

School language philosophy

At Mount Eliza Secondary College we believe that multilingualism opens the world for students, exposing them to opportunities and relationships beyond what one language can provide. We believe that “language study develops international understanding, reinforces cultural identity, enhances personal growth and promotes effective communication” within and beyond cultural groups. We recognize that the multilingual classroom is the norm at MESC. Because language is so integral to personal, interpersonal and cultural development, all MESC Indonesian teachers are language teachers. Ideally, the “acquisition of language is an active process taught through authentic experiences with the goal of developing listening, speaking, reading, writing, presenting, and viewing skills through a culture of inquiry.” The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. As a component to teaching to the whole child and in all subjects, teachers value and promote understanding of students’ cultural identities and backgrounds.

The Mount Eliza community language profile Languages used in the school community

Languages of teaching and learning Language and literature:

English Language acquisition: Indonesian

Languages of communication used in the school and outside the classroom: English

The range and types of mother tongue and other languages in the community At the time of writing, the following mother tongues are represented in our student population: English, Chinese: 40 students (International Students in English Language Centre), Italian: 4 students (Exchange students) French : 1 student

International students will not be a part of the MYP program, any processes or support in this policy does not relate to those students. While we value these ideals, MESC Senior School and the International School take responsibility for the inclusion and wellbeing of these students.

Language education logistics

Course Counselling practices relating to the choice and planning of language courses for learners at MESC offers Indonesian for students in language acquisition. We expect students’ use of language to adhere to the MESC code of conduct with regards to the Inclusion and Academic honesty policies.

Language learning

Language learning occurs in every classroom and in every subject group in the MYP because we recognize that language stands at the centre of the many interdependent cognitive, affective, and social factors that shape learning. Because of this reality, teachers attend to the various language needs of their learners.

For those whose mother tongue is not English or there are issues with language acquisition learning, students may receive classroom support through one or more of the following examples where appropriate from this *non-exclusive* list, depending on the context:

- Use of visuals
- Buddy system for speaking mother tongue
- Access to readings in advance and use of audio technology
- Access to graphic organizers
- Adapted tasks so as to make tasks less dependent on large amounts of writing when writing is not the objective
- Checks for understanding in ways that require students to respond with more than a yes, or smile and nod because we know that many cultures view this as being polite and respectful despite the respondent's actual lack of understanding.
- Additional time to complete a task
- Where the assessment is not specific to the language, students may respond in their mother tongue or use language aids like dictionaries or translators
- Verbal explanations
- Tasks designed to empower peers in offering one another feedback
- Tasks designed to discourage the reliance on a digital translation software or program
- Activation of "students' prior understanding, using the mother tongue and other languages when appropriate
- Consideration of "time and strategies necessary for activating and building up background knowledge when planning a unit of work or lesson"
- Demonstrations of the learning objective or task
- Learning structures designed to enable students to work in small, collaborative groups

Most of the differentiation strategies listed above will benefit many learners –those whose mother tongue is English not English as well as students that have learning difficulties in language acquisition across all subjects. This dynamic is especially true when learners of all backgrounds approach discipline-specific terminology. Likewise, communication is a criterion in each subject group of the MYP.

Refer to Inclusion Policy for processes to be activated if a request is made for a student not to be involved in Indonesian Language Acquisition.

ENGLISH LANGUAGE LEARNER PROGRAM

Year 7 students will have Indonesian classes 4 hours tuition a fortnight

Based on student's prior learning experiences, Year 7's may enter PHASE 1

Year 8 students will have Indonesian classes 4 hours tuition a fortnight

All students at year 8 will be in PHASE 1-2

Year 9 students will have Indonesian classes 4 hours tuition a fortnight

All students at year 9 will be in PHASE 2-3

While the college understands the importance of grouping students in Phases, our student population does not allow our timetable to accommodate this at present.

Professional development

MESC recognizes the need for professional development in the fields of language learning and teaching for administrators, teachers, teacher-librarians, and other school staff. When appropriate, we will call on the expertise of our Department specialists and our neighbour school specialists in language learning to support our professional development as requested. However, we will also offer teachers formalised professional development through related IB workshops and other quality opportunities.

Language policy alignment

Mount Eliza SC's language philosophy and policy align with our values and policies as outlined below. In all of these policies and positions, the student is central. Part of our Strategic Plan and Annual Implementation Plan statement is to nurture "global citizens in a respectful and diverse environment". Part of being a global citizen is learning how to communicate in a variety of ways and part of being respectful of diversity is understanding the world from different points of view: our language policy works to both of these aims because it ensures that students spend a significant amount of time learning an additional language while modelling respect and support for those whose mother tongue is something other than English.⁵

MESC's language policy reflects the MYP concept of communication because we require students to learn a language in addition to their mother tongue thereby inviting them to broaden their opportunities for communication. Our language policy supports the IB's holistic approach to education as it honours and supports the

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Prepared for life.*

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linguistic background and knowledge of our students and community. Finally, our language policy supports the philosophy of international education as it supports the idea of working across boundaries – cultural and national – to gain understanding of alternative perspectives. Our language policy aligns with our academic honesty policy in that students are supported, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. Our language policy aligns with our inclusion policy in that we require all students to enrol in a language acquisition course unless their Individual Education Plan (IEP) specifies otherwise. An IEP would only suggest otherwise if such a plan were in the best interests of the student under recommendation by the relevant specialists. This process can be found in our Inclusion Policy. Our language policy aligns with our assessment policy because our assessment policy is directly applicable to all of our learners – regardless of their linguistic background. Flexibility is built into our assessment policy to recognize and allow for when students' lack of vocabulary hinders their communication of their understanding.

Policy review protocol

The MESL language policy is a working document. Since language is “not static, a language policy needs to be dynamic and flexible so that it can evolve with the changing needs of the school population.” This policy will be reviewed and revised as needed each year through the curriculum coordinators in consultation with departments, students and Curriculum Leaders. The policy's effectiveness will be evaluated as part of the review process.