



# **BENTON JUNIOR COLLEGE**

## **LANGUAGE POLICY**

### **Rationale**

Language is the foundation of communication. Learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues. It plays an essential role in all areas of learning. Language enables learners to access information, enhance intellectual growth, foster communication, develop social skills and enables them to express their feelings and emotions.

Language empowers learners to function effectively in society, engaging with and relating to other people, as well as taking responsibility for helping to create a better and more peaceful world. The acquisition of language is a dynamic, life long and social process that permeates all learning.

Language is the basis for exploring and sustaining personal growth and cultural identity. Language must be taught in context and involve a range of skills such as speaking and listening, viewing and presenting, reading and writing. It also embraces non-verbal communication and the way language changes according to the audience or situation.

At Benton Junior College (BJC) the language of instruction is English and the additional language our students learn is Japanese.

### **Aims**

Language is the major connecting element across the curriculum. It helps to create confident communicators, imaginative thinkers and informed citizens. At BJC, we aim to provide students with a rich, challenging and transdisciplinary inquiry based language program that transcends all areas of the curriculum and provides students the opportunity to:

- listen, read, view, speak, write, create and reflect upon spoken, written and digital texts across a growing range of contexts with accuracy, fluency and purpose;
- analyse, understand, communicate and build relationships with others and with the world around them;
- understand that the formal elements of learning English involve writing, reading and viewing, speaking and listening, all are interrelated;
- explore language and construct meaning in authentic, relevant, challenging and transdisciplinary contexts that empowers and enriches their daily lives;
- share personal stories in order to develop respect and multiple perspectives;
- learn a language other than English enabling them to foster an appreciation and enjoyment of the connection between language and culture. At BJC students will learn Japanese; and
- develop international mindedness by exploring world languages.

### **Implementation**

All teachers at BJC are teachers of language. Our language of instruction is English. The implementation of a rigorous language program covers many learning opportunities such as:

- the language program incorporates the teaching of reading and viewing, writing and speaking and listening on a daily basis from Foundation to Year 6;
- the fundamental skills of language need to be explicitly taught and modelled at each Year level. All learning is a developmental process and our language program is therefore differentiated to meet the learning needs of our students;
- targeted teaching that ensures that students move from their point of need and have the opportunity to reach their full potential;
- a minimum of 10 hours per week of instructional English is taught through explicit teaching of skills and the units of inquiry;
- learning intentions ('I can' statements) and success criteria are developed using the outcomes as expressed in the Victorian Curriculum;
- these learning intentions are visual in the classroom and students are given the opportunity to reflect on their learning;

- all staff utilise the gradual release of responsibility approach which includes explicit teaching through modelling, guidance practice and independent practice of skills (I do, we do, you do);
- literacy comes in a variety of mediums and consequently at all levels students enhance language skills through digital literacies, as age appropriate;
- teachers within a Year level will plan collaboratively to develop and implement a comprehensive language program covering all areas of English’;
- the Reading Program at BJC is centred on the Big 6 of reading (oral language, comprehension, fluency, phonemic awareness, letter/sound knowledge, vocabulary);
- students are regularly assessed throughout each semester as per the Assessment Schedule.
- communication skills are developed across all learning areas;
- language will be authentically incorporated into each unit of inquiry;
- literacy support is given to students as assessed by the classroom teacher and or the English Leading Teacher; and
- EAL students will have Individual Learning Plans and support as required. This may include an outreach program from the Language school if all criteria are met.

## Japanese

Requiring students to study a language other than English enables them to develop a deeper understanding and appreciation of another language, its culture as well as many of the attributes in the Learner Profile that contribute to international mindedness. Japanese is our second language at BJC.

- one full time teacher co-ordinates the Japanese program and two part time teachers assist in its implementation;
- all Year levels attend a 50 minute Japanese class each week;
- learning Japanese is supported through a range of resources, including books, online activities, digital resources and cultural games and music;
- a designated Japanese room has been set up with appropriate displays;
- where possible links are made to community events such as Kite Festival and Frankston Japanese Festival; and
- authentic links are made to the POI.

## Mother Tongue

Mother tongue languages will be valued and respected within our community. They will assist in deepening understandings about cultural and personal identity.

It strengthens the student’s language development and we want them to be proud of their culture. It is also important for other students to demonstrate respect, appreciation and a willingness to learn from their peers.

Date created	
Date ratified by School Council	
Date to review policy	