PERCEPTIONS

The breaking down of support language learning.

Recognise that language learning is literacy learning and that literacy is broader than English literacy: that it is multi model and multi media and should be inclusive of additional languages.

> Challenge outmoded and negative conceptions with respect to language learning and teaching

> > Provide access to information so that decision-making is informed by knowledge rather than= hearsay or prejudice.

Allow quality language learning and teaching to speak for itself

through demonstration

and enactment.

Recognise that all students have a right to learn their own language, English and an additional language.

PROCESSES

The development of collective understanding respect to the establishment of successful and sustainable language

Including languages in a whole school improvement and accountability framework.

Enacting and managing change that is inclusive of all stakeholders.

Knowledge of change management processes.

Support that can be provided through

anning Framework'

Valuing transformation and change.

A planner for the

future of languages

that positions them

long term within a

framework so that

they are sustainable.

whole school

PRACTICES

Learning and teaching

Taking account of what learners want out of their language learning experience:

- That it's meaningful
- That it's real
- That they learn how to learn and how to learn languages (Pathways pp118 121)

Recognise that languages are acknowledged in The Melbourne as an integral part of the learning experience for all Australian students.

The use of a literacy approach to language learning where communication is central, where intercultural understandings are developed and where learning is cumulative.

The use of digital media and technology.

Language learning and teaching is enacted in a supportive and well resourced environment and is inclusive of experience with first language speakers.

The accommodation of learners with different levels of language experience and competence.

> Attention to what does a good language learning program look like? (Using the LOTE Planning Framework p77

Connecting languages

beyond school

communities.

programs F-12 within and

How is successful language learning achieved?

That a school community has a shared understanding of the purpose of its language program and the outcomes it seeks for its students.

> National and jurisdictional policies that endorse and are supportive of languages in curriculum and in schools.

Recognise that Aboriginal and Torres Strait Islander languages, their history and cultures are priorities within The Australian Curriculum.

Recognise that Asia, its languages and Australia's engagement with Asia is acknowledged within policy documentation at Federal Government Level.

Languages are not to be perceived as 'extras' or 'options' and as being dependent on external funding.

The place of languages and interculturality in The Australian Curriculum.

- Language teachers need: Their place in a school community to be
 - Support that is commensurate with support received by other staff members
- To be involved in school decision-making
- Only to do as much as is expected of their colleagues

supporter of a shared vision for languages within a school community.

A transformational leader

A promoter

A non-passive demarginaliser of language teachers. partnerships

Evidence suggests that the most powerful factor in a sustainable Languages program is a committed and supportive school administration. (*Uptake* p101)

PRINCIPAL

Whole school support within school partnerships between:

- School executive team and language teachers
- Language teachers and other staff
- Language learners and their

physically and virtually.

more close with their Connecting languages 1 educational jurisdictions. programs beyond Australia and with TL speaking schools and communities, both

Collaborative development of the school as a learning community that has responsibility for languages

Connecting schools

learning is achieved when operate on a range of levels.

PARTNERSHIPS

Mission

Possible

L.Norris, 2002. Revised, 2013.

PLACE

The place of languages

on a number of levels.

needs to be acknowledged