



St. Martin de Porres School

Avondale Heights

LOTE POLICY

RATIONALE

The Victorian Curriculum Assessment Authority (VCAA) has articulated its version of the National Curriculum for Languages Other Than English (LOTE)-in the form of a Victorian Curriculum. St Martin's LOTE rationale has been drawn from this.

"Languages introduce awareness of important distinctions in meaning, sound and sound patterns, social arrangements, order and sequencing of information, categories and relations. Languages infuse the entire curriculum with skills that can directly enhance the general intellectual development of young people. In unique ways, languages require learners to engage in self-reflection because effective communication in a new language requires the learner to move outside the norms, practices and acquired behaviours of their first language.

In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens, of increasing importance at a time of rapid and deep globalization".

As the Catholic education system is unable to fund its primary schools to a stage that effective 'Language other than English' can be acquired (approximately 3 lessons per week needed), the emphasis at St. Martin de Porres will be on developing our student's cultural understanding of another country, with a minor emphasis on actual 'language other than English' development.

Furthermore, as the National and Victorian Curriculum has identified an across-Australia and a cross-curriculum emphasis in "Australia and Australia's engagement in Asia", we at St.Martin's believe that, just as European countries learn the language and culture of its closest neighbours, that as much as is possible, we should look to Indonesia for the same development. Indonesia has already been identified as a future economic power, already trading with us. Employment opportunities now exist and are likely to expand further in the future in areas of government, education, business, tourism, travel, the military, medicine, law, engineering and journalism, making indonesia a necessity for growing awareness by Australia.

This does not preclude the development of units of work in other Asian and European cultures and language, if we have staff with the necessary knowledge, understandings, skills and qualifications to undertake studies of other cultures in their classrooms.

This rationale is consistent with the Vision Statement of St. Martin de Porres, which is a "welcoming partnership, families and school staff" and "encourages each member to strive for excellence, celebrate diversity of background, develop attitudes of life-long learning and become active citizens responsive to the emerging challenges of our community, nation, planet."

LEARNING INTENTIONS

We expect our students to :

- ◆ extend and deepen their overall knowledge, understanding and skill development in literacy;
- ◆ develop the ability to think and reflect about the workings of language;
- ◆ develop mental flexibility and problem-solving strategies;
- ◆ develop interpersonal skills and cultural awareness.
- ◆ study the Indonesian culture and language for the purposes of communication, socio-cultural understanding, language awareness and expansion of their general knowledge;
- ◆ learn to communicate in some aspects of Indonesian for varying purposes and contexts.

- ◆ develop an understanding of the way the Indonesian language works (its structure, the role it plays, and its effects), which they can apply to other languages, including English;
- ◆ gain knowledge of and make connections across a range of concepts drawn from other learning areas.
- ◆ time permitting & staff dependent, have the opportunity for immersion into other Asian or European cultures and language.

SUCCESS CRITERIA

- Students can demonstrate their understanding of Indonesian culture by presenting accurately specific aspects of Indonesian culture using performing or visual arts.
- Students can demonstrate their understanding of Indonesian culture by presenting an accurate comparison and contrast of Indonesian to Australian society.
- Students expand this understanding to presenting on another culture.
- Observed level of interest shown by each student by the LOTE teacher.
- Students can orally interact with other students via simple Indonesian greetings.

IMPLEMENTATION

1. The LOTE staff at St. Martin de Porres school will :
 - ❖ have an emphasis in speaking and listening before reading and writing - ideally immersing the students in concrete oral communication activities based in the performing and visual arts and early number experimentation;
 - ❖ immerse students in tasks that are engaging, relevant, well designed and directly linked to their general learning experiences;
 - ❖ be aware that all areas of the curriculum can support the learning of a LOTE; such study reinforces, extends and enriches all other learning. The LOTE teachers can liaise with classroom teachers to promote activities, where possible, that compliment the current classroom program;
 - ❖ ascertain the skills, knowledge and understandings our students already have in each LOTE;
 - ❖ ascertain the skills, knowledge and understandings our students need to achieve the identified learning intentions in each LOTE;
 - ❖ articulate success criteria (assessment evidence and student goal setting) in relation to the learning intentions in each LOTE;
 - ❖ develop teaching strategies to effectively achieve the desired learning intentions in each LOTE;
 - ❖ make informed judgments related to the evidence presented by the students of their newly acquired skills, knowledge and understandings;
 - ❖ use the Victorian Curriculum as a major resource in the development of content for the LOTE program(s);
 - ❖ implement one formal lesson of 60 minutes per class group per week will be time tabled for specific instruction and learning activities for Years 1 – 6;
 - ❖ ensure assessment will be based on the quality of the evidence established to meet the learning intentions identified in this policy and in the Victorian Curriculum;
2. Other school staff who are also qualified to teach another LOTE will be encouraged to explore the feasibility of introducing that particular LOTE at their level and other levels if deemed appropriate, dependent on the availability of time in the existing timetable, as determined in consultation with the school's Leadership Team.

ASSESSMENT & EVALUATION

Prep – Yr. 2 - the learning outcomes identified under the strand :

- **Communicating** – socialising, informing, creating, translating and reflecting;

Yr. 3-6 – the learning outcomes identified under each of the two strands :

- **Communicating** – socialising, informing, creating, translating and reflecting;
- **Understanding** – systems, variation, change and role of language and culture.

Policy reformulated by the School Board & school staff November 13th 2013, reviewed 2018, 2019