

Speak UP!



Sandhurst
F-12 Languages Strategy



2017-2019

The Art of Languages in Sandhurst

In 2014 Languages, **Finding Your Voice** F-12 Strategy for Victorian Catholic Schools was launched through the Catholic Education Commission of Victoria. The strategy was created to ensure that every student in a Catholic school in Victoria has access to a high quality languages program.

Speak Up! the new Languages Strategy for Catholic schools outlines the next strategy for all Catholic schools in Victoria. In the Sandhurst Diocese we will provide professional learning and targets to support Language programs in our schools from Foundation to Year 12.

Languages education shapes the way in which individuals, communities and cultures perceive and interpret the world, with transferable skills which support literacy, cognitive development and critical thinking.

Australia is one of the most multilingual societies in the world and yet only 12% of Year 12 students study a second language today, compared with 40% in the 1960s.

Our students are growing up in a world where learning a second language is vital to our global future, therefore the value of providing an effective and cohesive Languages program in Sandhurst Catholic schools is essential.

Catholic Education Sandhurst is committed to ensuring that every student has the opportunity to benefit from a fully integrated, quality Languages program.

God Bless

Paul Desmond

Director – Catholic Education Sandhurst



CECV Key Systemic Drivers for Languages

1. Entitlement

- Equitable access for all students
- Quality provision in all schools
- VRQA compliance

2. Quality Learning & Teaching

- Professional learning
- Victorian Curriculum
- Interrelationship across curriculum

3. Value of Languages

- Leadership and school communities

4. Partnerships

- Grants for school and community partnerships

These four systemic drivers are overarching in the Sandhurst Diocesan Focus Areas, Targets and Actions.

Our Focus

Quality Languages Provision

Ensuring provision of quality Languages programs for all students from F-Year 10.

(CECV Systemic Drivers: Quality Learning and Teaching & Entitlement)

Building Teacher Capacity

Continuing to develop the teaching workforce to ensure all students have access to quality Languages teaching and learning.

(CECV Systemic Driver: Quality Learning and Teaching)

Building Leadership Capacity

Building capacity of school leaders to plan for Languages learning in their school.

(CECV Systemic Driver: Value of Languages)

Continue to increase the status of Languages

To enrich the relationships between literacy acquisition, cognitive development, creativity and quality Languages provision.

(CECV Systemic Drivers: Quality Learning and Teaching & Partnerships)

Ongoing compliance requirements being fulfilled

To continue to meet the VRQA requirements and to engage with the Victorian Curriculum.

(CECV Systemic Driver: Entitlement)

Targets by the end of 2019

All students F-9 will engage in a quality Languages program

It is desirable that all students from Year 10 onwards have access to a quality Languages program

All schools will deliver a Languages program that is aligned to the Victorian Curriculum inclusive of assessment and reporting requirements

It is desirable that 100% of Languages teachers will have engaged in one or more of the strategy initiatives

It is desirable that up to 50% of primary and secondary schools have commenced the implementation of Content Languages Integrated Learning (CLIL) as a methodology

A significant number (80%) of schools participating in strategy actions and initiatives will report a positive increase in the status and value of Languages learning for students, staff and families

A significant number of schools will engage with a Partnership Grants opportunity targeting improvement in Languages learning

Key Actions

ACTION: Languages Coach F-12

- To employ an Education Officer: Languages Coach (Full-Time) to support the implementation of the new strategy. (CECV Action 8)
- To support the implementation of the Victorian Curriculum as it relates to Languages. (CECV Action 10)

ACTION: Multilingual Learning Languages Community Networks

- To continue to build teacher capacity in Languages. (CECV Action 10)

ACTION: Languages Partnership Grants F-12

- To continue to provide opportunities for promotion of effective Language programs through annual targeted partnership grants. (CECV Action 15)

ACTION: Design and Development of Professional Learning - CLIL

- Design a Content Languages Integrated Learning (CLIL) professional learning program for implementation in the Sandhurst context. (CECV Action 4)

Key Actions (cont.)

ACTION: Implementation of Content & Languages Integrated Learning (CLIL)

- To offer a professional learning program to enable schools to adopt a CLIL methodology to Languages learning.

(CECV Action 4)

ACTION: Building Capacity of Additional Language

- To build capacity of teachers in Additional Language Development and Maintenance in targeted Language.

(CECV Action 5)

ACTION: Leading Languages Professional Learning Program (Primary)

- To build leadership capacity in leading Languages learning in primary schools.

(CECV Action 9)



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Key Actions (cont.)

ACTION: Accredited Formal Study

- To support Languages teachers with access, participation and completion in formal tertiary accredited courses.

(CECV Action 3)

ACTION: Diocesan Working Party

- The establishment of a Diocesan Languages Working Party to oversee the implementation, monitoring and evaluation of the strategy, **Speak Up!**

(CECV Action 12)

ACTION: Record keeping and Accountability

- Ensure ongoing monitoring, assessment and evaluation of the strategy, with a common template for reporting.

(CECV Action 11)

Victorian Curriculum

Languages are grouped into six categories and incorporate the language-specific curricula developed by ACARA. In addition, the Victorian Curriculum and Assessment Authority (VCAA) has developed a curriculum for Roman and Non-Roman alphabet languages which will allow any world language to be offered by a Victorian school.

All Victorian government and Catholic schools will implement and report against the standards for Languages using the Victorian Curriculum in 2017.

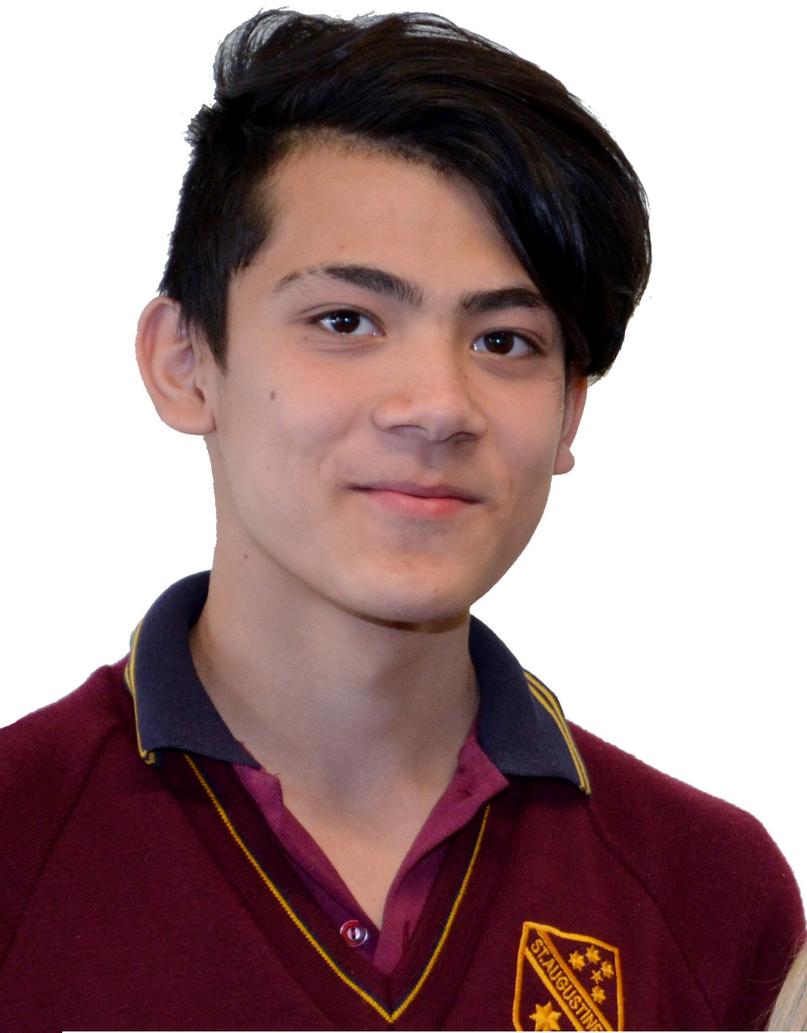
Legislative Requirements

All Victorian schools are required by the Education and Training Reform Act 2006, and as a condition of their registration with the Victorian Registration and Qualifications Authority (VRQA), to offer a curriculum which substantially addresses eight learning areas including Languages.

<http://www.education.vic.gov.au/school/principals/curriculum/Pages/languagerequirements.aspx>

The Victorian Quality Languages Program recommends a minimum time of 150 minutes per week for Languages study.

<http://www.education.vic.gov.au/school/principals/curriculum/Pages/languagesquality.aspx>

A black and white illustration of two students using tin can phones. On the left, a young boy with glasses is holding a tin can to his ear. On the right, a young man is holding a tin can to his mouth, speaking into it. A yellow line connects the two cans.

LANGUAGES – SPEAK UP!

F-12 STRATEGY FOR VICTORIAN CATHOLIC SCHOOLS

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