



Language Policy

EXECUTIVE RESPONSIBLE

Director of Teaching and Learning

LANGUAGE POLICY PURPOSE

- to acknowledge and provide support for English as the language of instruction (LOI)
- to provide an inclusive, differentiated community where all Learning Areas accept responsibility for language development
- to provide support for the learning of modern languages (Language Acquisition) that will be offered as second languages
- to provide support for students to continue to develop their mother tongue
- to offer provision and support for English as an Additional Language or Dialect (EALD)
- to comply with the requirements of the Australian Curriculum from 2013 and the IB Standards and Practices

RATIONALE

To ensure compliance with the Scotch College Vision, Mission and Values, with the Australian National Curriculum and with IBO Standards and Practices as an Authorized IB World School.

DEFINITIONS

LOI	- Language of Instruction (English)
Language A	- English
Language Acquisition	- French, Indonesian and Spanish
EALD	- English as an Additional Language or Dialect
ESL	- English as a Second Language
MYP	- IB Middle Years Programme
WACE	- Western Australian Certificate of Education
SEN	- Special Educational Needs

GENERAL BACKGROUND

Scotch College is an independent day and boarding school for boys. Scotch's tradition of individuality, excellence, and community is a trademark of our students; it is the cornerstone on which our school was built and the heritage for its future. The Uniting Church, of which Scotch College is a part, is described in its Basis of Union "as a pilgrim people, always on the road to a promised goal". Scotch College sees itself as part of that journeying people. As young men grow, mature and develop in all aspects of their lives, Scotch College provides a community of people with which to travel, and a context for boys to explore their own gifts.

Scotch College consists of a Senior, Middle and Junior School, situated in Shenton Road, Swanbourne. The Junior School comprises Years 1 to 5 and the Middle School Years 6 7 & 8. These classes are held in the two School campuses, on the north side of Shenton Road. The Senior School comprises Years 9 to 12. All Senior School classes are held in the campus on the south side of Shenton Road.

The language of instruction (Language A) is English. Three other languages are taught: French, Indonesian and Spanish. The IB Diploma also has candidates who have sat German and Mandarin. ESL support and mother tongue retention and EALD support are provided where necessary and when practicable.

PHILOSOPHY

By adopting a strong belief in the need for language learning as essential to intercultural understanding and communication in a global society, Scotch College is committed to the development of proficiency in the Language of Instruction, second language learning and the retention of mother-tongue language. Language learning is also about achieving our goal of developing an understanding of different cultural beliefs in support of the IBO's Fundamental Principles and the Learner Profile. ¹

General Agreements

Across the school, teachers, administration and library staff are encouraged, along with parents to understand that learning a second language:

- Enhances literacy
- Stimulates intellectual development
- Improves cognitive development and thinking skills

THE PHILOSOPHY IN ACTION

The College provides opportunities for all learners

- to acquire a Second Language
- to experience equity of access, and inclusivity
- to continue to develop their Mother Tongue.
- to develop cultural understandings of the student's own culture and to develop intercultural understanding

In addition, the school provides

- the development of curricular resources to cater for the full range of learners
- online information to parents and students that clearly states the Language Policy and school practices
- that all teachers make necessary adjustments to classroom practices to support the language needs of all students
- professional development for teachers to ensure the acquisition of skills required to meet the language needs of the students
- practices that promote second language acquisition and mother tongue development
- second language instruction in English (EALD) and other second languages identified and approved by the Director of Teaching and Learning
- MYP and Diploma Coordinators who actively support the teaching and learning of Language Acquisition
- that the Language policy is reviewed by a working party including the Curriculum Leaders of English and Language Acquisition on an annual basis
- programs so that parents are encouraged to participate in their son's language learning by:
 - Accessing Literacy Support through the Academic Support team when necessary
 - Early consideration of the pupil's eventual subject pathway, in consultation with his Language A & Acquisition teachers
 - Supporting weekly homework structures and routines in the home environment
 - Participating in second language learning through clubs and associations (for example Bali Bahasa lessons at Scotch or at the Alliance Française.)

LANGUAGE A CURRICULUM AREA CO-MISSION STATEMENT

The Vision

The **Vision** of Scotch College is to develop a learning community with an international standard of excellence.

In support of this vision the Language A programme enables boys

- to achieve proficiency in the English language so that they are able to communicate in all modes of speaking, writing and presenting as a member of a multimodal society and to fulfil their linguistic potential.
- to establish interdisciplinary links between subjects and develop intercultural understanding through the study of world literatures in order to provide a holistic experience of education.

The Mission

The **Mission** of Scotch College is to develop boys of character with a strong self-understanding, a passion for sustained learning and spiritual enquiry who will become valued members of the global community.

In support of this mission, the Language A programme aims:

- to help boys understand and value their own and other cultures through the study of both language and literary and non-literary sources from a broad range of cultures and time periods.
- to enable boys to reflect on their personal style of learning and be able to continue their education to become life-long learners.
- to enable boys to become confident in their ability to communicate effectively and think critically.
- to allow boys to reflect on their spirituality through the study of their set of values as reflected or challenged through a wide variety of language mediums.

LANGUAGE A POLICY

Entry

A differentiated approach in teaching caters for a variety of experience and ability in all years of the programme. On entry into Year 6 or any time after the beginning of Year 6, boys are tested to establish their level of competence in the English language. Consideration is also given to prior achievement as expressed in reports from Year 5 teachers. This information will provide guidance as to the level of support or extension required for success in their studies.

Structure

The structure of the Language A programme takes into account the different stages of development from Years 6 to 12. Boys sustain the study of Language A throughout the middle years, in order to be able to reach their best level of proficiency by the end of the final year of the programme and to best prepare students for the Diploma, ATAR and General programmes in Years 11 and 12.

Support is provided by Teacher Librarians throughout the programme so that students are able to develop research strategies and so that students are exposed to a wide variety of resources in preparation for the Personal Project.

Support is given to students who are identified with learning difficulties through the Academic Support Team. This literacy support is provided through case management, in-class support in other learning areas and through specialised Language A instruction. The Academic Support Team also provides out of school hours literacy support for assistance with writing skills.

Students who are identified as having advanced skills are provided with extension opportunities through in-class support and through the Enrichment programme.

Students continue the study of the Language A: Language and Literature to Year 12 in either the ATAR, General or Diploma courses.

Aims

The aims of MYP Language and Literature are to encourage and enable students to:

- use language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- engage with text from a variety of cultures and different historical periods
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

Objectives

A: Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationship between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii). Students should be able to use the text to support their personal responses and ideas (strand iii). Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).

In order to reach the aims of language and literature, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

B: Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.

In order to reach the aims of language and literature, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. In exploring and appreciating new and changing perspectives and ideas, students will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.

In order to reach the aims of language and literature, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting

- critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
 - iii. select relevant details and examples to develop ideas.

D: Using language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.

In order to reach the aims of language and literature, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Assessment

A boy's performance in Years 6 to 8 is measured using International Baccalaureate Middle Years Programme Assessment Criteria.

In Years 11 and 12 a boy's performance is assessed in accordance with Australian and Western Australian Curriculum requirements or the International Baccalaureate Diploma programme depending on his chosen pathway.

Possible Pathways in Years 11 and 12

In Year 11 and 12 students can choose from the following options:

- to continue in the International Baccalaureate programme by choosing either Literature or Language and Literature in the Diploma Programme
- pursue study in either the ATAR English or Literature or General courses in the WACE programme.

MODERN LANGUAGES CURRICULUM AREA CO-MISSION STATEMENT

The Vision

The Vision of Scotch is to develop a learning community with an international standard of excellence. In support of this vision the Modern Language programme enables boys:

- to achieve their potential according to international standards set by the IBO “Language Acquisition” from Years 6 to 8 with the option of continue this study into his senior years.
- to reach a high standard of proficiency in Years 11 and 12, thus opening opportunities for further studies beyond Scotch College and Western Australia in either WACE or IB Diploma.

The Mission

The Mission Statement of Scotch is to develop boys of character with a strong self understanding, a passion for sustained learning and spiritual enquiry who will become valued members of the global community.

The Co-mission Statement of the Language Acquisition programme

- To help boys understand and value other cultures and come to better understand their own through the study of a second language and culture
- To enable boys to reflect on their personal style of learning and be able to continue with the study of languages beyond the secondary level
- To enable boys to sustain the study of a second language, in order to reach their potential level of proficiency

Entry

Boys choose their second language on entry into the Scotch College Middle Years Programme. A differentiated approach in teaching then caters for a variety of experience and ability in MYP Years 6 to 8.

On entry boys provide information regarding their previous experience in the language of their choice; whether a language other than English is spoken at home; and any additional information regarding their choice of language. Additionally, testing provides information about a boy's progress in the Junior / Middle School which assists the Modern Languages Curriculum Leader in the placement of boys in Year 6 (MS).

Structure

The structure of the MYP Language Acquisition programme supports a continuous approach to the development of language acquisition and cultural awareness. It takes into account the different Phases of Development from Years 6 to 8. Boys are placed in the appropriate MYP Phase as they progress through their years at Scotch. As recommended by the IB, the shift between phases would usually occur at the end of an academic year, based on moderated samples of formally assessed work.

Boys sustain the study of their chosen language throughout Years 6 to 8 of the MYP, in order to be able to reach their best level of proficiency by the end of Year 3 of the MYP.

Boys have the option to continue with the study of their second language to Scotch Year 12. They can either choose a WACE Second Language Course or one of the Language Acquisition Diploma courses. Indonesian and French are offered to continuers. Spanish Ab Initio is also offered in Year 11 & 12. Occasionally background speakers can follow a privately tutored advanced language course, and enter the respective system as a private candidate.

From Year 10 onwards, students are encouraged to participate in immersion programmes, and visits in all subjects are organised by the College or by reputable operators. Throughout the study of their second language, boys are given the opportunity to experience the values and traditions of the culture associated with this language.

Differentiation in the MYP years

In Year 6 and 7 (our entry years), depending on previous experience, ability and choice of language boys may be placed in one of the following groups:

Language Acquisition Phase 1: reserved for boys with no previous studies in their chosen language.

Language Acquisition Phase 2: for boys who have studied the language in previous years. This may also include more advanced Phases (3-6) for advanced boys who have lived immersed in the second language. These francophone boys are encouraged to follow the distance learning course offered by the CNED (France), which has been recognised by the IB as a valid path for advanced candidates.

From Year 6 to Year 8, reports reflect the current Phase of Learning.

Possible pathways in Years 11 and 12

In Year 11 students can choose to:

- **continue** the study of their second language with a WACE Second Language Course.
- **continue** the study of their second language with the appropriate Diploma Course in their second language at Standard Level.
- **start** a third language (Spanish) at Ab Initio level.

In Year 12 they may:

- continue with their WACE Second Language Course.
- continue with the IB Diploma course.
- continue with the IB Ab Initio course in a third language.

Language Acquisition Aims

The aims of the teaching and learning of Language Acquisition are to:

- develop the student's communication skills necessary for study, work and leisure in a range of different, authentic contexts and for a range of audiences and purposes
- enable the student to develop multi-literacy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection and self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest and enjoyment in language learning.

(*MYP Language Acquisition Guide 2014)

Assessment

A boy's performance in Years 6 to 8 is measured using IB MYP criteria relevant to the Phase he is currently in.

In Years 11 and 12 a boy's performance is assessed in accordance with Curriculum Council requirements or the International Baccalaureate criteria for the Diploma courses.

Boys sit for the State Alliance examinations in French in Years 11 and 12

At the end of the year, prizes are awarded for the different years of second language learning, to ensure a fair and equitable system of recognition. The provision of a differentiated prize system acknowledges the value the College puts on a boy's efforts to reach excellence. (A Grade 7 in the highest general Phase must be achieved (Years 6-8) to be eligible for consideration.)

MOTHER TONGUE DEVELOPMENT

The College recognises that it is important to provide support to non-English speaking students to maintain fluency in their mother tongue and pride in their cultural heritage.

Provision for mother tongue development is currently given as follows:

- Catering for boys whose mother tongue is French: Boys follow courses sent from their home country (CNED) to supplement the MYP course and attend lunchtime clubs, which allow them to speak their mother tongue in an informal setting.
- Other provisions have been made as the need has arisen. For example a Japanese student has an external tutor for Diploma Japanese Language A and an internal tutor for Language Acquisition English. The Bali Bahasa institute offers conversation classes at 3 levels after school, as does the Goethe Institute, on site. The Confucius Institute provides a tutor to support learner and native speakers of Mandarin one lunchtime per week. We have also adopted a sister-school in Qingdao, China to extend this access.
- *Also please see EALD course below

ACQUISITION OF THE LANGUAGE OF INSTRUCTION FOR SECOND LANGUAGE LEARNERS (OF ENGLISH)

At Scotch College English Second-language learners are provided with access to school support structures that will enable them to achieve full competence in the language of instruction. Students require this language not only to access the mainstream academic curriculum, but also to participate fully in the cultural and social life of the school.

This programme

- is integrated into the academic curriculum and planning in order to cater for ongoing language needs and ensures full participation
- enables boys to achieve MYP objectives
- acts as a resource for the teachers to pupils with this need, and learners of English as a second language
- provides a caring, flexible and supportive environment via the Residence
- includes all teachers in all curriculum areas to ensure that second-language learners learn the specialized language specific to individual subjects
- aims to ensure that lack of competence in the language of instruction does not interrupt or hamper their cognitive and academic progress.

Scotch College recognises the two key needs for students in the process of acquiring the LOI

- a programme of **specialist language teaching** that acknowledges the ongoing language needs of students and also allows for the maximum amount of integration into the academic curriculum and the classroom as possible
- consultation **teachers of specific subject groups** to ensure awareness of the needs of second language students on their roll.

Aims of EALD Support

The aims of a English as a second-language support structure are to enable the students to access the curriculum of the school, while at the same time developing broad **communication and interaction** skills, and **approaches to learning** skills.

The EALD course

- is offered to the students for whom English is a second language or dialect. It is designed to assist boys in the acquisition of Standard Australian English and to help them develop the language skills and cultural understandings required to meet the challenges of operating in a variety of Australian contexts. Boys learn to become competent, reflective, adaptable and critical cross-cultural users of language. The school recognises Indigenous dialects and Aboriginal English as a marker of cultural identity and the value of supporting indigenous students to code switch effectively into Standard Australian English.

At Scotch College, the second-language support enables boys to

- be supported emotionally and academically in the development of an individual educational programme to suit the boy's needs
- use the language confidently and effectively as a means of communication within the social, cultural and academic life of the school, and in the wider community
- develop the specific communication skills required by each of the MYP subjects in the curriculum, including the development of the language of critical thinking and problem solving, and the use of creative language as a vehicle for self-expression
- develop a critical approach to study, including strategies for dealing with unfamiliar texts and language
- develop an understanding of the nature of language and the process of language learning
- develop an understanding of the cultural patterns that affect the thinking, feeling and acting of societies in which the language is spoken (intercultural awareness).⁴