



Language Policy

Review Date: 16 December 2022

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AIA MISSION STATEMENT

The Academy's Vision is to have graduates who are well prepared and self-motivated to advance and to participate effectively as world citizens with Muslim values.

With this vision in mind, the Academy offers a broad and well-balanced contemporary curriculum with global perspectives within a caring and supporting learning environment.

IB MISSION STATEMENT

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.

CONTENT

This document contains the Australian International Academy (**the Academy**)'s Policy on Language and related Language Programs (**Policy**).

APPLICATION & SCOPE

This policy applies to all teaching staff, non-teaching staff, Volunteers, Third Party Contractors, and External Education Providers (together, known as "**staff**" for the purposes of this Policy) and all Responsible Persons (including but not limited to School Board members) (**Responsible Persons**), collectively referred to as **staff**. This Policy also applies to all students enrolled at the Academy and all parents/carers/guardians of students enrolled at the Academy (**parents**).

POLICY

1. LANGUAGE BACKGROUND OF STUDENTS

As an Islamic, independent School in New South Wales, and as part of our **Admissions and Enrolment Policy**, the Academy is open to students from a diverse range of cultural, social and linguistic backgrounds.

At the Academy, the majority of students are proficient in **English** as it is the language that they have been exposed to from an early age and extended periods throughout their learning. Most students have been educated with English as their principal language of communication and instruction.

The School recognizes and endeavours to cater for students whose '**first language**' or '**mother-tongue**' language may not be English. As a result of this, the Academy acknowledges and encourages students to share their 'language' and backgrounds.

The following is a list, but not limited to, cultural, social, and linguistic backgrounds and the languages spoken by students (either as a first and or second language):

- Arabic (50 %)
- Bengali (5%)
- Farsi (10 %)
- Hindi (5%)
- Indonesian (2%)
- Kurdish (3%)
- Malay (2%)
- Pashtu (3%)
- Turkish (10%)
- Urdu (10%)

As an Islamic, faith-based school, with the teaching of the Qur'an, our religious Holy Text, all students from Kindergarten through to Year 10 study **Arabic as the language of acquisition**.

2. RATIONALE

Language is central to everyday life and plays a vital role in enabling people to find fulfillment in work, in personal and family relationships, in social life, in creative pursuits, in learning and in the search for individuation.

A major aim of our School's language programs are to:

- promote language competence;
- use language effectively, accurately and imaginatively with a wide range of audiences and for a wide range of purposes;
- to encourage students to develop their critical understanding and control of each language they study
- develop sufficient competence in it for their future needs as tertiary students, individuals within a workplace, citizens and persons, and their own needs and interests.

The Academy views the acquisition of language as a fundamental tool:

- to develop and facilitate the mastery of language through thinking, reading, writing, speaking and listening skills;
- to enable students to become engaged in independent critique through the exploration of concepts, ideas, issues and ideologies, both local and global;
- to extend students' competence in communication through the development of effective and appropriate use of language in both written and oral formats;
- to enhance students' openness to the perspectives, values and traditions of other cultures and languages.

3. PHILOSOPHY

- a. Language is a major means of communication, fundamental to learning, and is developed across curriculum areas therefore; all teachers are teachers of language.
- b. The acquisition of language is a dynamic, life-long process that permeates all learning and is a key factor in intellectual growth and promotes the development of personal and international understanding.
- c. Learning language, learning about language, and learning through language is the most effective approach to teaching students. Language learning meets student needs and is relevant within our environment.
- d. Effective teaching practice arises from a constructivist approach to learning, allowing students to build on prior knowledge and construct personal meaning.
- e. Through meaningful interactions, we communicate with and understand others, the world and ourselves to develop intercultural awareness.
- f. The school community is a resource to foster language learning. The acceptance of an additional language enriches personal growth, enhances first language development, and promotes internationalism. The development of a mother tongue is crucial for maintaining cultural identity.

4. AIMS

The Academy aims to:

- encourage a love and respect for language in general and for the specific language(s) of study;
- encourage a care for accurate and fluent use of language;
- encourage the acquisition of a rich vocabulary in each language studied and an ability to use this appropriately;
- encourage the use of language with enjoyment as a vehicle for thought, emotion, intuition, imagination and creative self-expression;
- develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practicing and extending the skills involved in writing and speaking in a variety of styles and situations;
- develop the ability to engage in close, detailed analysis of relevant texts.

The School's language program has some common or general aims that apply to all languages currently taught within the curriculum, but others are specific to particular subjects.

5. LANGUAGE INSTRUCTION

English is the language of instruction across the curriculum (except in language acquisition classes).

English is the common language of communication in the school: all correspondence, communication, reports, technology, and the School Website.

6. OVERVIEW OF LANGUAGE LEARNING

At the Australian International Academy, the learning of language is closely linked to the five elements of language: LISTENING, SPEAKING, READING, WRITING, and VIEWING.

We also design and develop language competencies and skills appropriate to the level of language studied whereby students will:

- read a variety of suitable texts appropriate to the level of the language studied
- acquire an adequate vocabulary with clear and precise terms
- produce coherent (written and oral) text appropriate to the level of language studies
- recognise elements of language as a tool for appropriate writing
- detect and recognise the style and range of the language depending upon the social and cultural contexts
- express themselves clearly to different audiences
- understand connotations within language so as to interpret correctly the speaker's intentions
- distinguish the main ideas in a text from the secondary and less important ideas
- detect and present pertinent and convincing arguments
- differentiate between opinions, intentions and facts and apply these skills in all areas.
- develop the ability to present information in a logical and concise way
- understand and appreciate wit, irony and figurative language (especially the importance of metaphor in subtle communication)
- develop skills using modern technology where appropriate and available

All teachers will:

- foster the development of language for all students in all curriculum areas
- develop oral communication, writing and reading across the curriculum
- systematically plan courses will provide for the fullest development of language competence. Accordingly, these courses will develop students' literacy and numeracy skills in line with the NESA K-10 Literacy and Numeracy Continuums
- plan effective, relevant and significant engagements to improve proficiency in all forms of language
- carefully chose prescribed texts in language and literature to provide the basis for the year's program
- promote and encourage wider reading in English, mother tongue, and other languages.

7. ASSESSMENT, MONITORING, TEACHING-LEARNING OF LANGUAGE

Upon entry into the School and or respective year levels, and throughout their learning at the School, teachers will assess and evaluate students' language proficiency through the following approaches and means:

- diagnostic tests: PAT-R, Orwell, PM Benchmarking, Reading Eggs, Mathletics, Education Perfect, etc.
- teacher class observations and peer discussions
- school-based classwork and internal assessments
- student language profiles and information gained from parents and or previous schools
- school reports
- regularly monitor of students' learning across various contexts and subject disciplines
- utilize criteria referenced assessment
- validating grades and comments.

Teachers will confer, discuss, review, and reflect on individual student data at regular times throughout the year in order to effectively:

- design of a range of learning contexts involving experience in many varied modes of language
- utilise a variety of assessment methods based on the students' literacy and numeracy needs
- keep efficient records on individual student's progress
- design suitable assessment programs involving but not limited to: portfolio assessment, end of year exam, class tests and tasks
- scaffold and structure formative and summative teaching-learning to develop specific literacy and or numeracy skills' sets
- practice knowledge, skills and understandings for School-based assessments and state-based NESA HSC and International Baccalaureate examination papers

8. SUPPORT OF LANGUAGE: MOTHER TONGUE AND LANGUAGE OF INSTRUCTION

The School acknowledges the vital importance of the maintenance of mother tongue development as a foundation for learning across the curriculum. Our parents and school community are vital tools to promote and support the continuing practice of students' mother tongue language at home. Accordingly, it is vital to support and develop the English language as a student progresses from one year to the next.

In order to support the development of language from **Kindergarten to Year 12**, teachers will:

- conduct and evaluate diagnostic tests such as: ACER and PAT-R, PM Benchmarking, NAPLAN, etc to ascertain students' linguistic proficiency and needs;
- use student's language profiles and information gained from enrolment interviews, academic history, and school-based course-work and or assessments to cater teaching-learning to individual students' needs.
- consult and work with other specialist teachers and the Special Educational Needs Coordinator to provide specialised, tailored teaching-learning programs across the curriculum to suit individual student's needs
- consult and work with other specialist teachers and the Special Educational Needs Coordinator to monitor, review, and modify teaching-learning programs in accordance with the individual student's needs and progress.

8.1 For Students with specific educational needs:

- Students are provided with Individual Learning Programs to ensure that learning is maximised according to students’ language literacy and general learning needs.
- Records of Individual Learning Programs for each identified student will need to be kept by the School in order to apply and validate special dispensation, resources and or funding acquired by the School

8.2 For Year 11 and 12 Students, HSC and IB Diploma Students:

Applications for Special Needs, additional requirements or modifications for respective students will be based on individual’s:

- prior academic history
- specialist reports
- prior individual learning programs
- diagnostic tests
- school-based course work and assessments
- teacher recommendations

8.3 Library and resource Centre

In order to facilitate the support of language, literacy, and numeracy, the Library and Resource Centre will strive to

- provide and facilitate resources and materials in both mother tongue, second language, and other world languages, including works in translation for staff and students to access and utilize
- provide opportunities, workshops, sessions for staff and students to access resources and materials located in the library and or through external institutions and or organisations
- provide information sessions, workshops, opportunities, and access to referencing, plagiarism technology, databases, academic writing skills and university resources in order for student to gain an awareness and understanding of the importance of academic honesty

9. PROGRESSION OF LANGUAGE LEARNING

a. Kindergarten to Year 6: IB Primary Years Program (PYP):

Students in our Primary Years Program are required to study at least one language in addition to English. Our students are taught Arabic throughout the PYP.

Year Level	First Language and language of Instruction
Preparatory – Year 6	Language and literature: English
	Second Language
	Language acquisition: Arabic

b. Years 7-10: IB Middle Years Program (MYP):

Our aim is for students to become proficient second language users by Year 10.

Students are required to study Language and literature: English and Language acquisition: Arabic.

Year Level	First Language and language of Instruction
Year 7 to Year 10	Language and literature: English
	Second Language
	Language acquisition: Arabic

c. Year 11 & Year 12: HSC:

In the context given above and to cater for the needs of students, the language program at the Academy currently includes:

Year Level	Group 1: Studies in language and literature
Years 11 & 12	Language and literature: English
	Group 2: Language acquisition
	Language acquisition: Arabic SL

PLEASE NOTE:

Language Options will need to be reviewed on a periodic basis to ensure the needs of students are met at all times

10. STAKEHOLDER RESPONSIBILITIES

Effective implementation of the Language Policy requires the cooperation of all stakeholders: administration, teachers, parents, of the school community.

a. School Administrators

- use English as the primary language of communication
- provide academic leadership of the school
- share the responsibility for implementation and regular review of the Language Policy and curriculum
- support teachers in their delivery and instruction
- provide a range of professional development opportunities on campus, and off campus
- promote co-curricular activities to encourage the use and development of language
- provide regular communication with parents concerning students' language development
- observe teachers and provide constructive feedback, resources, staff development opportunities and mentors.

b. Staff: Teaching and Non-teaching Staff

- construct and deliver courses which will successfully achieve the aims listed in the Language Programs.
- provide adequate explanation of texts, vocabulary and other resources used by students in their learning.
- provide a varied range of tasks and activities to stimulate and maintain interest in students in the courses being taught.
- devise and administer assessment tasks which accurately measure student achievement and improvement, ensuring that students understand the criteria by which their work is assessed and the reasons for each assessment given
- provide and use up-to-date technology and research data to ensure high quality presentation of lessons
- prepare students for future tertiary education and employment aspirations

REFERENCE

Australian International Academy, Kellyville (2021). Inclusive Education / Special Educational Needs Policy.

International Baccalaureate (2008). Guidelines for developing a school language policy. International Baccalaureate Organisation: Cardiff, Wales: United Kingdom.

Corporations Act 2001 (Cth)

Taxation Administration Act 1953 (Cth)

RELATED FORMS

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RELATED POLICIES

Admissions and Enrolment Policy and Procedures

Assessment and Reporting Policy

Academic Honesty Policy

Inclusive Education SEN Policy

POLICY REVIEW

Review of this policy, related policies, forms and resources will be undertaken every 3 years or otherwise as required under legislation or to meet the needs of the Academy, by the Legal and Compliance Officer and approved by the Academy Head.

REVISION/ MODIFICATION HISTORY

Date	Version	Current Title	Summary of Changes	Approval Date	Commencement Date	Approved by
16 December 2022	Updated	Language Policy	Review and Update	16 December 2022	16 December 2022	IHLC/Academy Head