



Middle Years Programme

Language Procedure

This procedure relates to the Junior School PYP Language Procedure in philosophy and intent, by forming part of the IB continuum of learning as our students progress through into the Middle Years of schooling. Aspects pertinent to the Middle Years Programme Language Learning are incorporated into this document, as “during adolescence, the role of language in identity affirmation is of particular significance as a pedagogical principle”. (*MYP: From principles into practice 2014*)

Language Philosophy:

Language learning is vital for the construction of meaning. It provides an intellectual framework to enrich thinking and support all learning. At Hunter Valley Grammar School (HVGS) language learning builds upon prior knowledge and holistically explores the needs and interests of the students.

At HVGS our aim is to facilitate the development of language learners who are creative, confident and effective communicators. Language learning is fundamental to all subject areas in our school and our goal is to promote cultural awareness and build international mindedness through the learning of another language as well as supporting the students who have mother-tongue influences.

We believe that language and mother-tongue language plays an important part in the cognitive development and maintenance of the cultural identity of the individual. The inclusion of language learning within our school develops international mindedness and reflectively explores the attributes of the IB learner profile.

At HVGS, language is learnt through interaction with our environment. It is learnt through listening, thinking, discussing and reflecting. At HVGS we believe:

- that the learning of language should be a response to prior experiences and linked authentically to the developmental milestones of the student.
- the student is central to the learning of language
- that the learning of skills and concepts is enhanced through language development and engages learners in meaningful ways.

Steering Committee:

Through the process of developing and revising this procedure the interests of the Senior School Years 7-10 were captured through the expertise of an MYP Language Procedure Steering Committee. The group consisted of representatives from multiple areas of the school (the Senior School Wellbeing team, Library, Heads of Faculty, Academic Services, Curriculum Executive and the MYP Co-ordinator). The group examined IB standards and practices, the New South Wales Education Standards Authority documents and the needs of the HVGS student body to produce this procedure. The procedure is a 'living procedure' which will be reviewed annually (unless a change in circumstances dictates an earlier review) and altered to suit the changing needs of our student community.

School Language Profile:

The Hunter Valley Grammar School is a regional school in East Maitland, New South Wales. All lessons are conducted in English, apart from the languages other than English courses which will be delivered in either French, German, Chinese or Japanese. We believe that all teachers at HVGS are language teachers and that parents play an important role in language development.

The diversity of language learners within our school community is relatively small, with less than 5% of the Senior School students identifying a mother-tongue other than English. The Junior School conducts French learning lessons as part of the curriculum. As the students enter the Senior School in Year 7, the opportunity to continue with French lessons or change to learning German, Chinese or Japanese, as a second language, is made available. This creates rich personal development opportunities and expands international mindedness.

Hunter Valley Grammar School's Senior School, is registered to implement the New South Wales Education Standards Authority (NESA) English and Languages other than English Curriculum. The Scope and Sequence and learning experiences have been designed for each year level, according to the NESA K-10 English Syllabus. At the same time HVGS staff recognise the inter-relationship of learning and the teaching of English that occurs is based in all learning areas. Literacy is the responsibility of all disciplines and all teachers share this responsibility. The students are required to undertake external Literacy testing in Years 7, 8, 9 and 10 (NAPLAN and Allwell testing) to ascertain their progress and inform further teaching strategies.

Middle Years Programme Language Procedure:

The following quote embodies the academic benefits of being multilingual.

“Managing not to speak one of your languages at a given moment like saying “Goodbye” to mum and then “Guten tag” to your teacher requires skills called inhibition and task switching. These skills are subsets of an ability called executive function. People who speak two languages often outperform monolinguals on general measures of executive function. They can pay focused attention without being distracted and also improve in the ability to switch from one task to another. Children being raised bilingual have to follow social cues to figure out which language to use with which person and in what setting. As a result, bilingual children as young as age 3 have demonstrated a head start on tests of perspective-taking and theory of mind – both of which are fundamental social and emotional skills. When non-English-dominant students and their families feel that their home language is heard and valued, this can improve students’ sense of belonging and increase parent involvement in their children’s education, including behaviours like reading to children. Researchers have also found that actively using two languages seems to have a protective effect against age-related dementia – perhaps relating to the changes in brain structure.”

Kamanetz, Anya (2016) NPRED

The Learning of English

The dominant language and language of instruction at Hunter Valley Grammar School is English and the School values the learning of English as a means of communication and obtaining the skills associated with achieving academic success.

- 1) English Literacy – all students in Years 7 -10 study English as a mandatory subject, completing at least 400 hours of learning across the 4 years. The school follows the NESA English K-10 syllabus:

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- *communicate through speaking, listening, reading, writing, viewing and representing*
- *use language to shape and make meaning according to purpose, audience & context*
- *think in ways that are imaginative, creative, interpretive and critical*
- *express themselves and their relationships with others and their world*
- *learn and reflect on their learning through their study of English.*

(NSW Syllabus for the Australian Curriculum: K-10 English 2012)

However, all teachers of all subjects are responsible for teaching literacy in English; using the language as a means of communicating ideas in their discipline. This involves attention to writing, grammar and punctuation, spelling and the use of discipline metalanguage.

- 2) Refer to the Academic Honesty Procedure for information regarding the referencing system to be used by HVGS students when compiling bibliographies.
- 3) Students who have special education needs are supported through differentiation in the classroom and extra literacy support through the Academic Services Faculty (refer also to the Inclusion Procedure).
- 4) Students whose mother-tongue is not English are identified at enrolment and, if required, supported through adjustment of written work in the classroom as well as assessments, so that the students can access the curriculum and effectively demonstrate their learning. The identification process begins via information given on the enrolment form and during the enrolment interview. The level of support that specifically addresses their language needs is determined and a Personalised Learning Plan written (involving teachers, parents and Academic Services staff) which considers their developing language proficiency. This support may also include extra literacy tuition through Academic Services lessons and Masterminds tutorials. The School's Library supports the mother tongue of all students through our collection and providing access to other collections of resources. Mother-tongue proficiency is also supported by sourcing native speakers of the language, where possible, and external courses.
- 5) Proficiency in English is supported through a wide reading program in Years 7 – 10.

Acquisition of Other Languages

Hunter Valley Grammar School believes that learning a second language is imperative to the development of our students as global citizens.

- 1) The Language Acquisition languages offered in Years 7-10 are currently French, German, Chinese (Year 7, 2018) and Japanese. Students will choose a language in Year 7 and continue with this language until the end of Year 10.

- 2) Students will start with Phase 1 in their language of choice unless they have had some prior learning in this language. The students who begin Year 7 with this prior learning (e.g. HVGS Junior School students who continue with French for the MYP, or students whose mother-tongue is the same language they have chosen to study in Years 7-10), will be assessed as to the level of their proficiency and then the appropriate Phase on the MYP language continuum determined, so that appropriate teaching and learning can occur.

- 3) Students who enrol at HVGS after Year 7 and have had prior learning in a language that we do not offer will be assessed and accommodated on a case by case basis. Strategies may include being given the opportunity, if available, to continue with this language via alternate instruction or engagement with another timetabled language at HVGS, differentiated to cater for this student in Phase 1.

- 4) Students who have documented significant learning difficulties (testing reports are to be supplied), will have developed for them a program that meets their needs in English and/or another language. Strategies to develop the student's international-mindedness will form part of their Personalised Learning Plan.

- 5) Records will be kept of each student's progress through the continuum of skills as outlined in the Phases of the Language Acquisition subject guide.

Associated documents:

- MYP Inclusion Procedure

- MYP Assessment Procedure

Review process:	Date:
Prepared	November 2017
Reviewed	June 2018