



LANGUAGE LEARNING POLICY

Queensland Academy Health Sciences Campus



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IB learner profile

The aim of all IB programmes is to develop internationally common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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MISSION

We are dedicated to empowering Queensland's brightest students in a collaborative, high expectation and supportive educational environment to realise their potential through a world class curriculum, with outstanding educators and excellent facilities.

IBO MISSION STATEMENT

Our mission aligns with the IBO which states:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

VISION

Enabling transformative opportunities in an excellent global education.

PURPOSE

This language policy is designed to be consistent with the stipulated practices and principles of the International Baccalaureate as well as in line with the Department of Education and Training (DET) policy and philosophy, and current language trends. Language as a way of knowing helps to create the links between subjects and create knowledge and understanding at a personal and global level.

'Skills in languages provide personal, social and employment benefits. For students, quality Languages education enhances understanding of their own language and culture and assists them to reflect on their identity and place in the world. It provides insights into the languages and cultures that shape their own and others' beliefs, values and attitudes'. (Queensland Languages Policy)

This is intended as a working document developed by staff and the Leadership Team outlining the Academy's linguistic and academic goals and defines the programme to enable students to attain these goals.

This policy is intended to provide an overview and guiding principles for language learning at QAHS which permeates the entire school curriculum through authentic contexts in a culturally rich and diverse environment. The policy is a statement of agreement - one in which the staff and the community are asked to commit in order for the Academy to achieve its goals.

AIMS

We aim to nurture an appreciation of the richness and diversity of languages. By offering the acquisition of more than one language, we aim to foster in students the ability to think, express themselves with precision, clarity, confidence and imagination. In line with the International Baccalaureate's commitment in supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, this policy is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds. We strive to address the particular challenges of those students who are learning in a language other than their mother tongue by providing appropriate second language support in English.

With these aims in mind QAHS has instituted its language policy to provide a framework that will ensure the IB's values and aims in relation to multilingualism and access are reflected in its activities.

Our vision to be internationally recognised for academic excellence applies in full to our focus on language learning. We aim for our students to be world class in their mother tongue (usually English), and to be outstanding learners of other languages whilst at QAHS. The language policy recognises the transfer of cognitive skills from mother tongue to English and vice versa and the acquisition of other languages. This process encourages the acquisition of higher order thinking skills and development of multiple perspectives. The policy also recognises the importance of all teachers differentiating instruction for students at different levels of language acquisition. These approaches also link well to our QAHS Pedagogical Framework, including the concept that we need to explore how knowledge is formed and to test knowledge claims. QAHS staff are supported by Professional Development opportunities, both internal and external, which focus on language learning and teaching in their subject areas.

The centrality of language learning is essential to our students gaining and maintaining an internationalist perspective of their world. QAHS's language policy reflects the three aspects of multilingualism, intercultural understanding and global engagement essential to the development of international mindedness, a central aspect to an IB education. The policy embraces understanding and respect for all cultures and validates the equal status of all languages. It endorses proficiency of English as the "international language", as well as proficiency in other languages (including mother tongue of students whose first or family language is not English) and meets the demands of Queensland and Australian imperatives for our students to be internationally focused. With the QAHS community including over 45% bi/multi-lingual families of 40 different languages, our differentiated planning supports the diverse needs of our students to ensure they feel their multi-cultural identity is welcomed and nurtured through the school curriculum and QAHS community.

Refer to the graphs in Appendix A for further consideration of the main languages spoken by our QAHS community at home as of July 2021.

LANGUAGE PROGRAM OVERVIEW

At QAHS, we recognise that all teachers are language teachers and are therefore responsible for supporting and reinforcing student's language development. As language teachers, pedagogical attributes will ensure all students have equal access to the curriculum by:

- i) activating prior knowledge,
- ii) differentiating through scaffolding, and
- iii) affirming the student's identity.

Activating Prior Understanding

- Our students are selected from a range of school backgrounds and therefore come to QAHS with a wide variety of skills and experiences. Teachers must take this into account in their planning, and it is important that the language skills of the students be taken into consideration in class.
- Where a student is less proficient in English than in their mother tongue, appropriate support needs to be provided. Consideration needs to be given to specific tutorial support in language development, as well as in focus on content and skills. Students requiring additional language support should be identified as early as possible using pre-enrolment data and through formal and informal assessment. The role of the Guidance Officer includes identifying and arranging support where needed.
- As QAHS is a selective academic high school, all students have demonstrated proficiency in English through the language skills required in the admission tests. Students entering undergo standardised testing, including verbal reasoning, reading category and written expression, and an analysis of national literacy testing data. All students that pass these tests have scored above average in the standardised testing and above national standards. Despite this it cannot be assumed that all students are at a similar stage in their language development in English.

Differentiating (Scaffolding and Extension)

- Lessons and units need to be planned accordingly to incorporate tasks and activities that are differentiated, where appropriate, to support language needs for all. All three areas of differentiation of IB units need to be addressed, namely Gifted and Talented/English as an Additional Language (EAL)/Differentiation. Some strategies could include using visual aids, using graphic organisers, demonstrations, dramatisations, collaborative group work (including groups of same mother tongue, where appropriate).
- All student profiles should, where appropriate, indicate planning support for future learning.
- The use of a mother tongue is encouraged to carry out research if it would be impossible in another language. Our Academy supports appropriate multilingual approaches in classroom environments which aid learning through language.
- All aspects of language are taught (including clarity, pitch, written summaries, avoiding colloquial expressions where appropriate, metalanguage—discussion of cultural dimensions to language, especially English; celebration of the other languages used in the Academy).
- Independence of language learning is fostered as a priority.
- Practice of a wide range of written genres is to be encouraged, and appropriate scaffolding is essential.

Affirm Identity

QAHS believes the development of one's mother tongue can accelerate the rate of language acquisition, support achievement in all subject areas, increase self-esteem and enhance intercultural understanding and international-mindedness.

QAHS supports additive bilingualism (where another language and culture enhance the student's mother tongue and culture).

Classroom and whole Academy environments embrace celebrating diversity of cultures.

Language Programmes

At QAHS, language is divided into Studies in Language and Literature (Language A) and Language Acquisition courses (Language B). A student is required to take at least two language courses. One of these must be a Language and Literature course. These courses are offered according to the student's level in the language of instruction.

Group 1- Studies in Language and Literature

English A: Language & Literature

School supported Self-Taught Language A (SSSTL)

To fulfil the requirement of the IB DP, all students are required to study Language and Literature, offered at Standard level and high Level. English is the language of instruction at QAHS, being both the national language of Australia and the language in which all students are currently proficient (to a greater or lesser degree).

However, in line with our aim to support multilingualism, the provision for an individual to study a language other than English has been introduced. Students have the opportunity to select two Group 1 subjects, each in a different language. Students who choose this pathway are offered this course as a school supported self-taught language programme (SSSTL) and provisions are made to assist self-taught students with specific aspects of their studies.

Fluency in English is an expectation of QAHS and appropriate language support is essential at QAHS to ensure that all students are sufficiently competent to use English for academic (tertiary) purposes and to successfully complete their IB Diploma.

International students (under Education Queensland International policies and guidelines), will be provided with appropriate second language support in English. This may take a variety of forms, including in-class support, withdrawal classes etc.

Texts studied in Language & Literature, including the Pre-IB Language and Literature course are chosen based on students cultural backgrounds to provide an opportunity for all members of the QAHS student body to understand and appreciate different cultures and develop an reflective approach to international-mindedness.

Refer to the tables in Appendix B for further consideration of chosen texts.

Group 2- Language Acquisition

Studying a second language is a requirement for all IB students. Students at QAHS have the choice between three mainstream languages that are offered at ab initio or Language B levels. English B is an option for students who study SSSTL and who have an EAL background.

QAHS offers the opportunity for students to study the following languages:

- French ab initio SL or B level (SL and HL)
- Mandarin ab initio SL or B level (SL and HL)
- Spanish ab initio SL

Placement in language acquisitions courses .

Placement in language courses is in accordance with the IB document “*Guidance for studies in language and literature and language acquisition courses*”, 2020 p4.

Students who are already able to read, analyse and respond to complex literary and non-literary texts in a given language must be placed in a language and literature course for that language. If a student can already communicate successfully in the language on a range of topics in a variety of familiar and unfamiliar contexts, then a DP studies in language and literature course must be considered the appropriate placement.

The language ab initio and language B courses are language acquisition courses — designed to provide students the opportunity to develop in a language in addition to their home/personal/best language(s).

Language ab initio is designed for students with no prior experience of the target language, or for those students with very limited previous exposure. Students will be introduced to the conceptual understandings that underlie language acquisition and begin to develop receptive, productive and interactive skills.

Providing a language B student with an appropriate degree of challenge is the primary consideration for placement into either language B SL or language B HL, however student and school context may also factor into the decision for a specific student.

Language B SL is designed for students with some previous experience in the target language who already have the ability to communicate in the language in familiar contexts. While in the course, they will further develop this ability. Students will explore the conceptual understandings that underlie language acquisition and begin to use higher-level thinking in the development of receptive, productive and interactive skills.

Language B HL is designed for students with previous experience in the target language who have the ability to communicate in that language in a variety of contexts and for a variety of purposes. As the study of two literary works originally written in the target language is compulsory in language B HL, entering the course with these communication skills would allow the student to begin the study of works of literature originally written in the target language. During the course, students are expected to use higher-order thinking skills in the development of their receptive, productive and interactive skills.

On the basis of this, students are to be placed in either at ab initio or B according to their prior experience and skills in the language.

Refer to the tables in Appendix C for further consideration of student placement.

Group 3-6

Subjects include: Business Manage, Economics, Psychology, Biology, Chemistry, Computer Science, Physics, Sports, Exercise and Health Science, Mathematics: Applications and Interpretations, Mathematics: Analysis and Approaches, Music

At QAHS all teachers are language teachers and as such encourage students to participate in the inquiry-based learning opportunities through activities that encourage speaking, listening, reading, writing, viewing and presenting. As such language is taught holistically. Each subject syllabus states specific learning outcomes for the strands of speaking and listening, reading and writing, and viewing and presenting.

Through planned differentiation teachers consider and make use of the most supportive resources to aide students as they develop an understanding of the content, skills and application of ideas in each subject. Teachers utilise the LMS MyQA as a central point of contact and communication of lessons and resources to support student's interaction with relevant materials. Students are encouraged to use translation dictionaries in class, during exams (when approved) and to grow their confidence in writing and speaking in English. Managebac is used for teachers to collaboratively develop unit plans and provides an opportunity for intentional collaboration on differentiation strategies that are useful in our context.

All staff participate in professional development, scheduled in identified areas of pedagogy for language learning though the QAHS Pedagogical Framework and Approaches to Teaching and Learning, specifically communication and research skills.

The IB Core

The IB Core – Extended Essay, Theory of Knowledge and Creativity, Action and Service aim to broaden students' educational experiences and as such, at QAHS, we endeavour to implement experiences that allow students to grow in their mother-tongue and apply their unique knowledge and skills in a range of tasks that help them feel connected to their community.

Students are offered opportunities to develop their Extended Essay in their mother-tongue with supervision and support provided by a mentoring teacher. In Theory of Knowledge our curriculum has been developed to incorporate different perspectives that celebrate students as knowers of knowledge that may be unique to them due to their prior-experiences.

In Creativity, Action and Service, students can share these perspectives in many ways; from journal responses on Managebac, face-to-face communication with peers or leading whole lectures of their cohort. Activities from Bollywood, Chinese Calligraphy, Dragon Dance, QA Pop, French Connection, to Peer tutoring are offered for students to continue to gain and maintain an international perspective of their world and to celebrate with their community their mother tongue and their cultural experiences.

Language Practices

At QAHS we are committed to providing an inclusive and equitable learning environment. The following language practices are in place which bring our philosophy statement to life to exemplify how the school brings about excellence in language learning.

1. The school places importance on language learning, including mother tongue, host country language and other languages.

QAHS promotes inquiry-based authentic learning through an investigative approach, of different genres and texts. Students are allowed and encouraged to use their mother-tongue to access the curriculum. For instance, they may complete class work and activities in their mother-tongue, and they are encouraged to share their learning and progress with their parents and other members of the community using their mother tongue. Our library has a range of fiction texts in the mother tongue of our students, including access to e-books. QAHS subscribes to a number of different databases to support student research and within each database students can access journals in their mother tongue as well.

2. The school utilizes resources to enhance learning within the programs.

All language teachers are responsible for sourcing and purchasing a range of quality texts so that students can explore different genres such as recount, storytelling, explanation and persuasive writing in different languages and at different levels. Students also have access to a variety of dictionaries. The use of ICT is an integral language learning tool for flexible learning. The school subscribes Education Perfect, and all students access this program to facilitate language learning. Diploma Program students have access to InThinking which provides subject specific resources aligned to the IB program. Games, art, music, maps and artefacts are used to help students make connections in their language learning. The school uses breakout spaces, classrooms and open spaces in a variety of ways to meet the needs of student groups, which have diverse language needs. Cultural & language trips to experience language in its native environment are well regarded at QAHS. These are often a highlight in a student's education. Additionally QAHS welcomes cultural visits from overseas schools.

3. Teaching and learning demonstrates that all teachers are responsible for language development of students.

QAHS focuses on the transdisciplinary nature of language learning by recognizing and modelling the role of language in all subjects. This includes recognising the language of instruction, host country language and other languages, and developing an understanding of the IB objectives and pedagogical language of the programmes.

There is an understanding of the productive (speaking and writing) and receptive modes (listening and reading) of communication. Teaching and learning involve using a range of these modes in each lesson to ensure students develop their skills concurrently.

When students are acquiring a language, our teaching is informed by incorporating four concepts: context, culture, reflection and fluency. Students are encouraged to think for themselves, recognize patterns, develop theories and construct meaning as they investigate language. Teachers enable students to see language as a means of self-expression,

exploration of self and others, as context driven, having multiple meanings, and involving all levels of discourse.

QAHS promotes the idea that all teachers are teachers of language through professional learning, co-teaching and collegial engagement. A variety of reading strategies are used by teachers to support deep comprehension of meaning in texts. These include recognising patterns in text, decoding, encoding, making inferences, explicit teaching of terminology, and developing etymological understanding.

The writing process of planning, drafting, editing and finalising is undertaken in all languages. The use of literature, role-play and multimedia will support students' understanding of different genres as well as developing their vocabulary, sentence construction, correct use of tense and punctuation. Using the text as a model, students and teachers analyse the features of different genres before jointly and individually constructing written or presented pieces. During the revision process, students are encouraged to develop their knowledge of grammatical and spelling conventions using teacher and peer-feedback and self-correcting. Writing may involve students sharing writing with others, self-editing and publishing for a specific audience.

Students develop a deeper understanding of language in context through collocation and discourse. Teachers encourage students to make connections between words in different languages and use translators for key concepts and terminology. Students are offered opportunities to reflect on their learning in their mother tongue using Managebac, MyQA and their class notebooks. All teachers work with the other school departments to:

- collaborate on vocabulary, concepts and command terms across the curriculum
- use a common language about language learning and development
- teach the conventions of referencing and citing
- apply the principles of academic integrity.

REVIEW PROCESS

The Language policy of this Academy supports the following:

- Maintenance of all the above languages to ensure that any student, who begins a course in one language, has the ability to study at the highest appropriate level through to Diploma.
- The Senior Leadership Team will review this policy regularly as part of the curriculum review cycle and as part of the whole school improvement plan. The offerings made by the Academy should take into account the ongoing viability of a particular language, and should reflect changes as they occur in the composition of the student cohort and their language needs and backgrounds. Reviews should consider the efficacy of certain second languages in terms of their “usefulness” for future study patterns of students.
- The language policy will be communicated to the community through multiple mediums including staff meetings, School Council meeting, Parent Teacher meetings, QAHS website and newsletters.
- Further consideration needs to be given to the linguistic “footprint” of our student cohort. In the meantime, it is imperative that provision be made for students to maintain mother tongue proficiency, and that linguistic diversity be celebrated through selections of our publications, as appropriate. An example of this might be occasional publication of important documentation in multiple languages, reflective of our community languages.
- All Academy stakeholders need to be cognisant of and supportive of the language policy of the Academy. This includes involving staff in professional development in the fields of language learning, where appropriate, and to ensure that this document becomes a working document, reflecting the dynamic environment of QAHS. Ongoing support for first and other language development should remain a priority for QAHS.

Review Date:

Language and Learning Policy endorsed: March 2021

Updated: August 2021

RELATED QAHS POLICIES

- QAHS Pedagogical Framework
- QAHS Assessment Policy
- QAHS Inclusivity Policy
- QAHS Procedure for Student Application for Self-taught Mother Tongue Language

References

A Basis for Practice. International Baccalaureate Organisation

Allen, Allen M. *Thought, Word and Deed; The roles of cognition, language and culture in teaching and Learning in IB World Schools* International Baccalaureate Organisation May 2011.

East is East and West is West. IB Position Paper

Guidelines for developing a School Language Policy. International Baccalaureate Organisation

Guidance for studies in language and literature and language acquisition courses, International Baccalaureate Organisation 2020

Languages in Queensland State Schools, Queensland Dept of Education, Training and Employment, 2015

Language and Learning in IB programmes. International Baccalaureate Organisation, Sept 2011

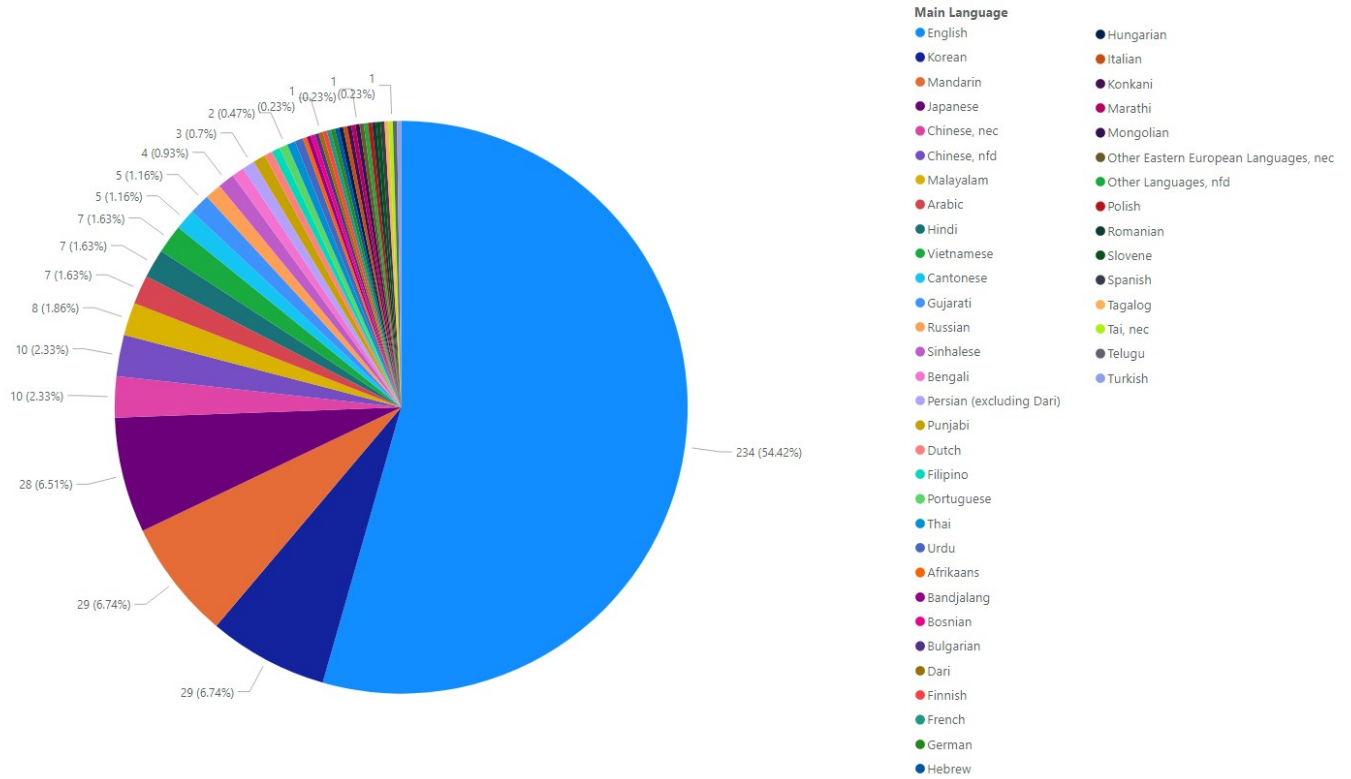
Learning in a language other than the mother tongue in IB programmes. International Baccalaureate Organisation, April 2013

Learners without borders: A curriculum for Global Citizenship IB Position Paper

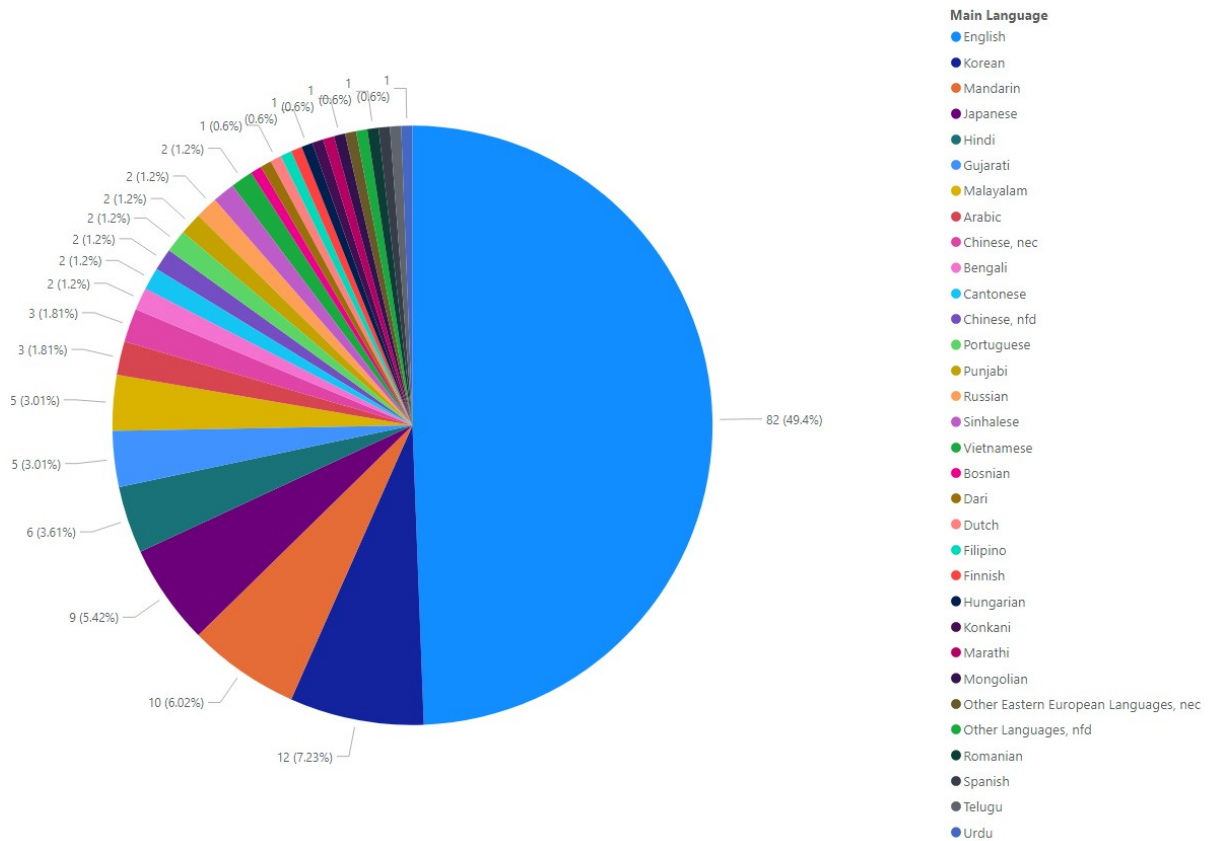
The Diploma Programme: From Principles to Practice. International Baccalaureate Organisation

Appendix A

MAIN LANGUAGE DISTRIBUTION ACROSS YEAR 10-12 QAHS COHORT

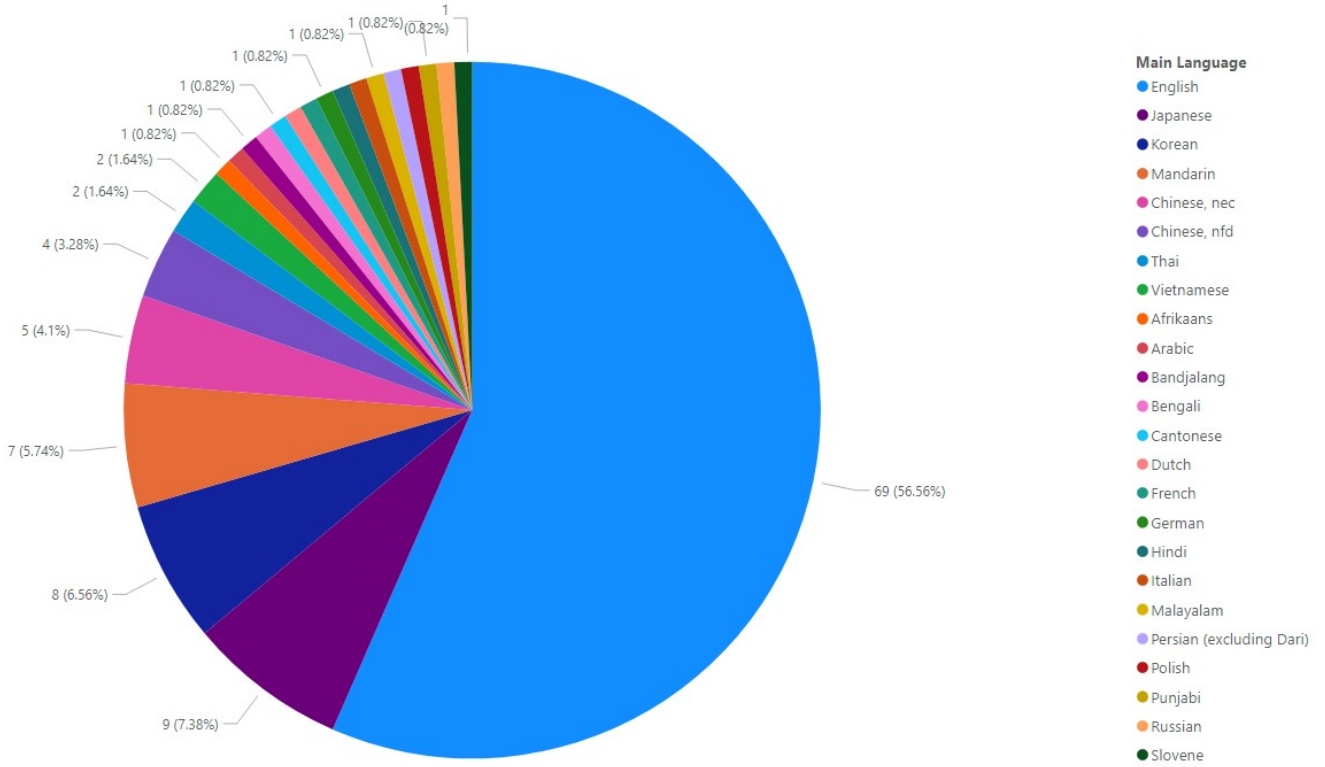


MAIN LANGUAGE DISTRIBUTION ACROSS YEAR 10 QAHS COHORT

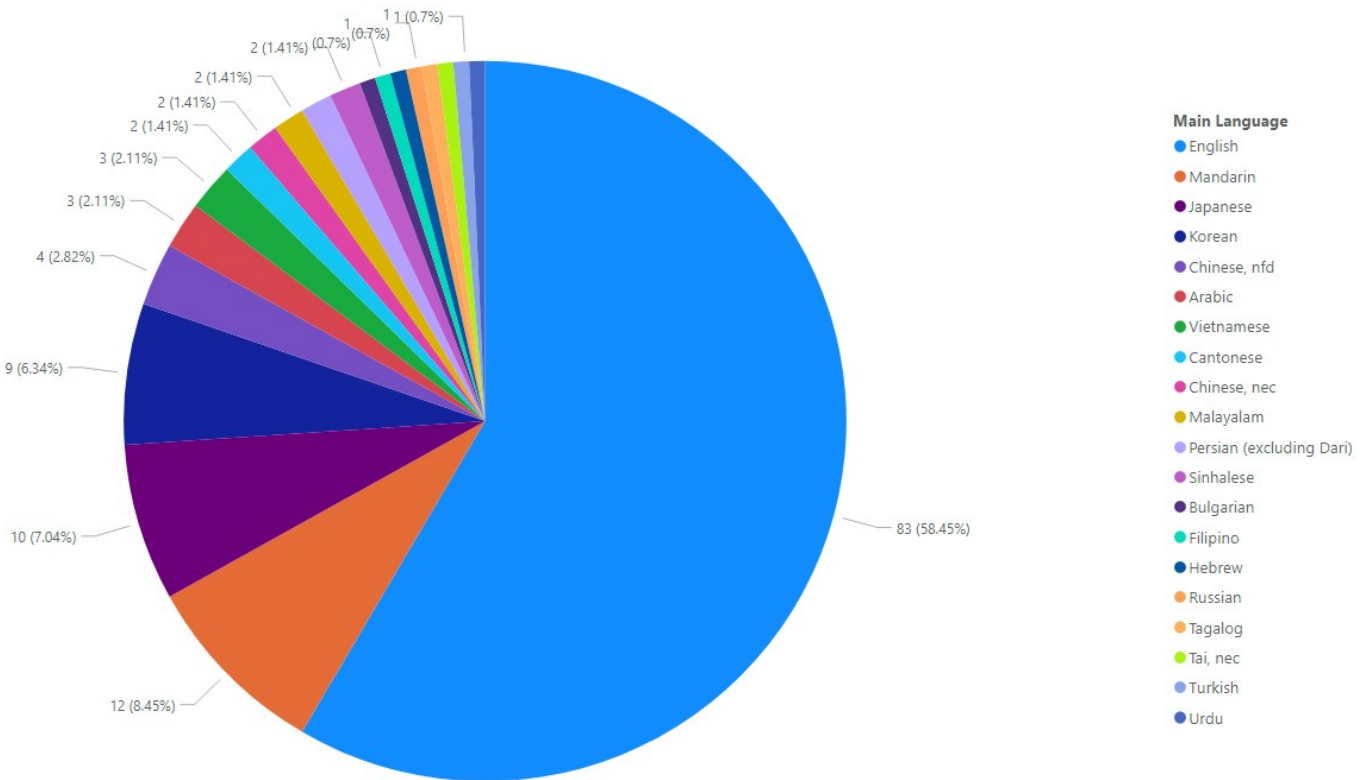


QAHS LANGUAGE POLICY

MAIN LANGUAGE DISTRIBUTION ACROSS YEAR 11 QAHS COHORT



MAIN LANGUAGE DISTRIBUTION ACROSS YEAR 12 QAHS COHORT



Appendix B

Year Level	Text	Culture
Year 10	<p>The Housekeeper and the Professor</p> <p>Balzac and the little Chinese seamstress</p> <p>The Help</p> <p>To kill a mockingbird</p> <p>Animal Farm</p> <p>1984</p> <p>Hitchhiker’s guide to the galaxy</p>	<p>Japanese</p> <p>French/Chinese</p> <p>American</p> <p>American</p> <p>British</p> <p>British</p> <p>British</p>
Year 11 and Year 12	<p>Burial Rites</p> <p>Julius Caesar</p> <p>A streetcar named desire</p> <p>George Orwell essays</p> <p>The Turning</p> <p>Rashomon and Seventeen other stories</p>	<p>Australian/Icelandic</p> <p>British</p> <p>American</p> <p>British</p> <p>Australian</p> <p>Japanese</p>

Appendix C

Additional guidance in placing students in an appropriate language course.

“Guidance for studies in language and literature and language acquisition courses”, 2020 p5.

If a student can...	the recommended course is...
Receptive Skills	Language A: literature or Language A: language and literature
...demonstrate a good understanding of the meaning and purpose of written texts, including literary texts; ...demonstrate a good understanding of the meaning and purpose of oral texts; ...recognize some subtleties of specific language use and their effects.	
Productive skills	
...speak mostly clearly and fluently and use a varied range of language mostly accurately; ...write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; ...show a reasonable ability to adapt their writing to suit the intended audience and purpose; ...express ideas and organize work coherently.	
Interactive skills	
...handle ideas mostly effectively with generally full interaction; ...exhibit some difficulties with more difficult questions.	

If a student can...	the recommended course is...
Receptive Skills	Language B HL
...demonstrate a good understanding of the meaning and purpose of written texts; ...demonstrate a good understanding of the meaning and purpose of oral texts.	
Productive skills	
...speak generally clearly; ...respond appropriately to most questions but struggle with responding to difficult questions; ...demonstrate an adequate command of vocabulary and grammatical accuracy; ...use basic and some complex language correctly; ...show a reasonable ability to adapt writing to suit the intended audience and purpose; ...express ideas and organize work appropriately.	
Interactive skills	
...respond appropriately and demonstrate comprehension; ...use pronunciation and intonation which facilitate the understanding of the message; ...make independent contributions;	