Languages Learning at Wesley College (F → 12)

Wesley's Futures Focus

College Vision — To be an innovative learning community in which students are empowered to lead purposeful lives

College Mission — Wesley College's purpose as a community is to
- be intellectually, physically and artistically engaging
- be vibrant, caring and connected
- strive for personal best and pursue excellence
- honour the heritage and Christian foundation

How We View a Successful Student in Languages

(Long Term Transfer Goals)

Students will be able to independently communicate effectively in the Target Language (TL), demonstrate intercultural awareness in varied contexts and in so doing will understand their own cultural identity.

1. Interpretative: Students will be able to comprehend and evaluate different types of texts, displaying appropriate understanding of culture and context
2. Expressive: Students will be able to communicate across multiple modes for varied audiences and purposes, displaying appropriate understanding of culture and context.
3. Reflection and Application: Students will be able to make personal meaning and seek understanding of culture and contexts through various forms of communication.

Students will:
- Use the 'Essential Questions' to interrogate their own language(s) and culture and the new language and culture
- Aim for personal best
- Listen and view the TL and make meaning
- Think critically
- Apply past knowledge to new situations
- Use the Learning Habits to improve
- Use the Australian Curriculum and WACE outcomes to structure their learning and achieve their best academically
- Link languages with Literacy learning
- Be involved in project based learning and integrated projects such as the sustainable garden.

Students will:
- Be involved in open-ended tasks
- Create artifacts such as maps, masks, signs, blogs, menus
- Read recipes and cook
- Practise their language skills using different strategies that suit their learning styles
- Take risks with speaking and writing
- Seek ways to connect themselves to the TL community
- Seek ways to experience new sensations
- Seek to develop and improve relationships with others from other cultures
- Communicate
- Engage and motivate
- Plan and organize
- Complete tasks
- Be resourceful
- Attend to detail
- Aim for personal best
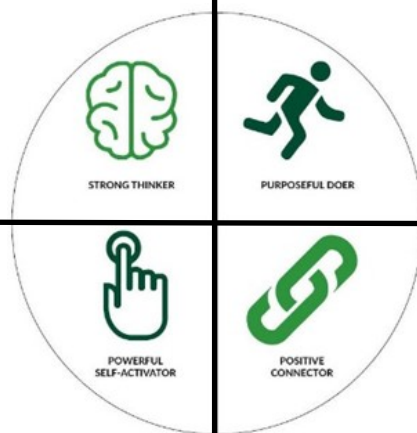
Students will:
- Lead their 'Student Led Conversations' using Languages examples
- Self-reflect
- Demonstrate resilience
- Use digital technologies to support language acquisition
- Develop own strategies for language learning
- Lead groups
- Use feedback to improve
- Enact the school's philosophy – 'By Daring and by Doing'
- Aim for personal best

Students will:
- Email/text/ send postcards to friends in other countries
- Experience International linguistic tours
- Be involved in exchange Programs – receiving students and going
- Work with students from throughout the school
- Work with students from other schools
- Join clubs/associations from the Target Language Community
- Be involved in collaborative projects
- View materials/resources from the Target Language Community
- Speak with native speakers of the language
- Observe themselves and others impartially
- Aim for personal best
- Commit to take responsibility for their own learning

(icons: STRONG THINKER, PURPOSEFUL DOER, POWERFUL SELF-ACTIVATOR, POSITIVE CONNECTOR)

How We Measure the Learning Habits in Languages

Work Habits

Planning and organisation	• Keeps notes to support learning • Brings relevant materials to class • Meets deadlines and time frames in and out of class • Punctual to class
Completion of task	• Completes the task on time and in correct text type/format • Completes self-reflection • Stays on task • Completes homework and LP practice
Attention to detail	• Attention to spelling/grammar rules/punctuation/text type conventions/ cultural references • Evidence of proof reading • Practises regularly
Resourcefulness	• Develops quizzes, flashcards etc. to support own learning • Accesses help when needed from teacher, dictionary, friend etc. • Practises on Language perfect and other language learning tools outside of the classroom • Seeks opportunities to use language with members of the target language community

Dispositions

Engagement and Motivation	• Shows initiative and Improvement • Listens attentively • Actively involves in tasks and contributes willingly • Seeks assistance voluntarily • Is prepared and uses time effectively
Resilience	• Keeps trying when faced with a challenge • Quick to regain focus if interrupted • Takes feedback as an opportunity to improve personal best • Requests support if needed • Understands that making mistakes is a way to learn
Reflection	• Sets own goals • Uses feedback to progress learning • Sets revision/learning program • Provides constructive feedback to others

Cognitive Skills

Critical thinking	• Reflects on perspectives/ideas/values/belief systems of themselves and others • Analyses language (own and the new) • Seeks to recognise patterns and system of the target language • Develops language learning strategies
Creative thinking	• Uses language in different contexts and situations • Discovers their own strategies for language learning • Makes their own meaning from texts and extends their learning from them • Poses thought provoking questions • Has own ideas
Applying past knowledge to new situations	• Transfers learned phrases/verb conjugations/spelling rules/ cultural rules into new contexts.
Communication	• Communicates in an appropriate manner with respect and understanding of others • Oral and written communication is completed appropriate to purpose, audience and context
Collaboration	• Takes on a clear and focussed role in group work • Takes on a leadership role when needed • Asks questions to support learning • Listens to other students' ideas • Is polite and respectful to other members of the class • Takes constructive feedback from other learners and teacher

Languages Learning at Wesley College (F → 12)

What the Best Languages Program Looks Like According to the Evidence

- It is embedded within the fabric of the school.
- There is a deployment orientation with learners being provided with opportunities to really use all of the language modes.
- Opportunities are provided for speaking turns to be maximised.
- Learners are exposed to, and learn to work with, a broad variety of text that enables them to develop understanding of the socio-linguistic features of the target language together with sociocultural understandings of, and about, target language speaking communities.
- Learners are taught how to learn the language.
- Learners are provided with opportunities to manage their own learning with autonomous learning seen as a desirable and achievable goal.
- Learners are provided with an environment that fosters continuous and cumulative language learning and where all learners, regardless of prior experiences of languages, can make meaningful progress.
- There are opportunities for learning and communication to be achieved through the regular use of digital media and technology.
- Learners are able to engage in real communication with target language speakers who are of the same age and have similar interests, both virtually and through in-country experience.
- Language learners are connected within the school from F-12 and within Australia with others who speak the language both physically and virtually
- Learning is facilitated by a highly competent teacher.
- The collaborative development of the school as a learning community that has responsibility for languages
- Learners and teachers constantly reflect on the programme and the learning that is taking place and where this process of reflection can lead to review and change.
- There are opportunities for languages learning to intersect with other learning and other areas of the curriculum.

file:///C:/Users/claire.leong/AppData/Local/Microsoft/Windows/INetCache/IE/2UT3HYZK/LANG%20Fishbone.pdf
http://www1.curriculum.edu.au/nalsas/p_learning/prof_learning01.htm

Wesley as an Adaptive School

The Adaptive School - Garmston and Wellman

1. **Compelling purpose, shared standards and academic focus**

2. **Collective efficacy and shared responsibility for student learning**
   "Group members believe that they and others, individually and together are capable of producing increased students success and overcoming obstacles to that goal"

3. **Collaborative culture of teachers.**
   "Who teachers are to one another is as important as who they are to their students."p.16
   "What sociologist Dan Lortie (1975) describing in his ground-breaking study is still true in many schools today. In what he calls 'egg crate schools', he observed a work life in which autonomous teachers were organised by a culture of presentism, individualism and conservatism." P13.
   "The characteristics of developing shared expertise and working with common purpose are vividly present in the schools that are beating the odds and making a difference for student learning."P13

4. **Communal application of effective teaching practices and deprivatized practice**
   "All too often isolation…buffers mediocrity and hides high performers from those who might learn from their modeling, consultation and coaching." Page 16

5. **Relational trust in one another, in students and in parents**
   " Parents, students and teachers need opportunities to talk with and influence one another and to believe they can positively affect educational outomes"p16

6. **Individual and group learning based on on going assessment and feedback.**
   "Cognitive science tells us that learning is socially constructed and individually integrated; learning therefore requires engaging with other learners and is an active process for all involved."p17

Association of Independent School's Guiding Principles for Teaching Literacy

AISWA's mission is to promote a strong independent sector, which offers high quality education appropriate to the needs of Western Australian children. AISWA staff adheres to the United Nations Convention on the Rights of the Child (The Convention). The Convention states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.

In the area of 'Literacy', AISWA staff has agreed on a common definition :

Literacy in the 21st century means being able to receive and produce messages. It means knowing their purpose and intent. Literacy is more than reading and writing Standard Australian sentences that are grammatically correct. It means access to ideas, different ways of communicating, and to different ways of being. Literacy is more than a school subject. It is a cross curricular construct. *(Adapted from Simpson Norris International)*

Literacy includes knowing that messages carry values, opinions and beliefs and that these are expressions of culture.

Children coming to schools with a language/dialect other than Standard Australian English and children learning languages other than English at school have the potential to be linguistically advantaged. Moreover, research states that maintenance of the child's first language or dialect is of significant importance in maintaining a sense of self and supporting linguistic development. AISWA strongly supports schools reflecting the multiliteracies found in the community at large in order to promote mutual understanding and respect. (This includes digital literacies.)

In a Western Australian context, literacy education across the curriculum must consider everything that students bring to the classroom including: home languages and dialects; the right to maintain these home languages and dialects; new languages being learnt; diverse needs and abilities; different cultural conceptualisations.

Home languages and dialects

Australian Curriculum Diversity of Learners 2012 states that:
Students learning at school through, and in, an additional language or dialect "enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English." This means that they will need 'additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency'.

It is an expectation that educators are able to explicitly articulate the literacy requirements within their subject areas and the expected genres and the language used in these genres according to the requirements of their students.

The right to home language/dialect maintenance

In accordance with The Convention, AISWA believes that all students should have their home language(s) / dialect(s) respected and valued in their schools. The limitations of an 'English focused literacy education' are outlined in the research of Dr. Tove Skutnabb-Kangas.

AISWA believes that educators should be aware of students' home language/dialects and where possible allow students to create links between their languages/dialects. This includes allowing students to use their languages/dialects in the classroom, during lessons, to support their learning.

Directions for New Languages

The Melbourne Declaration mandated the learning of languages other than English in Australian schools for all school children. That goal is supported through the Australian Curriculum (2010) and AISWA whereby literacy in the 21st century is being able to manage communication and knowledge transfer across languages and cultures. In Australia, there is a general belief that English is the language of the world, but for people for whom English is an additional language, this is not so. They have skills and knowledge that monolingual speakers do not.
(adapted from Simpson Norris 2001)

Inclusive Education needs

AISWA respects the right of all students to learn to their full potential, to communicate and to express their understandings in whichever way they can. This includes access to literacy learning opportunities regardless of ability and mode of communication.

Literacy forms may include:

- oral
- written
- sign (eg. Auslan)
- gesture (eg. Key Word Sign)
- symbol (eg. Compic)
- tactile (eg. object, Braille)
- behaviours (eg. refuse, express a preference)

The Australian Curriculum clearly articulates a range of understandings about literacy, including for students with complex needs. Furthermore the Disability Standards for Education (2005) states that all students have the right to have access to opportunities (including those associated with literacy and foreign languages) and participate in meaningful learning experiences on the same basis as all students. To this end, AISWA believes that all students, regardless of ability, should have access to literacy and foreign language opportunities at school.