



# Languages Other Than English Policy

Policy Code: Curr - LP  
To be Reviewed: 2018  
Ratified: August 2015

## **Identity Statement**

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

## **Vision Statements**

*St Patrick's Primary School strives to:*

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

## **Graduate Outcomes**

*We endeavour to create graduates who will:*

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

## **Basic Beliefs**

The study of a Language Other Than English:

- Enables students to learn knowledge, communication, skills and behaviours relevant to the specific language being studied.
- Promotes key skills of listening, thinking, speaking, viewing, writing, and cross-cultural understanding.
- Requires knowledge of linguistic elements, including vocabulary and grammar, sounds, patterns and sequencing of information.
- Fosters intercultural knowledge of awareness of language as a system.
- Promotes knowledge of the connections between language and culture, and how culture is embedded throughout the communication system.
- Requires learners to engage in self-reflection.

## **Agree Major teaching and Learning Strategies**

- Teacher-modelled use of language
- Participation in choral use of language
- Identification of the names of visible objects and items from aural / visual cues.
- Ability to introduce oneself, greet and farewell the teacher.
- Follow simple classroom directions.
- Recognition of some culturally specific gestures and body language, and demonstrate how these are used.
- Observe the process of interpreting and perform some of its simple features using single words or phrases.

## **Organisation**



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- Italian taught in Grades 3-6 (LOTE funded); each class to have one 45 minutes session per week (in alternating semesters).
- Italian taught in Foundation, Grades 1 & 2; each to have one 30 minutes lesson per week (in alternating semesters).

## **Planning**

- Planning completed by the LOTE teacher, in consultation with the Unit Leaders.
- It is expected that the LOTE teacher participate in the reporting procedures of the school (e.g. a statement of activities covered during the term).

## **Resources:**

### **Core Planning Resources**

Victorian Curriculum

### **Support (Curriculum) Planning Resources**

- North East Teachers of Italian (NETI)
- Italian Dictionaries
- Videos from Co.As.It
- Computer Software and internet resources (e.g Languages Online)
- Sandhurst Resource Centre
- Arcobaleno

### **Major Teaching and Learning Resources**

Refer to the Sandhurst Teaching and Learning Module

## **Budgeting**

Budgeting will be undertaken on a needs basis, determined at the beginning of the year on planning day.

## **Monitoring Program Implementation and Policy Development**

To evaluate the structure of the LOTE program across the whole school and to establish the LOTE needs of each level of the school.

**Principal's Signature:** \_\_\_\_\_

**School Board Member's Signature:** \_\_\_\_\_