


Policy		
Policy Name Languages		
No.1	Version 1.1	
Date July 2013	Review led by Margy Woods	
Date Endorsed		

Purpose

The program type at St Paul's is a **Language & Culture Awareness Program**, where the exposure to a language other than English is seen as a basis for contrast and comparison from a communication and language structures point of view in conjunction with knowledge of the traditions and values of a culture different from the student's own. It is seen as a vehicle to foster and promote a global view of the world, with each student being part of a bigger whole.

Expectations of language attainment are realistic, given limited lesson duration and frequency. Previously known as an "Exposure" program, it is seen as a springboard for Languages learning in the futures of our students.

Choice of language taught is primarily dependent on teacher availability. However, a strong preference on Asian Languages is logical due to Darwin's proximity to Asia and the natural, geographical, environmental, historical, cultural, recreational, economic and political links the Northern Territory has with its regional neighbours. Ideally, Australia, as a nation, benefits from these links also.

Currently, **INDONESIAN**, is the language being offered at St Paul's Primary, Nightcliff.

Our children's generation will move between cultures; socially, politically and geographically and will benefit from being able to blend the influence of Australia's diverse population and worldwide influences.

taken from **"Teaching Languages in the Primary School"** 2006 Curriculum Corporation

written by Julie Browett with Anne Spencer

“They (students) also learn to reflect on their own language and culture and question their assumptions about how they and other people interact with the world.” page 1

“As cultural groups intermingle across the world as a result of ‘extensive migration and tourism, worldwide communication systems for mass and private communication, economic interdependence and the globalisation of the production of goods’ (Risager 1998, p.248) there is more opportunity and a stronger need for language learners to be familiar with the experiences and perspectives of other cultures. Intercultural language learning gives Australian students opportunities to develop such familiarity with the experiences and perspectives of other cultures.” page 3

History

The National Goals for Schooling, commissioned in 1989, identified LOTE as one of eight key learning areas. This was reaffirmed in 1999 with the addition of “highlighting the importance of providing a local, regional and global dimension to the learning experienced in school by our young people.” This quote taken from *“Teaching Languages in the Primary School.” 2006 written by Julie Browett with Anne Spencer.*

No longer known as LOTE (Languages Other than English), Languages education is seen as an integral part of any education and no longer an adjunct or “additional” subject.

Since 2008, St Paul’s has included **Indonesian** in its curriculum. In 2007, no LOTE was taught at the school, and in 2006 and previous years, Italian was taught at St Paul’s, with financial assistance from the Italian consulate.

Now in its sixth year, the gradual acceptance, student competency, improvement, consistency and interest within the program has become evident.

Indonesian has had various formats over its inclusion at St Paul’s, from small beginnings in 2008, of 40 minute lessons weekly, expanding to 60 minutes lessons once a week for 2010 and 2011, and then the reduction back to weekly 40 minute lessons in 2012, which remains the current lesson duration and frequency.

Scope

- St Paul’s Catholic Primary School Nightcliff

Definitions

Policy Statements

Organisation

The Indonesian program is split into four levels;

Transition, Early Childhood (Years One & Two), Middle Primary (Years Three & Four) and Upper Primary (Years Five & Six). Classes at St Paul's are sometimes of mixed year levels and therefore to avoid repetition of units covered, to maintain interest and ensure coverage of topics, a bi-annual cyclical program is adopted. This means, that every second year, the topics are repeated, at a new year level, adding "deeper" content and the expectation of application of additional or previous knowledge. Please refer to the DRAFT Scope & Sequence chart available which is under review currently.

Choice of Topics & Units of Work

The draft Australian Curriculum for Languages/Indonesian, released June 2013, will detail the new requirements for Indonesian at St Paul's, whilst currently, using the NT Standards for Languages and the Northern Territory Curriculum Framework, we are able to select topics relevant to our needs. For this reason, the choice of topics covered at St Paul's has been influenced by the sizeable proportion of our students holidaying with their families in Indonesia. In light of this, language learning related to shopping, eating and money (the price of goods & services) provide our students with skills and opportunities that can be for real life purposes. In support of these topics, are those that involve personal relationships in addition to geographical and cultural knowledge. Although, the availability of topics is vast, our refined focused units of work, reflect our belief that a deeper understanding and knowledge of rudimentary language phrases and skills is more beneficial to our students than a scattering of many.

Curriculum, Course Content, Texts & Resources

As stated above, the new curriculum is being trialled throughout Australia. In addition to this document, St Paul's uses support material written for Tasmanian and ACT schools. These two education systems teach Indonesian from Foundation and throughout the whole Primary school whereas other states start Languages education in Middle Primary, hence our preference for the Tasmanian syllabus and ACT curriculum documents.

In the **Upper & Middle Primary**, Years 3 to 6, the main text & resource is the purple Indonesian LOTE Stage A kit, produced by the Queensland Department of Education.

The units of work covered are listed on the Scope & Sequence attached. These units of work have been chosen on a student needs basis as a reasonable proportion of our school population visit the Indonesian island of Bali, on a regular holiday basis.

The units of work covered in the **Early Childhood** section of St Paul's, have been expressly written by the teacher to expose the children to specific phrases found to be sound building blocks for the units of work covered in the Middle and Upper Primary. Each unit of work is based on the Shared Reading strategy utilising "Big Books". See attached Scope & Sequence for details.

An acknowledgement of the initial source book for Indonesian in Australian schools, **Suara Siswa**, is warranted, as this resource has had influence over the NT Curriculum Framework, Standards and Guidelines.

Digital technologies are regularly used in Indonesian lessons at St Paul's with Smartboard access and iPads as key resources. Languages Online is the main "drill & practise" resource used and is written by the Victorian Education Department.

Format & Logistics

The context of Indonesian being taught at St Paul's is that of release time for classroom teachers. Every student is taught Indonesian. Room 18, upstairs of the Upper Primary block, is utilised for the lessons. This room is a shared room with Music being taught on Mondays & Tuesdays; Indonesian on Wednesdays & Thursdays. The classroom is used on Fridays to teach guitar and drums. Room 18 has interactive whiteboard access and five laptops purchased with LOTE grant monies are also available. Lessons are held once a week for forty minutes.

With the school enrolment standing at 272 children at present, there are 11 classes and class sizes range from 29 to 22 students.

The majority of children at St Paul's are monolingual, with English as their first language.

Currently, the LOTE programme is a standalone program with no integration across the curriculum. This ensures the delivery of Language lessons that are graduated with consistent content through all year levels and provides for continuity within the ongoing inclusion of Indonesian in the St Paul's curriculum.

Supporting Documents and Processes

Support Network

Staff and management from the **Darwin Languages Centre**, located on Bagot Road, next to the Ludmilla Primary School, are available for human and IT resources. In conjunction with this, written, visual and practical materials are provided for. **The DET Library for the NT** is also located on the same campus with access available as any standard library.

A local network of Indonesian teachers is in its infancy.

Review Date

- This policy will be reviewed as part of the school's three-year review cycle.
- Teacher availability and skill level is the number one deciding factor for Languages continuance at St Paul's. Policy review is **ongoing, on a year to year basis**.

References

Statistics of Interest

number of children learning a Language outside school hours

(spilt into European & Asian)

number of children parents born outside Aust

number of children visited Bali

number of children ESL

number of students as background speakers of Indonesian

number of bi-lingual/tri-lingual

main language speak at home

Revision Record

Date	Version	Revision Description
2013	1.1	No major changes