



LANGUAGES – SPEAK UP!

F-12 STRATEGY FOR VICTORIAN CATHOLIC SCHOOLS



LANGUAGES – SPEAK UP!

F–12 STRATEGY FOR VICTORIAN CATHOLIC SCHOOLS

Foreword

It is with pleasure that I introduce *CECV Languages – Speak Up!*, a document that encourages schools to optimise the exciting learning opportunities on offer next year, with the aim of placing Victorian Catholic schools at the forefront of Languages Education.

Building on the success of the *CECV F–12 Languages – Finding Your Voice* (CECV 2014) strategy, *Languages – Speak Up!* renews the CECV commitment to support a quality languages program for every student. The new strategy continues to empower leaders, educators and parents in our school communities to advocate for the linguistic entitlement of all students to learn an additional language.

The Victorian Curriculum states that:

Learning languages in addition to English extends student’s literacy repertoires and their capacity to communicate. It strengthens students’ understanding of the nature of language, culture, and the processes of communication. (Victorian Curriculum and Assessment Authority 2016.)

Learning to communicate in a second language develops transferable skills which support literacy learning by understanding systems of language and enhancing skills and strategies for decoding and making meaning. Bi-literacy and multilingualism allow learners to celebrate successes and meet challenges by forming new perspectives and fostering greater cognitive flexibility through developing critical thinking skills.

Studying languages is not an optional extra for students – it is an essential requirement to enter into critical dialogue with the Catholic faith tradition and to deepen students’ humanity.

Every student is entitled to a quality languages education program. The Catholic Education Commission of Victoria Ltd (CECV) has made a strong commitment to continue to improve the quality of languages education for all students. *CECV Languages – Speak Up!* reflects the needs of each diocesan context. I encourage you to engage the whole school community in a conversation about how the action areas outlined in this brochure will strengthen the provision of languages education in your school.



Stephen Elder
Executive Director

Key Systemic Drivers

Through the individual projects identified as addressing local needs, all dioceses aim to achieve the following targets:

1. ENTITLEMENT

In Victorian Catholic schools by the end of 2019:

- all students F–9 will engage in a quality languages program
- it is desirable that all students from Year 10 onwards have access to a quality languages program.

2. QUALITY LEARNING AND TEACHING

By the end of 2019:

- all schools will deliver a program that is aligned to the Victorian Curriculum
- all schools will have an increased understanding of expected student outcomes in languages
- 80% of languages teachers will have engaged in one or more of the strategy initiatives
- 80% of schools participating in strategy actions and initiatives will report a positive increase in student learning outcomes.

3. VALUE AND STATUS OF LANGUAGES

By 2019, a significant number (80% of schools participating in strategy actions and initiatives) will report a positive increase in the status and value of languages learning for students, staff and families.

4. PARTNERSHIPS

By 2019, a significant number of schools will engage with a partnership program opportunity targeting improvement in languages learning.



DRIVER
1

Entitlement

ACTION 1: Mother-Tongue Maintenance

Mother-Tongue Maintenance aims to facilitate collaboration between schools, parents, community speakers and students, in order to build positive attitudes towards goals of maintaining cultural identity and developing first language proficiency, thereby promoting the success of all children in learning and in life.

This pilot project will aim to engage a small number of schools in order to:

- strengthen the position of mother-tongue within the learning community
- draw more focused attention to transferable language skills in order to improve second language literacy outcomes
- target schools with a high population of background speakers in a language other than English
- identify ways of working with parent background speakers to assess and meet local and individual needs, while working collaboratively with school leadership and literacy teams.

ACTION 2: Differentiation Catering for EAL Learners

A pilot project, *Differentiation Catering for EAL Learners* will aim to engage a small number of schools in order to:

- build on and expand links with English as an Additional Language (EAL)
- collaborate with literacy initiatives to raise the generalist classroom teacher awareness of scaffolded language use, in order to better cater for bi-literate and multilingual students, by applying exemplary second language classroom pedagogical principles and practices.

DRIVER
2

Quality Learning and Teaching

ACTION 3: Languages Methodology – Accredited and Non-Accredited Professional Learning Programs

Languages Methodology supports languages teachers to build capacity and develop strategies to better implement contemporary pedagogical approaches to languages learning and teaching through both accredited and non-accredited programs.

ACTION 4: Content and Languages Integrated Learning (CLIL)

This project provides an introductory course to the pedagogical approach to teaching *Content and Languages Integrated Learning*. This course aims to consider the current research, then to apply and embed successful strategies to enable all students to access the new content knowledge.

CLIL is a dual-focused educational approach, in which an additional language is used for the learning and teaching of both content and language. CLIL is an approach that involves the development of social, cultural, cognitive, linguistic, academic and other learning skills, which in turn facilitate achievements in both content and language.

ACTION 5: Language Proficiency and Maintenance – Teacher Capacity in Additional Languages (L2)

Language Proficiency and Maintenance provides funding for teachers of languages and generalist classroom teachers to improve their language proficiency skills.

ACTION 6: Action Research Projects

Aimed at developing the teaching workforce through *Action Research Projects* to enhance classroom pedagogy, teachers of languages nominate and conduct self-identified action



research projects within their languages clusters or school collectives then report back to peers on the findings through professional meetings.

ACTION 7: Developing Autonomous Learners Assessment Project – Comprehensible Input

To address the issue of a perceived lack of progression in languages learning outcomes in the primary years, this project aims to build teacher capacity to effectively plan and introduce high frequency, functional classroom language, with the aim of increased teacher and student use of target language to communicate.

The *Developing Autonomous Learners Assessment* project aims to investigate the impact of setting explicit oral language production targets for students and allowing them to use self-assessment techniques to monitor their own progress and set their own learning goals. Shifts in attitudes of the school community towards learning languages over the duration of the project will also be investigated via pre- and post-test surveys.

The program will begin with a one-day workshop introducing teachers to the research and teaching methodology for using high-frequency language, to create a classroom setting of comprehensible input and target language use. Teachers will be supported throughout the year with school visits and webinars.

ACTION 8: Languages Coaches

Expert languages coaches provide support in each diocese to implement the *CECV Languages – Speak Up!* strategy.

ACTION 9: Leading Languages Professional Learning Program (LLPLP) Primary

The *Leading Languages Professional Learning Program (LLPLP)* for primary schools seeks to build participants' knowledge and understanding of:

- the literacy of second language learning
- contemporary languages and literacy core pedagogy, e.g. multilingual perspectives on languages and literacy learning in today's society
- innovations in assessment, e.g. developmental perspectives
- innovations in curriculum, e.g. case studies of exemplary school languages programs.

ACTION 10: Language Professional Learning Community Clusters (LPLNC) / Multilingual Language Learning Community (MMLC)

Establishing local, decentralised communities of collaborative practice, led by a school-based network leader, will provide the opportunity for languages teachers to develop their understanding of the *Victorian Curriculum F–10: Languages* and collaboratively identify and respond to shared issues.

ACTION 11: Reporting & Evaluation

Reporting & Evaluation will ensure ongoing monitoring, assessment and evaluation of the strategy, implementing a common template for reporting.

ACTION 12: Working Parties & Forums

To oversee the implementation, monitoring and evaluation of the strategy at CECV and diocesan level, working parties will be formed and forums held.



ACTION 13: Links with Literacy

Links with Literacy builds teachers' practical knowledge and skills of how to make links between pedagogical approaches to second language learning and successful strategies to acquire and develop language and build literacy across the curriculum.

This is a collaborative project with literacy teams to increase the awareness of languages teachers in the use of exemplary early years' literacy pedagogy principles and practices.

ACTION 14: Cross-Curriculum Project – Deep Learning & Animated Learners

To encourage new ways of working and support to schools, *Languages, Literacy, Mathematics and Science* will co-design and implement a multidisciplinary initiative which will focus on creating deep learning opportunities and developing animated learners.

The scope of this beacon initiative will be strategic in nature, spanning the life of the combined strategies.

ACTION 15: Language Partnership Grants

Languages Partnership Grants can be provided to schools to:

- support teacher attendance at CECV-facilitated professional learning days,
- support school-nominated initiatives
- establish community partnerships
- assist with promoting innovation and improvement in student learning outcomes in languages education.

Compliance Requirements for Languages

The *Victorian Curriculum: Languages* aims to develop the knowledge, understanding and skills to ensure that all students can communicate in the language they are learning and to understand the relationship between language, culture and learning.

Current legislation requires 'all Victorian schools to substantially address the learning area of Languages' (VRQA 2016, pp. 1–8). The VRQA registration requirement is supported by the inclusion of a consistent program for Foundation (Prep) to Year 10.

References

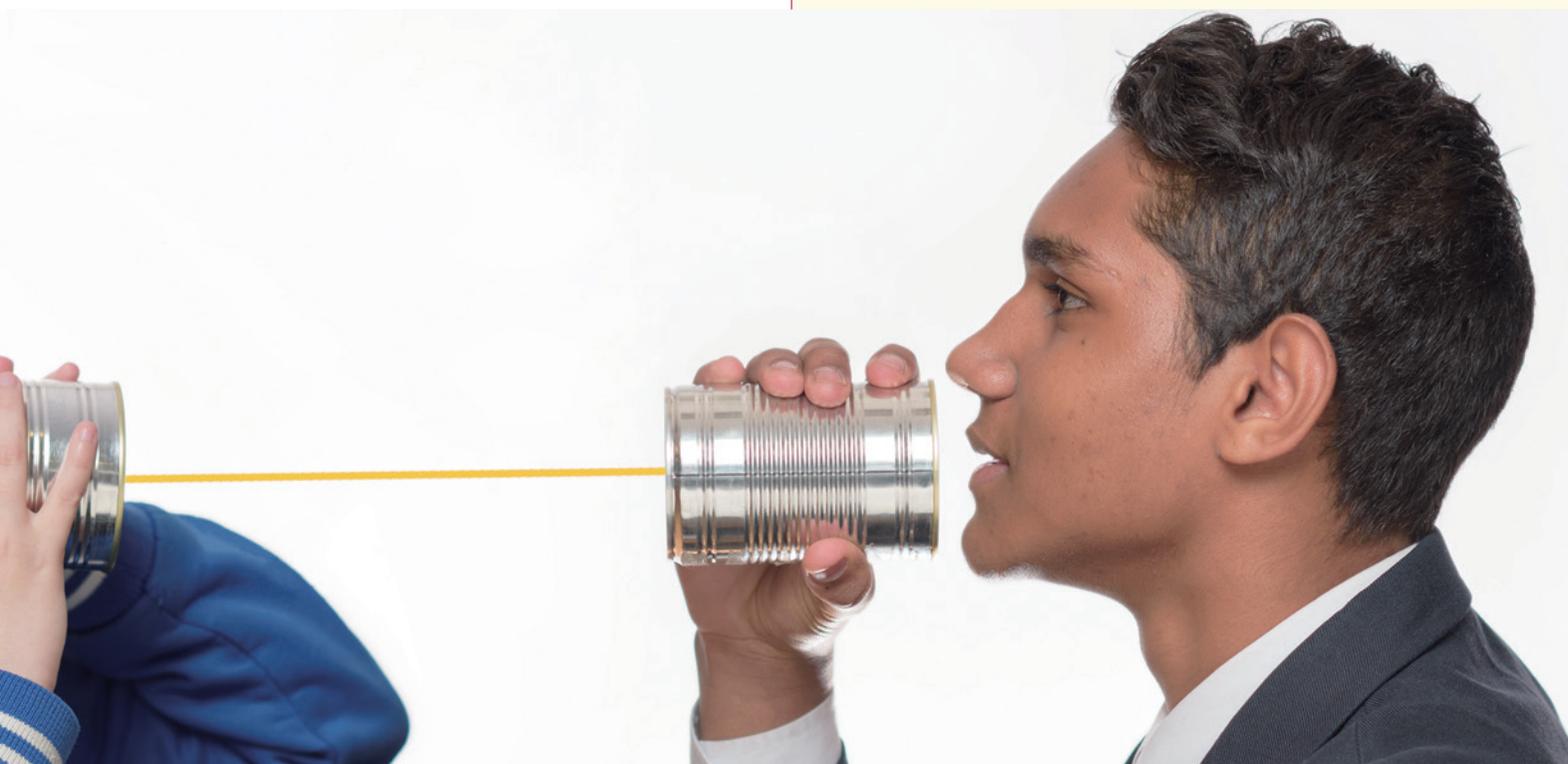
Catholic Education Commission of Victoria Ltd (CECV) 2014, *CECV F-12 Languages – Finding Your Voice*, CECV, East Melbourne.

Congregation for Catholic Education for Institutes of Study 2013, *Educating to Intercultural Dialogue in Catholic Schools Living in Harmony for a Civilisation of Love*, accessed 15 September 2016 www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20131028_dialogo-interculturale_en.html.

State of Victoria (Department of Education and Early Childhood Development) 2009, *Victorian Early Years Learning and Development Framework: For all children from birth to eight years*, State of Victoria, East Melbourne.

Victorian Curriculum and Assessment Authority (VCAA) 2016, *Victorian Curriculum Foundation–10: About the Languages*, accessed 15 September 2016 <http://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages>.

Victorian Registration and Qualifications Authority (VRQA) 2016, *Guidelines to the minimum standards and other requirements for registration of schools including those offering senior secondary courses*, accessed 15 September 2016 www.vrqa.vic.gov.au/Documents/schoolguide.doc.



Please contact your diocesan representatives for further information.



Bernadette Brouwers
Diocese of Ballarat
Ph: 03 5337 7135



Sam Franzi
Diocese of Sale
Ph: 03 5622 6600



Julie Cobbletick
Diocese of Sandhurst
Ph: 03 5443 2377



Jenn Brown-Omichi
Archdiocese of Melbourne
Ph: 03 9267 0228

Fostering encounters between different people helps to create mutual understanding, although it ought not to mean a loss of one's own identity.

(Adapted from Congregation for Catholic Education for Institutes of Study 2013.)

The *Victorian Early Years Learning and Development Framework* (State of Victoria 2009) also emphasises the importance of culturally inclusive environments, and mother-tongue proficiency for those with a language background other than English. Both are seen as

critical for children's identity, wellbeing, communication and learning (p. 28).

Action areas within the strategy have been constructed to address the four key systemic drivers.

- **Entitlement**
- **Quality Learning and Teaching**
- **Value and Status of Languages**
- **Partnerships.**

There are 15 action areas to complement these drivers.





LANGUAGES – SPEAK UP!

F-12 STRATEGY FOR VICTORIAN CATHOLIC SCHOOLS

