**Global Citizenship:** At ENPS we use the term ‘Global Citizenship’. This term is inclusive of developing a shared understanding of and a dispositional approach to international mindedness, intercultural awareness and internationalism.

**RATIONALE**

Language is the means by which we negotiate meaning in our world and communicate our self to others. Through language we come to understand ourselves and our culture. Additional language acquisition provides a rich opportunity for developing a disposition global citizenship and empathy with others.

The acquisition of language is a dynamic, life-long process that permeates all learning at ENPS and is a key factor in intellectual development. It is crucial in promoting the development of personal identity and international understanding.

ENPS develops language ability through inquiry based learning. It values and recognises multiple literacies and the languages of other subject areas including Mathematics, Science and the Arts. ENPS strives to engage in language learning through exploration of and responding to diverse international resources.

ENPS recognises that learning additional language(s) facilitates cognitive development and encourages global citizenship. ENPS includes additional language learning and promotes mother tongue support as an integral part of the curriculum. At present Mandarin Chinese is offered to students as an additional language. ENPS values the importance of mother tongue development as it benefits an individual’s emotional well-being, enhances academic success and promotes the acquisition of other languages.
THEORY OF ACTION

*If, as a school community, we have clearly documented and shared understandings, vision, expectations and processes based on best/next practice, *then* as a whole school community we will have:

- individual responsibility
- collective expectation
- common purpose
- strategic congruence
- vision

PURPOSE

To provide clear and explicit guidelines and expectations for the implementation of language programs at ENPS, inclusive of:

- language of instruction
- additional language acquisition; both EAL and LOTE
- mother tongue maintenance and development
- international mindedness
- future planning

IMPLEMENTATION

Language of Instruction: English

*The Language of Instruction refers to:*

⇒ the language in which the majority of subjects are taught

- The language of instruction at ENPS in all lessons (other than some language lessons) will be English.
- ENPS staff use AUSVels (the Australian Curriculum in Victoria) documents for planning and assessing language acquisition of students. These documents contain expected standards for each level, scope and sequence documents, developmental continuums and elaborations to support the implementation of language across the curriculum. Reference can also be made to the PYP Language scope and sequence documents.
- School communications are provided in English. All reasonable attempts will be made, where possible, to provide translations for parents upon request. Where appropriate ENPS uses the Victorian Interpreter Services to provide translators, to facilitate clear and effective communication between parents, teachers, students and appropriate school services.
Additional Language Acquisition

Additional Language Acquisition refers to:

➔ a language other than mother tongue
➔ the acquisition of linguistic and cultural dexterity in a language other than mother tongue
➔ a course of study in an additional language other than English (LOTE)
➔ acquisition of English as an additional language (EAL)

English as an Additional Language (EAL)

● ENPS recognises that it is the responsibility of all teachers to be teachers of English.

● When students for whom English is an additional language enrol at ENPS, the EAL Coordinator in conjunction with the classroom teacher will assess whether the student would benefit from the support of the intensive program offered through the Western English Language School. The EAL Coordinator will advise parents of their options, in regards to their child attending this facility.

● In situations where this is not feasible or appropriate, the school, the EAL Coordinator and classroom teacher will support the development of English as an additional language.

● ENPS staff access the Victorian DET EAL Developmental Continuum, for planning advice, assessment and teaching and learning strategies to best support English as an additional language learning.

● ENPS staff can access advice from the Western English Language School, through liaising with the ENPS EAL Coordinator.

● Students for whom English is an additional language will be assessed against the EAL Developmental Continuum for English, until such time as they reach the equivalent progression point level as their peers (or a minimum six months below).

Languages other than English (LOTE) : Mandarin

● All students at ENPS participate in a weekly one hour session of instruction in the language of Mandarin Chinese. Included in these sessions are inquiries into the cultures, beliefs, values and languages of many Asian countries. This meets Australian National Curriculum, cross-curriculum priorities expectations and is documented in the ENPS Whole School Language Scope and Sequence.
• Students from Year 3 - Year 6 have access to Rosetta Stone, to further support their acquisition of the second language, Mandarin Chinese. Students from Year 3 - 6 are also able to access this on their mobile devices and is accessible at school and at home.

• In 2015 we have a Chinese Language Assistant appointed to the school. She is working with the Mandarin teacher and classes to support the development of Mandarin Chinese across the school.

• To support the promotion and use of Mandarin Chinese across the school, we are: progressively increasing the use of signage across the school, introducing Mandarin to the community through the newsletter and exploring strategies to make Mandarin Chinese visible, valued and promoted across the school. The ENPS Engage with Asia action plan, should be referred to in conjunction with this policy for further strategies.

Mother Tongue

Mother Tongue refers to:

➔ a language used at home and elsewhere beyond the classroom, in a sustained fluent manner across the skills of listening, speaking, reading and writing

➔ the first language the student has learned

➔ the language of communication, at native-speaker competence

• It is the responsibility of every member of the school community to support the development of mother tongue to the fullest possible extent given the resources and training.

• The EAL Coordinator will be made aware of all students for whom English is not their mother tongue, and will provide advice as needed to teaching and support staff on strategies for the maintenance and development of mother tongue within the school environment.

• For further information on Mother Tongue support strategies at ENPS refer to Appendix 2.

International Mindedness

International Mindedness refers to:

➔ the promotion of global citizenship, intercultural awareness and understanding through embracing diversity and taking action in a local, national and global context
A school wide definition of 'international mindedness' was developed in 2013. At ENPS we strive to develop international mindedness by having a strong sense of ‘self’ and an awareness and acceptance of other cultures, countries and customs. We encourage all community members to become active global citizens and compassionate lifelong learners.

- It is the responsibility of every member of the school community to support the development of international mindedness, through the attributes of the Learner Profile.
- The Intercultural Coordinator is responsible for developing an annual calendar of events that promote global citizenship and to ensure this is embedded in everyday practice.
- At ENPS the term ‘international mindedness’ is encompassed within a school wide definition of Global Citizenship.

Multilingualism

Multilingualism refers to:

- the knowledge of two or more languages
  - at least one of which must be used comprehensively and meaningfully in context
  - together with an additional language that has been studied

- At ENPS we acknowledge the importance of multilingualism for promoting cultural identities and diversity.
- At ENPS all members of the school community are expected to actively recognise and promote the cultural diversity within our school community, including the languages spoken.

ORGANISATIONAL PROCEDURES

- When students enrol at ENPS, parents/carers are required to provide information as part of the enrolment process, on the language/s spoken by students and families.
- When students for whom English is an additional language enrol, the EAL Coordinator will be advised. The Coordinator will liaise with the classroom teacher and contact the Western English Language school if intensive support is needed.
- ENPS will continue to provide Professional Learning opportunities for staff, as appropriate, to best support the development of their knowledge, skills and understanding in the areas of: mother tongue maintenance, teaching students for whom English is an additional language,
promotion of Mandarin Chinese as a language other than English and the development of global citizenship.

- ENPS will provide, where appropriate and feasible educational opportunities for parents on maintenance of mother tongue and supporting EAL learners.
- ENPS ensures the provision of a well resourced learning environment: in the library, classrooms and school environment; that values language learning, promotes achievements of all and provides access to resources in other languages and recognising cultural beliefs and values of others.

**ROLES and RESPONSIBILITIES**

The roles and responsibility of the School are to:

- appoint an EAL Coordinator
- ensure provision of teacher/s of Mandarin to meet the instructional needs of the school
- oversee the implementation of this Language Policy
- support teaching and support staff to develop and acquire the necessary skills and resources to fulfil their responsibilities as teachers of language
- facilitate the acquisition and coordination of resources to educate parents on language learning
- facilitate a Community and Engagement Sub Committee of School Council to promote a community that values diversity.

The roles and responsibility of the Staff are to:

- utilise the training, resources and strategies afforded to them to create learning environments that are inclusive and responsive to the language and cultural requirements of all students and families in their charge to the best of their ability
- plan, assess and implement learning and teaching that follows the expectations set out in this Language Policy
- through the support of the EAL Coordinator, facilitate language acquisition and mother tongue maintenance, where necessary and appropriate
- through the support of the teacher/s of Mandarin Chinese, promote the development of an additional language and make Mandarin Chinese visible, valued and promoted across the school

The roles and responsibility of the Students are to:

- bring a positive approach to the learning of languages, and the understanding of cultural beliefs, values and experiences
The roles and responsibility of the Parents are to:

- support the development of mother tongue and additional language learning to the fullest possible extent, given their resources and knowledge
- provide information upon enrolment of the languages spoken by students and parents at home

**EVALUATION**

Review of programs across the school to be coordinated by the PYP and CIS steering committees
Through a review process ensure alignment with ENPS Strategic Plan, Annual Implementation Plan and Engage with Asia Action Plan.

**RELATED ENPS POLICIES and DOCUMENTS**

- Student Learning and Assessment Policy
- Communicating Student Learning and Growth Policy
- Intervention and Enrichment Policy
- ENPS English Scope and Sequence
- Mandarin/Asian Studies Scope and Sequence

**REFERENCES**

*Guidelines for developing a school language policy*, 2008 International Baccalaureate Organization
*Language and learning in IB programs*, 2011 International Baccalaureate Organization
*Learning in a language other than mother tongue in IB programmes*, 2008 International Baccalaureate Organization
*Making the PYP happen: a curriculum framework for international primary education*, 2009 International Baccalaureate Organization

**FUTURE POSSIBILITIES/INTENDED DIRECTIONS**

- Exploration of other options for the development of Mandarin Chinese as an additional language, as documented in the ENPS *Engage with Asia* plan.
- Review strategies for developing and maintaining mother tongue, and explore alternative models, as necessary and appropriate.
- Review strategies for providing for the needs of students for whom English is an additional language other and explore alternative models, as necessary and appropriate.
- Review data collection of language profiles for students.
Global learners and leaders, exceeding expectations.
APPENDIX 1
ENPS Languages Profile

2015 Student Languages Profile:

- 590 students
- 88 students speak a language other than English (15% of the school population)

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African Language</td>
<td>3</td>
</tr>
<tr>
<td>Arabic</td>
<td>7</td>
</tr>
<tr>
<td>Urdu</td>
<td>3</td>
</tr>
<tr>
<td>Tagalog</td>
<td>1</td>
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<tr>
<td>Hindi</td>
<td>10</td>
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<tr>
<td>Malayalam</td>
<td>2</td>
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<tr>
<td>Tamil</td>
<td>4</td>
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<tr>
<td>Southern Asian</td>
<td>1</td>
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<tr>
<td>Vietnamese</td>
<td>15</td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
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<tr>
<td>Bengali</td>
<td>2</td>
</tr>
<tr>
<td>Italian</td>
<td>3</td>
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<tr>
<td>Turkish</td>
<td>2</td>
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<tr>
<td>Persian</td>
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<tr>
<td>Sinhalese</td>
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<tr>
<td>Gujarati</td>
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<tr>
<td>Bosnian</td>
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<tr>
<td>Cantonese</td>
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<tr>
<td>Punjabi</td>
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<tr>
<td>Hakka</td>
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<tr>
<td>Mandarin</td>
<td>3</td>
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<tr>
<td>Auslan</td>
<td>1</td>
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<tr>
<td>Serbian</td>
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<tr>
<td>Japanese</td>
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<td>Thai</td>
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<tr>
<td>Spanish</td>
<td>1</td>
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<tr>
<td>Nepali</td>
<td>1</td>
</tr>
<tr>
<td>Kannada</td>
<td>1</td>
</tr>
<tr>
<td>Dutch</td>
<td>1</td>
</tr>
</tbody>
</table>

- At ENPS the language of instruction is English. We follow the requirements of AUSVels, the Victorian Curriculum. The English Curriculum covers the Language Modes of: Reading and Viewing, Writing and Speaking and Listening. Each mode is explored through the lens of Language, Literature and Literacy.

- At ENPS we follow Victorian DET requirements for the teaching of a Language other than English (LOTE) and AUSVels for planning, assessment and implementation. The language offered at ENPS is Mandarin Chinese.

- All notices, school information, parent communications are conducted in English, the language of instruction.
### APPENDIX 2
Mother Tongue Support Strategies

<table>
<thead>
<tr>
<th>At ENPS we cater for mother tongue language needs of our students by:</th>
<th>Suggestions for ‘future planning’ for mother tongue language needs of our students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Library – provision of selection of mother tongue resources (in development)</td>
<td>● Translating key concepts and key vocabulary</td>
</tr>
<tr>
<td>● Different learning styles – visual cues, aural, kinaesthetic</td>
<td>● Signs in other languages</td>
</tr>
<tr>
<td>● Inquiry learning – open ended</td>
<td>● Recognition of and planning for the increasing diversity in our school</td>
</tr>
<tr>
<td>● Involving parents in the classroom – through units of inquiry</td>
<td>● Mother Tongue displays in buildings</td>
</tr>
<tr>
<td>● Inviting parents to share stories, artefacts, language in the classrooms</td>
<td>● Professional learning sessions for staff and parents</td>
</tr>
<tr>
<td>● Celebration of cultures</td>
<td>● Document language profile of teaching and support staff</td>
</tr>
<tr>
<td>● Use of electronic dictionaries</td>
<td>● Explore opportunities to use parents as tutors</td>
</tr>
<tr>
<td>● Buddy system and pastoral care strategy</td>
<td>● Buddy/peer tutoring sessions in mother tongue</td>
</tr>
<tr>
<td>● Provision of information on external classes – e.g. Chinese School</td>
<td>● Mother tongue buddy system – senior buddies matched with junior buddies (explore through pastoral care and buddy program)</td>
</tr>
<tr>
<td>● Awareness amongst individual teachers that other languages are being spoken at home, and how this impacts on performance in class.</td>
<td>● EAL and mother tongue resources are being purchased in library</td>
</tr>
<tr>
<td>● Students encouraged to write in mother tongue and if appropriate translate into English</td>
<td>● Promote the language policy as a tool for teaching and learning and planning</td>
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<tr>
<td>● Translators if required at parent interviews</td>
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<td>● Minor celebrations are recognised at assemblies</td>
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<tr>
<td>● Maximising opportunities for building intercultural awareness in our UOI</td>
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<tr>
<td>● After school activities - Mandarin</td>
<td></td>
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<tr>
<td>● School wide statement on international mindedness, within our guiding statements</td>
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<tr>
<td>● Handprints and community surveys - cultural awareness of our community</td>
<td></td>
</tr>
<tr>
<td>● Liaison with support staff from Western English Language School</td>
<td></td>
</tr>
</tbody>
</table>