



Languages Policy - Italian

Rationale

Languages education at St Monica's provides students with a greater understanding in which individuals, communities and cultures perceive and interpret the world. Exploring additional languages in a daily immersion (TCL) format allows students to discover other ways of thinking and being; building empathy and appreciation for diversity and inclusivity. Comparing and contrasting languages, cultural understandings and ways of thinking builds a stronger sense of 'self' and allows learners to connect with others as well as identify as 'belonging' to a broader, global community. Stepping beyond the boundaries of one's own culture involves taking risks, being open to new possibilities and experiences.

Learning to communicate in an additional language develops transferable skills which support literacy learning by understanding systems of language and enhancing skills and strategies for decoding as well as making meaning. Multilingualism allows learners to celebrate successes and meet challenges by forming new perspectives and fostering greater cognitive flexibility through developing critical thinking skills and word acquisition through oral language.

Catholic Social Teaching

What is 'true community'? The common good is reached when we work together to improve the wellbeing of people in our school, society and the wider world. We can only live life in all its fullness when we are in relationship with others – through community. Everyone deserves to be treated in a fair and dignified way. We endeavour to achieve this through creating a culture of cooperation.



The Common Good

Objectives/Goals

At St Monica's School the learning of a Language (Italian) seeks to:

- Encourage communication through daily immersion in the target language (Italian) for many purposes and in many contexts; (they are able to extend their social contacts and have direct access to knowledge, ideas and information written or spoken in the target (Italian))
- Use a contemporary pedagogical approach to languages - Teachers as Co-learners
- Design, plan and implement a language program to strengthen and sustain quality language learning and teaching within our school
- Be a community who celebrates language learning and speaking.
- *Use the language effectively so that we can all develop an understanding of the cultural contexts in which the language is used, as well as the shared meanings, values and practices of the community as embodied in that language*
- *Develop critical thinking through language learning*
- *Implement and analyse accurate and meaningful assessment and reporting practices e.g. Speak up - online tool to develop and measure oral language skills*
- *Develop an understanding of the way language works (its structure, the role it plays and its effects), which they can apply to other languages, including English*
- *Link to the strand - oral language skills in the Victorian Curriculum*
- *Demonstrate the benefits of a whole-school approach to Languages*
- *Demonstrate how improved Languages provision coincides with improved engagement, learning and wellbeing outcomes.*

Implementation

Role of the Principal /Languages Leader

The Principal will;

- Engage in professional learning programs such as Leading Languages Professional Learning Program (LLPLP - MACS)
- Support and empower the Learning and Teaching Leader to lead the approach to learning an additional language
- Allow and provide input from leading Languages academics and site-based support from experienced Languages Coaches to ensure sustainable practices are embedded
- Support a whole-school approach to increasing the frequency and exposure to the language of Italian
- Model the use of the language (Italian) in the school e.g. PA announcements, Assemblies greetings etc.
- Support learning which includes a strong focus on the active acquisition and use of high frequency, functional language supported by the intentional use of gesture
- Ensure the data collection for languages is part of the school's assessment schedule and that collected data, both from 'Speak Up' and anecdotal is used to drive improvement in teaching and learning
- Provide technology to enable learners to set personal learning goals and monitor their Progress
- Develop the school's goals and implementation plan each year
- Ensure the Co-Learner Model of learning a language (Italian) is communicated in the interviewing process of new staff.

Role of Language Assistant:

The Language Assistants with support from the Learning & Teaching Leader will;

- Ensure that the Languages Program show progression across year levels according to the Victorian Curriculum
- Support teachers on planning days to develop rich tasks
- *Analyse data alongside the Learning & Teaching Leader to develop future directions*
- *Celebrate the learning of the language of Italian and its culture with the students by facilitating activities with the support of the teaching staff that reflect the culture and celebrations of Italy*
- *Plan and share gesture videos to support students, teachers (as the co-learner) and staff in learning new words and phrases and gestures.*

Role of the Teachers

The Classroom teachers will;

- Learn alongside and with the students as a co-learner
- Ensure at least 15 minutes of the language of Italian is explicitly taught each day
- Endeavour to use the language of Italian throughout all areas of the curriculum
- Engage in whole staff professional learning programs (PLT's) - where required
- Utilise assessment tools to support student-led goal setting and strategic and purposeful monitoring of Languages learning
- Use the student-voice data and assessment to plan future direction for students in the learning of an additional language.

Role of Students

The students will;

- Engage with teachers and Language Assistants during Language learning times
- Be encouraged to use the language of Italian throughout the school day
- Set learning goals and monitor their own progress

Evaluation

Evaluation data will be collected via Speak Up and will be reviewed annually. This Policy will be reviewed as part of a cyclical process in accordance with the School Improvement Plan (SIP).

This policy will be reviewed in 2025