



## Language Policy

*\*This policy was developed and is adopted by consensus of the staff at Preshil- The Margaret Lyttle Memorial School  
August 2015*

### **PRESHIL VISION STATEMENT**

*At our core remains an unshakeable commitment to encouraging all children to progress at their own pace towards their own goals and to be respected as individuals in their own right. It is a commitment to our children to be nurtured and challenged in an atmosphere that inspires creativity and independent thinking in all areas of life and does not, overtly or subtly, use competition or punishment to motivate through the fear of failure.*

*As global citizens we encourage an awareness of world issues and encourage effort to make a positive difference. We believe that education should prepare students to be thoughtful, peace-loving and active citizens of the world. Preshil will remain a school that puts kindness, compassion and social relationships at the centre of its operations.*

### **THE PRESHIL LEARNING PHILOSOPHY**

*“Preshil is not a place where children do what they like, but rather a place where children like what they do.” Margaret E Lyttle, Principal 1944-1994*

The world needs creative thinkers – people willing to challenge convention, do things differently. Particularly now, as we face a rapidly changing global landscape, it’s imperative our children grow up with a curiosity about the world and have an appetite for independent learning and self-development.

The themes of compassion and social justice have characterised Preshil since its inception. Our teaching philosophy follows the original principles established by the school’s founder, Margaret J R Lyttle, in the 1930s. It is an approach to alternative learning and education that recognises each child as an individual, with their own unique talents and traits that we value and nurture. At Preshil, children play an active role in their education. They are expected to take responsibility for their actions and ultimately create their own future. Choice with responsibility is a powerful combination – one that fosters self-discipline, maturity, resilience, confidence, initiative, creativity and courage in every child.

By providing a school experience that celebrates the individual, our children learn about themselves and uncover their own potential with our full support. As each child tries new things and their interests evolve, Preshil helps them establish their personal goals and pursue them with passion.

### **INTRODUCTION**

Preshil is aligned to the IB Purpose and General Principles as outlined in the Language Policy, which states:

*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.*

*IBO Language Policy 2014*

Preshil places a high emphasis on the study of English. It is our language of instruction. We also recognise that students' mother tongue can be varied and, where we can, we strive to support and celebrate the diverse nature of language within our community. Language enables people to derive their cultural identity. The study of English is imperative in developing skills in communication and expression. It is through the study of English that individuals learn to analyse, communicate and form relationships with others and connect with the world around them. Furthermore, it builds social and professional competence. At Preshil, students are to learn one language in addition to their mother tongue. This additional language is taught through our Language Acquisition program. Preshil supports the Learning Languages Rationale as set out in the Australian Curriculum. It recognises that learning languages

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

#### **RATIONALE**

Language is integral to everyday life and is important in developing an understanding of the world. All students are language learners

*Since language is central to learning all teachers are, in practice, language teachers with responsibilities in facilitating communication*

*IBO, Guidelines for developing a school language policy, 2008.*

#### **GUIDELINES FOR IMPLEMENTING THE POLICY**

English is the language at Preshil (except in lessons of language other than English) and the common language of communication in the school (reports, 3 way conferences, correspondence and website). We actively encourage the use of English and understand that:

- all teachers are teachers of language
- language acquisition is dynamic, life-long key factor in intellectual growth, promotes personal and interpersonal development
- all teachers must foster language learning
- language develops intercultural awareness
- Professional development in the field of language learning and teaching will be provided to administrators, teachers, librarians, and other school staff
- Other professional development opportunities will also be given to staff to ensure that the language policy becomes a working document

## **MOTHER TONGUE**

Preshil acknowledges the importance of supporting all students in their mother tongue and the role it has in maintaining cultural identity. The school collects data of students' backgrounds at enrolment. To support mother tongue we:

- ensure there is opportunity for the students to access any programs, aspects of the curriculum, resources or materials in their mother tongue
- celebrate and incorporate student's mother tongue in programs so it is seen as an asset and not a hurdle - this allows for greater connection in a global context
- support and scaffold with relevant resources and/or external contacts if necessary
- provide communication in translated text if required for both parents and students
- recognise the myriad of mother tongues and are aware of students who are developing that language outside of the school context (we do not prescribe Saturday sport which can clash with most language school times)
- celebrate cultural diversity

## **LANGUAGE OF INSTRUCTION**

At Preshil we provide support for students who are not yet proficient in the language of instruction by:

- identifying students who require additional support and ensure that support is provided - it is paramount that all programs are able to be accessed. This information will be supplied to all teachers by the School Registrar
- supporting teachers with how to teach in ESL in the mainstream through professional development workshops
- connecting with the wider community and finding if there are any support services - for example volunteers, tutors, assistants etc.

## **ADDITIONAL LANGUAGE**

In learning an additional language, Preshil practices the Language Acquisition guidelines and objectives as set out by the IBO – see Language Acquisition Guide for further details. Preshil recognises that in order for this program to be successful, all students must be able to access the program in a fair and equitable manner. To ensure this we:

- Identify students who require additional support and ensure that support is provided by the language teacher or language assistant
- Identify students who require extension and provide challenging work and greater opportunities so students can develop their skills and stay engaged in the program
- Ensure that all language programs include differentiation so that all learning styles and abilities are catered for
- Students will be placed in classes that are best matched to their level of proficiency looking at their previous school reports in that language as well as using the language acquisition continuum
- Implement IT in the language classroom as a platform to enhance and enrich the program

## **PRESHIL PROCESSES AND PROCEDURES**

- ❑ This Language Policy has been developed collaboratively with staff at Preshil in accordance with IB regulations
- ❑ Preshil staff will meet at the beginning of each year to discuss implementation and monitoring of the Language Policy
- ❑ The Language Policy will be communicated on the Preshil Website, on Compass on the School Documentation page and at information sessions

*This policy will be reviewed and updated in 2019 by the staff at Preshil, The Margaret Lyttle Memorial School.*