquisition courses (Language B). A student is required to take at least two languages. One of these must be a Language and Literature course. These courses are offered according to the student’s level in the language of instruction.

Students may choose from:

- Language A – English Language and Literature (English)
- Language Acquisition (B) - French, Chinese, Japanese and Spanish (Year 9 only)

A carousel program is offered in Year 6 where students are given the opportunity to “taste test” the languages on offer in Year 7. The year is structure to be a culmination task in Chinese studies for Semester One and one term of French and Japanese for the remainder of the year.

In MYP Year 2, students have the opportunity to choose their language pathway enabling student choice and voice. The Year 7-9 Languages (Chinese, French, and Japanese) course develops the four macro-skills of reading, writing, listening and speaking, by engaging students in learning across a variety of concepts and culturally relevant topics. The four concepts studied are communication, connections, creativity and culture. Topics include identities, relationships, leisure, education, neighbourhood, daily life and holidays. In Year 9, students will also have an opportunity to study Spanish in addition to their other chosen language. Across all languages course, students will learn to compare their own culture to their new learnings about their chosen language culture in order to make connections and expand global understanding. Grammar features of the language will also be introduced, and students will learn how to express themselves in a variety of contexts including formal and informal situations.

Senior Secondary Program

In the Senior Secondary School from years 10 to 12, students have a choice to enter the International Baccalaureate Diploma Program or SATE language learning journeys. In the IB DP strand, students have a choice of Mandarin, Spanish or English while in the SATE languages program there is an opportunity to study Mandarin. Year 12 students not engaged with a senior SATE or IB language course are able to complete an External Exam in their mother tongue to gain an additional QCE point.

Diploma Programme

In preparation for students accessing the DP in years 11 and 12, Chinese as an acquisition language is timetabled for all students in Years 7 and 8, totalling 90 hours per year. This subject becomes an elective for students in years 9 and 10.

DP Subject Options for Group 1

In recognition of our multicultural demographic and language profile, the school will offer two world languages, Language A Literature subjects; Chinese and English (SL and HL). Language A teachers have specifically chosen literature texts from cross-cultural backgrounds.

Other Language A: Literature SL (self-taught)

Language A: literature is a literature course that may be studied in as many as eighty languages. Fifty of these have a prescribed list of authors (PLA). The IB has a policy of mother-tongue entitlement that promotes respect for the literary heritage of a student’s home language and provides an opportunity for students to continue to develop oral and written skills in their mother tongue while studying in a different language of instruction. In the Diploma programme the IB addresses mother-tongue entitlement through the language A: literature course. There are over 45 languages that are automatically available, plus special request languages. There are two procedures available to facilitate mother-tongue entitlement: Where no teacher is available, a student may be allowed to

study his or her particular language A as a school-supported self-taught language A: literature student (**SL only**).

Schools may request an examination to be set in languages that are not on the authorized list by special request. In cases where there is little or no printed literature, texts of oral literature may be included, provided the works chosen are of merit and are available in a reliable transcription and/or in another recording

DP Subject Options for Group 2

Supporting this, three Language subjects; English B, Chinese B and Spanish ab initio will also be available to enrolled students, with a specialist EALD teacher selected to teach Language B English. English B and Chinese B will both be available in SL and HL, whilst Spanish is only available in SL. It is recommended that students who have a competent grasp of Chinese, i.e it is spoken at home as a second language or there has been 4 or more years of study at school, choose Chinese B. Spanish has been added as an additional language option for students without a language background, have never studied Chinese or are looking for a non-character based language.

Students are assessed according to IB Diploma Programme policies as described in the relevant Subject Guides. Additionally, students may elect to study Language courses as described by IBO through Pamoja.

CCC Languages P-12 Learning Journey

Year level	Excellence Program	Mandatory Language Acquisition P-8
Prep	Chinese Immersion (current)	Chinese Lang Acq
Year 1		Chinese Lang Acq
Year 2		Chinese Lang Acq
Year 3	Chinese Immersion (2024-)	Chinese Lang Acq
Year 4		Chinese Lang Acq
Year 5		Chinese Lang Acq
Year 6	Chinese Lang Acq	6 Mon
	Japanese Lang Acq	1Term
	French Lang Acq	1Term
Year 7	Chinese A Lang Acq	Choice of Language Acq: Chinese, French or Japanese (<i>added choice of Spanish Year 9</i>)
Year 8		
Year 9		
Year 10	IB DP	SATE
Year 11		Elective subject (General) for QCAA

Year 12	IB Chinese A (<i>graduate with bi-lingual diploma</i>) IB Spanish Ab In IB Mandarin B IB Mandarin Ab In Additional Options IB Korean A IB Vietnamese A	<ul style="list-style-type: none"> • Chinese SATE • French SATE (2024-) • Japanese SATE (2024-) Senior External Exams (SEE) <ul style="list-style-type: none"> • Polish • Punjabi • Russian • Vietnamese • Arabic • Indonesian • Korean • Latin • Modern Greek • Chinese Additional access to Language studies through Brisbane School of Distance Education
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Time Allocation- Languages per week										
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Years 7-8	Years 9	Years 10-12
<i>General</i>	40mins	40mins	40mins	40mins	40mins	80mins	80mins	105mins	210mins	210mins
<i>Extension</i>				80mins	80mins	120mins	120mins			

Language Needs of the Community

In response to our school and community profile:

Chinese Immersion

In addition to the Languages other than English (LOTE) program offered, in 2016 Calamvale Community College initiated a Chinese Immersion program. The intention of this program is to provide a rich bi-lingual experience for young students, learning in another language, not just learning the language, within an integrated learning environment. This extended model sees immersion students learning in Mandarin across key learning areas. Calamvale Community College sees that this program offers our students additional benefits including:

- Proficiency in the most commonly spoken language in the world
- Enhanced thinking skills, creativity and overall cognitive development
- Increased understanding of how English and another language works
- Educational enrichment

English as an Additional Language or Dialect (EAL/D)

The teachers at Calamvale Community College recognise and value students' home languages as both an important part of their identity and as a useful tool to access English. It develops flexible thinking and open mindedness amongst all children. They realise that it is critical to build relationships with parents/carers as well as using knowledge of the students' cultural and educational backgrounds when planning and developing appropriate teaching and learning experiences. There is a clear understanding amongst teachers that they need to provide a culturally inclusive curriculum.

While students spend time with their class teachers and their peers, the EAL/D teacher plays an important role in supporting students through:

- P-12: Small group support at level of student (according to EAL/D Band Scales)
- P-12: In class support
- Yr 3-12: Support with assessment tasks and exams
- IB Attitudes demonstrated and taught
- Yr 7-9: Vertical EAL/D courses in English (Language & Literature) & Humanities (Individuals & Societies)
- Yr 10-12: ATAR EAL/D and IB DP English B classes

Students in the EAL/D program are Bandscaled twice a year by their EAL/D teacher and monitored closely for their language development. The results and most up to date strategies are shared with classroom teachers to enable support across all learning areas. All staff have access to EALD profiles, through OneNote and Excel, of all flagged students from P-12 and are able to share effective strategies, activities and upload evidence and artefacts of individual student work to be used in the tracking and monitoring process.

Mother Tongue Languages

Diversity is a valued and essential element of our school culture that enriches the academic and personal lives of our students. Calamvale Community College encourages the development of the mother tongue and first languages of students through an ethos of acceptance and celebration of the linguistic diversity within the community. There is also recognition that a strong level of competency in the mother tongue can be an important ingredient in student success as learners of additional languages. It is not possible to offer classes in all these languages, but educational research makes it clear that those students who maintain their mother tongue will have improved learning outcomes if they are supported in the use of a second or third language. For this reason, we believe that it is important to provide the opportunity for students to access their first, or mother tongue languages. Existing practices that support mother tongue include:

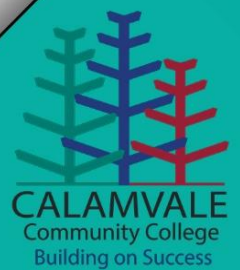
- Some school documents and letters translated into other key languages
- Employing of multilingual teachers and teaching assistants who can support language learning and aid in translation
- Class placements with similar cultures eg Korean enrolments placed with other Korean students
- Celebrating linguistic and cultural diversity with special events and days, such as the annual Multicultural Festival and Lunar Moon Festival and Lunar New Year
- Community resources used to support mother tongue development and participate in key events
- Reading books that are dual language or written in mother tongue are available for borrowing from the school library

Calamvale Community College is currently implementing its community engagement strategy which provides an opportunity to harness the skills of our diverse community to best support the learning outcomes for our mother tongue students. Opportunities to be explored, in consultation with parent and community representatives from our key language groups, include:

- Induction and orientation programs
- Homework clubs
- Extra-curricular programs
- Expansion of Library resources
- Community involvement in the annual Multi Cultural Festival and special days such as Harmony Day and International Mother Tongue Day
- Calamvale Community College Staff Mother Tongue profile
- Provide fiction/non-fiction materials in students' mother tongue
- Parents encouraged to read, talk to students in mother tongue at home
- Parents come to school and share stories and games from their culture
- Displays and signs in classroom in mother tongue

Review

This Language Policy is correct as of June 2022. It will be reviewed on a three-yearly cycle by the IB coordinators, in conjunction with Heads of School. Students, parents, teaching staff and other members of the community may also be consulted.



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Inquirer
Open-minded
Knowledgeable
Communicators
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Balanced