

# Language Learning at FPS Community Meeting



# Acknowledgement of Country



**National Reconciliation Week  
2020**

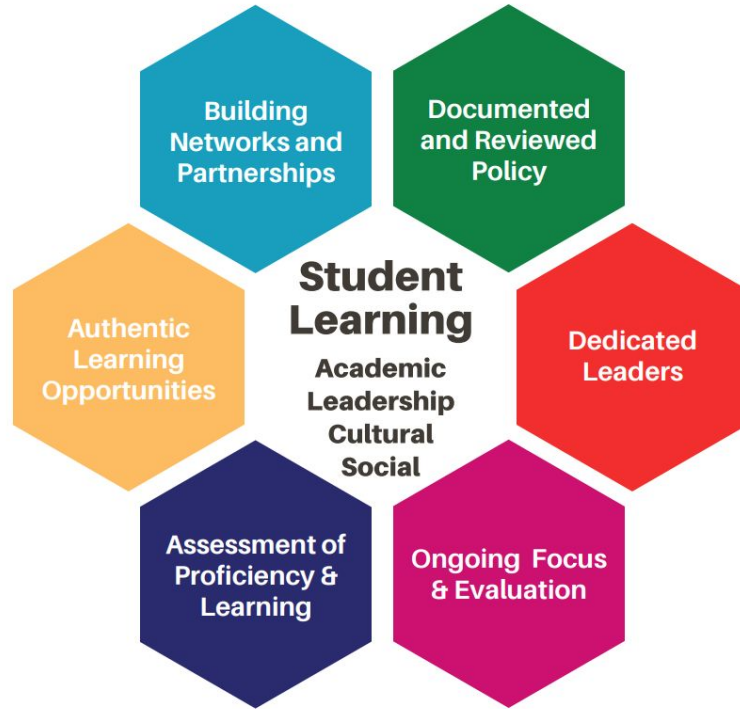
**27 MAY – 3 JUNE**

# Benefits of Language Learning

Well-established international evidence on the benefits of language learning, including the positive contribution that learning a language makes to:

- Developing learners' knowledge of how languages work which, in turn, supports the development of higher-level literacy (including literacy in English)
- Enhancing creativity, problem-solving, and higher-order critical thinking
- Enriching students' understanding about other people and other way of knowing, relating and being
- Fostering an interest in, and respect of, difference and diversity
- Expanding personal career opportunities and employment prospects

(Victorian Department of Education, 2019)



# Language Learning

## Learning for Living

# Successful language programs have a dedicated member on the leadership team



- LOTE language leader, Bilingual language leader
- Expertise in
  - Curriculum and pedagogy
  - Program design, promotion and evaluation
- Links knowledge, skills and understanding
  - Staff, students, community ↔ school leadership
- Develops
  - Outward facing community of learners
  - Reciprocal, respectful harmonious partnerships

# A co-constructed language policy provides clarity for all community members



**Documented  
and Reviewed  
Policy**

- Co-developed with the voice of students, staff, and community
- Includes rationale, objectives, and program provision
- Reviewed regularly to ensure alignment with implementation

# Strong networks and partnerships support strong language programs



- Partnerships
  - Home and school
  - Vietnamese community
  - Sister School - Phước Tiến PS
  - Vietnamese language schools
  - Target language DBP schools
  - Local kinder/secondary schools
  - Principal and Teacher Networks
  - LOTE and bilingual leaders and teams
  - Students/staff learning community
  - Adult language learning classes


# Authentic use of language increases engagement and proficiency



- Overseas/Local Study Tours and Excursions
- Immersion & CLIL - best practice models
- Community celebrations and events
- Student partnerships with other DBP schools
- School-based celebrations and events
- Vietnamese experiences; museum, local traders and markets,



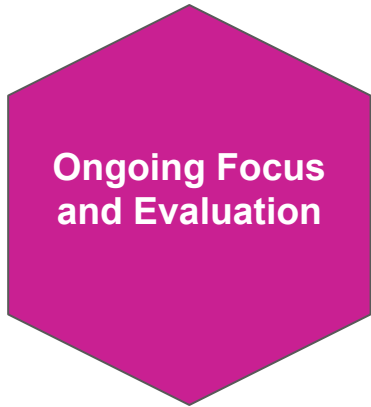
# Assessment schedules ensure student learning outcomes drive decision-making



**Assessment of  
Proficiency and  
Learning**

- Language proficiency and language literacy
- Victorian Curriculum outcomes
- Development of learning continuums
- Across and between schools

# Ongoing monitoring and evaluation support continual improvement



- School Strategic Plan (SSP) - 4 year plan
- Annual Implementation Plan (AIP) - Targets, actions and outcomes
  - Language
  - Curriculum
  - Engagement
- Human, financial and physical resources

# Language Learning Models

# What will Vietnamese LOTE look like?

## **Maintain the current two hours of Vietnamese per week**

- One hour a week of pure Vietnamese language learning
- One hour per week of Content & Language Integrated Learning (CLIL) through an innovative dual teaching approach
- For example, the Art and Vietnamese teachers plan collaboratively to develop authentic lessons incorporating language, culture and the Arts

# Specialist Programs

- 4 hours per week for all students
- All students continue with Art and PE
- Vietnamese for LOTE cohort (1 hr language, 1 hr CLIL)
- Seek community interest in introducing a F-6 music program
- Seek community interest for the fourth specialist in bilingual program.  
Vietnamese LOTE an option to run alongside the bilingual program.

# LANGUAGE LEARNING

**LOTE**

**Bilingual**

Visual Art

Physical Education (PE)

Other TBC

**LOTE**

**LOTE/OTHER**

# What will Bilingual learning look like?

- 100% of 2021 Foundation cohort
- 50% of curriculum taught in English
- 50% of curriculum taught in Target Language
- Curriculum areas for each to be determined
- Classes have two teachers and two classrooms to ensure immersion
- Collaborative planning, assessment and wellbeing support

# Commonly taught language benefits

**Recruitment** - Recruitment is a major challenge for language programs. A common language significantly widens the recruitment pool.

**Network Partnerships** - Professional learning partnerships, shared resources, curriculum development, shared assessment and moderation, recruitment approaches and networks.

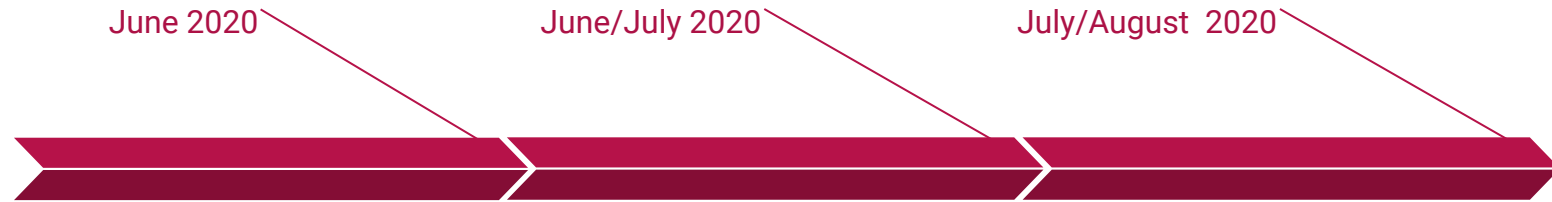
**Learning Pathways** - Pathways within and beyond FLP are more accessible in a common language.

**Available Resources** - DET language specific resources and support programs, online assessments and professional learning programs.

Chinese-Mandarin, French, Indonesian, Italian, Japanese



# Selecting the Target Language Together



## Knowledge Building

- Subcommittee create profiles against common criteria
- Explore available resources
- Explore school partnerships
- Explore DET opportunities and programs

## Knowledge Sharing & Consulting

- Sharing of information profiles
- Community meetings
- Knowledgeable others - academics, principals, DET
- Survey families, staff and students

## Analysis and Decision Making

- Subcommittee collate data to present to school council
- Principal and Council consider all relevant information and data and vote on the target language
- Communicate decision to community

# Why aren't we matching LOTE to target language?

- Valued connection to our Vietnamese community
- Strategic, staggered approach to lead us to success
- We currently have a full staff profile to consider
- Recruitment is difficult and we want the best
- Continuity of learning pathway

# How does bilingual work with EAL students?

- Students who are learning English as an Additional Language will benefit from support of a language assistant during the initial induction
- Bilingual teachers might use both English and the target language with EAL students to support comprehension
- Differentiation built in to learning tasks
- Can level the playing field and build confidence as all students are learners of the new language
- Early years and bilingual teaching approaches support - concrete → visual

# How do we induct new enrolments in higher year levels into bilingual education?

- We can learn a lot from the DBP network who have successfully worked on this challenge over time
- Pre-developed 'starter-kits' for new enrolments - a fast track to the basics
- Support from language assistants and peers
- Time allowance to complete tasks
- Visual prompts and supports
- Wellbeing check-ins