



St. Martin de Porres School

Avondale Heights

LOTE POLICY - AUSLAN

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 inter-culturally aware citizens, of increasing importance at a time of rapid and deep globalization".

As all education systems are unable to fund 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.

We 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 closely located Asian countries such as Indonesia for the same development. This will be dependent on the school's ability to employ a suitably qualified and experienced LOTE teacher in an Asian language.

Alternatively, our school community has also expressed positively their view that the teaching of Auslan should be considered as an alternative to any Asian language.

The study of Auslan contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of a unique Australian cultural community.

The study promotes understanding of different attitudes and values within the wider Australian community and beyond and promotes the language, and cross-cultural understanding.

Increased learning of Auslan by deaf and hearing students facilitates communication between deaf and hearing communities, and helps maintain and share the cultural and linguistic heritage of deaf and hearing Australians.

The ability to communicate in Auslan may, in conjunction with other skills, provide students with enhanced vocational opportunities such as teaching the language, teaching deaf children, interpreting, social work, counselling.

The implementation of Auslan does not preclude the development of LOTE units of work in other Asian and European cultures and languages, if the school acquires staff with the necessary qualifications, knowledge, understandings, skills and experience to undertake such studies.

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

Students are learning to develop their knowledge, understanding and skills to enable them to:

- ◆ communicate in Auslan;
- ◆ understand themselves as communicators;
- ◆ develop a knowledge and an understanding of the diversity of Deaf experience and the nature of identity.

SUCCESS CRITERIA

Students will be successful when they can:

- finger spell words.
- use their hands and facial expressions to convey messages.
- recognise everyday signs in Auslan and use them to communicate with others.
- understand that all languages including signed languages vary and borrow words and signs from each other.

IMPLEMENTATION

1. The LOTE – Auslan staff at St. Martin de Porres school will :
 - ❖ ensure all students have opportunities to develop their ability to communicate in and understand the use of Auslan by adapting the on-line, Prep to Year 6 program, by ‘Auslan Education Services,’ purchased in April 2022.
 - ❖ encourage the students (and school staff) to engage in key elements of learning Auslan: socializing, informing, creating, translating, identifying, reflecting, language awareness and the role of language and culture.
 - ❖ articulate success criteria (assessment evidence and student goal setting) in relation to the learning intentions in LOTE Auslan;
 - ❖ develop teaching strategies to effectively achieve the desired learning intentions in each LOTE Auslan;
 - ❖ 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 Auslan program;
 - ❖ implement one formal lesson of 60 minutes per class group per week will be time tabled for specific instruction and learning activities for Years P – 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, 2022