



Kunyang
Primary School



IB Language Policy

PURPOSE

The language policy is a working document that is consistent with the principles and practice of the International Baccalaureate Organization. The language policy defines the ways in which Kunyang Primary School supports language teaching and learning.

The purpose of this policy is to:

- (a) Provide an overview for language learning at Kunyang Primary School.
- (b) Understand the language learning continuum; promoting mother-tongue development and learning an additional language.
- (c) Define the way in which Kunyang Primary School supports language and learning growth within the PYP.

SCOPE

This document was developed in collaboration with the PYP Coordinator, School Improvement Team, staff and members of the school community. The language policy applies to all stakeholders of Kunyang Primary School including the School Improvement Team, PYP coordinator, teaching and non-teaching staff, students, parents and legal guardians.

LANGUAGE PROFILE

Kunyang Primary School is a co-educational, International Baccalaureate World School, with an enrolment in excess of 760 students. English is the predominant language and the language of instruction at Kunyang Primary School. All students are required to study French as an additional language. Kunyang Primary School offers students a high-quality education that will develop skills and competencies needed for learning now and in the future.

Students have a shared total of 16 countries of birth; approximately, the statistically largest groups being Australian 94.4%, followed by the United Kingdom 1.4%, Asia 1.2% (Thailand,

Singapore, China, Malaysia and India), USA 1.2%, Canada, South Africa, Russia, Malta, Czechia, Switzerland, Austria and Germany making up 1.7%.

Over 90% of the Kunyung Primary School student population have English as their mother tongue. The most significant cultural groups are Australian, English, and Asian. Our student body encompasses a range of nationalities with seven spoken languages including mother tongue, English, German, Russian, Thai, Finnish, and Chinese.

Students and teachers work in harmony with mutual respect for each individual's cultural identity. Understanding and accepting diverse cultures and traditions fosters the IB core principle of international-mindedness; intercultural understanding and respect.

LANGUAGE PHILOSOPHY

At Kunyung Primary School we strive to support language growth and cultural development of all students. We are a collaborative learning community committed to continuous improvement. Language is fundamental in constructing meaning, gaining knowledge and developing skills and attributes for lifelong learning. It is through language that we can reflect on practice and experiences with the primary aim of improving learning and teaching.

We strongly believe that all teachers are language teachers and all students are language learners. Language, by its very nature, is integrated into all areas of the curriculum. Our student-centred pedagogical practice recognises the individual needs and cultural backgrounds of all learners at Kunyung Primary School.

We support the International Baccalaureate's view that 'the development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.' (IB publication, Language Scope and Sequence, 2009, pg. 1). English is the language of instruction and is taught in a transdisciplinary manner ensuring learning experiences are relevant, meaningful, and engaging. Using the conceptual framework of language and learning and teaching, students are immersed in a continuum of learning language, learning through language and learning about language, to create meaning.

As well as providing an intellectual framework to support conceptual development and critical thinking, language is also essential to a student's personal growth and cultural identity and is 'closely linked to the development of a healthy self-esteem and emotional well-being, both of which are necessary for successful learning to take place' (IB publication, Towards a Continuum of International Education, 2008, pg. 25). It is our responsibility as a PYP school to 'recognize and support language development to ensure that all students are provided with the

environment and the necessary language support to enable them to participate fully in the academic programme and in the social life of the school, as well as to develop as individuals' (IB publication, Making the PYP happen: A curriculum framework for international primary education, 2009, pg. 68).

At Kunyung Primary school we encourage students to be confident communicators, critical thinkers, and lifelong learners who take on a shared responsibility to help create a better and more peaceful world, learners who are engaged with the world and believe 'language learning and teaching are social acts, dependent on relationships with the self and others, with context, with the environment, and with the world' (IB publication, PYP: From Principles into Practice; Learning and Teaching, 2018, pg. 86).

We value multilingualism and believe that learning an additional language promotes intercultural perspectives and facilitates international mindedness. Learning French as an additional language, students gain exploration of other cultures, become more aware of their role as global citizens and develop effective communication skills.

LANGUAGE TERMS

Additional Language: the languages that the school offers in addition to the language of instruction.

Language of Instruction: The language in which the curriculum is delivered to the student body.

Mother Tongue: The term is used in various ways. 'It may denote the language learned first; the language identified as a "native" speaker; the language known best; the language used most.' (IB, Learning in a Language other than Mother Tongue in IB Programmes publication, 2008, pg. 1).

Multilingualism: the primary years programme refers to multilingualism as the 'linguistic ability in more than one language, and recognizes that each of a student's languages may be developed to different levels, and within different contexts, depending on their social and academic experiences' (IB publication, PYP: From Principles into Practice; Learning and Teaching, 2018, pg. 86).

PRINCIPLES & PRACTICES

We believe that Language is the major connecting element across the curriculum, the focus not only on language for its own sake but on its application across the subject disciplines and throughout the transdisciplinary programme of inquiry. Language is the medium of inquiry and structured, purposeful inquiry is the lead pedagogical approach at Kunyung Primary School.

Teaching Staff	Student
• The learning environment itself is a resource for learning and will be stimulating, provocative and promote unobserved learning • Language will be taught through the relevant, authentic context of the units of Inquiry • It is recognised that the teaching of language will be in response to the previous experience, needs and interests of the learner rather than the consequence of a predetermined, prescriptive model for delivering language • Language learning is a developmental process; learning builds on established skills and understanding. The starting point will always be learners' prior experience and current understanding • Learning spaces will be language rich environments well resourced with multiple text types (fiction and non-fiction – reference, picture books, story books, poetry books, student self made books and books in a variety of languages) and displays including a wide variety of print • Teachers will strive to develop a caring language community in which all students feel accepted and confident that they will be supported by others in language learning and in taking risks • Teachers will structure teaching and learning situations so that students have opportunities for success • A concept driven approach to teaching Literacy Concepts will be implemented in three week cycles. Inquiry into the concepts will provide coverage over the year. • Feedback will be sourced from peers, teachers and self reflection	• Learners will use language to listen, talk, think, read and write their way to negotiating new meanings and understanding new concepts • Learners will have opportunities to engage in language learning within meaningful contexts rather than being presented with the learning of language as an incremental series of skills to be acquired • Learners will be guided to develop an understanding of the way purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening • Learners will be immersed in and critically analyse a wide range of written and spoken texts in print and electronic forms including literary texts such as novel, short stories, poetry, plays and non-fiction; film and other multimodal texts, media texts; information, commercial and workplace texts; everyday texts and personal writing • Learners will explore the function and construction of images in visual text and critically analyse their persuasive influence on themselves and society • Quality literature will be enjoyed, discussed, analysed, created, compared and contrasted. The love and enjoyment of language through the integration of literature into student inquiry is an indicator of good practice • Language learning will deepen the understanding of the learner profile and attitudes strengthening intercultural understanding • Individual and group work, whole class instruction and interaction, role play or simulation and activities centred on an investigation will be used and will value the voice of the learner • Learners will be guided in understanding and expressing ideas and information confidently and creatively in more than one language and in a variety of modes of communication; thus working effectively and willingly in collaboration with others.

LANGUAGE IN THE PRIMARY YEARS PROGRAM (PYP)

Language of instruction: *The language in which an IB World School delivers IB programmes and courses to its student population* (IB publication, Language Policy, 2014, pg. 1).

English is the language of instruction at Kunyung Primary School.

The Language Learner: students are supported to become confident communicators who can express their cultural identities, develop international mindedness, become literate and effective inquirers. Students develop an understanding of how language can impact others. Being able to communicate in more than one language gives students insight into the thinking and perspective of the self and others. Through language students are able to gather and compare multiple points of view and express compassion, respect and empathy. It is through language that literacy gives students ways to make meaning and explore the world around them. As students become effective inquirers they are able to think critically and creatively. They can reflect on ideas, knowledge and experiences. Students can communicate their ideas and understandings with others and build relationships and meaning.

Conceptual Framework of Language and Learning: *Language learning in school is not a separate discipline isolated from all other learning....As well as being part of social and personal development, language learning in school is crucial for academic cognitive growth and the construction of knowledge* (IB, Learning in a Language other than Mother Tongue in IB Programmes, 2008 pg. 4).

There are three aspects of language and learning development, that are inextricably linked;

Learning Language: learners listen to and use language with others in their everyday lives (Halliday 1980). Language is a communicative tool used to construct meaning and interact. Learners develop their oral skills through listening and speaking and literacy skills in reading and writing. Through reading, learning language is enhanced. The process of learning language is continuous.

Learning Through Language: *learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues* (Halliday 1980). Language can be used to work out new meanings and construct knowledge about the world. Language becomes a resource for further learning and cognitive growth. This is promoted through exposure of academic texts that build upon a learners academic language proficiency.

Learning About Language: *learners grow in their understanding of how language works* (Halliday 1980). The language user is empowered by the understanding of the relationship of language and meaning and how language works in the building of knowledge. The learner can

make choices about language use according to purpose and audience and have an understanding about the language choices made by others.

Learning Continuums:

Oral Language: ‘Oral language encompasses all aspects of listening and speaking - skills that are essential for ongoing language development, for learning and relating to others.’ (IB publication, Language Scope and Sequence, 2009, pg. 8). Students commence primary school with an already impressive command of their mother-tongue language. The language profile of students are considered when the learner transitions from home to school or from one school to another. Kunyung Primary School provides a balanced primary years programme that creates opportunities for meaningful experiences for learners to participate as listeners and speakers. The opportunities for learning about and learning through oral language occur within all areas of the curriculum. Students will become confident language learners through opportunities and experiences that develop and practise oral language skills such as, assemblies, school productions and concerts, exhibition, student leadership and a vast range of classroom learning experiences.

Visual Language: “Viewing and presenting are fundamental processes that are historically and universally powerful and significant.’ (IB publication, Language Scope and Sequence, 2009, pg. 11). The fundamental receptive process of viewing and expressive process of presenting are closely connected, creating reciprocal growth in understanding. Students are provided with a range of opportunities to experience viewing and presenting, developing their understanding of the ways in which images and language interact to convey ideas, values and beliefs. Students build invaluable life skills as they interpret, use and construct visuals and multimedia in different situations and for varying purposes and audiences. These skills are important to the learner as visual images can influence meaning and produce associations that can ultimately shape the way we think and feel. Along with paper based visual texts, utilising The Bring Your Own Device Program students are able to acquire skills related to ICT and visual texts, expanding the sources of information which enhances the expressive abilities of the learner.

Written Language:

Reading: ‘Reading is a developmental process that involves constructing meaning from text.’ (IB publication, Language Scope and Sequence, 2009, pg. 15). Reading begins when a learner recognises that print conveys meaning and they try to make sense of the print. The reading process is interactive involving the purpose for reading, prior knowledge and experience and the text itself. Students are provided with a wide range of reading materials, a variety of purposes for reading and a range of reading experiences through, independent reading sessions, reciprocal reading, guided reading

and modelled reading. We aim to develop lifelong reading habits by providing opportunities for learners to read a wide range of interesting, informative, creative and intriguing reading materials and to read for a range of purposes; for pleasure, entertainment, interest, and information in order to acquire the necessary skills, strategies and conceptual understanding to become competent, motivated, independent readers.

Writing: ‘Writing is a way of expressing ourselves.....it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way.’ (IB publication, Language Scope and Sequence, 2009, pg. 19). Writing is primarily concerned with communicating meaning and intention to an audience and students are encouraged to find their own “voice” in the writing process. Students are supported to develop a range of structures, strategies and literary techniques during learning experiences including independent writing sessions, shared writing and modelled writing for a variety of purposes and audiences. The learner's ability to communicate his or her intention and share meaning is the primary focus. Students' accuracy and application of skill will grow from producing meaningful communication. As learners share their ideas in written form skills are developed to produce increasingly effective written communication.

Mother Tongue Language:

Mother tongue languages are valued and respected within our school community and we support students to embrace their cultural heritage. We believe language is integral to identity and can affect a student's relationship with the world and how they feel about the world.

A learning environment that values all languages and cultures and affirms the personal identity of each learner can promote self-esteem and emotional well-being. The qualities, attitudes and characteristics identified in the IB Learner profile are supported by the promotion of mother tongue languages and assist in the development of responsible citizenship and international-mindedness.

The development of mother tongue language is crucial for cognitive development, affirming self identity and maintaining cultural identity. Success in mother tongue development is a strong predictor of long term academic achievement including acquisition of other languages.

At Kunyung Primary School enrolment information is utilised to create a language profile for the school. At enrolment the language experiences of students are recorded and used to inform learning through the student language profile. The school librarian is informed of any students with a language other than English as the mother tongue to inform the provision of literature for the school library collection. The use of mother tongue is supported by providing books, which are integrated throughout the library collection, in the diverse languages represented in our community.

Additional Language:

‘The International Baccalaureate is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.’ (IB publication, Language Policy, 2014)

As an IB world school we provide instruction in the learning of a language other than the principal language of instruction. A second language is introduced in the primary years programme to support the development of international-mindedness. At Kunyung Primary School the additional language study is French. Students in all year levels attend a weekly 40 minute lesson with a French specialist teacher.

Kunyung Primary School strives to deliver authentic and meaningful language learning experiences, engaging in the culture embedded within a language. The opportunity to learn an additional language can enrich personal development and facilitate international mindedness as students deepen their understanding of alternative perspectives with an improved capacity to think, talk and reflect on how languages work. In unique ways, languages require learners to engage in self reflection because effective communication in a new language requires the learner to move outside the norms, practices and acquired behaviours of their first language.

Students are encouraged to participate in French through speaking, listening, singing, writing, reading and using audio-visual resources. Learning an additional language, students become cognitively more flexible, creative and better at problem-solving as they learn and explore new intricate systems of rules, structures and lexis.

We aim to inspire an interest in the French speaking culture, people and places, providing skills that will endure and encourage our students to continue with a lifelong love for learning languages with a deeper appreciation and respect and understanding of other cultures.

Students are supported in acquiring the foundation of French language while adopting the same approach to language acquisition learning: learning language, learning through language, and learning about language. Sessions follow our Instructional Model where students are given opportunities to use French language in conversations, explore French language concepts based on the students’ own passions and interests as they work through a guided continuum according to their own point of need at any given time.

Learning in the additional language adopts an inquiry approach and is incorporated into the transdisciplinary programme of inquiry where possible. The study of a language other than English provides the learner with opportunities to develop attributes in the learner profile that contribute to international mindedness.

The Language Learning Community:

‘School culture is a manifestation of the relationships, beliefs and values of a learning community. It shapes the ways members act and interact, and expresses the principles and values that underpin thinking and communicating.’ (IB publication, PYP: From Principles into Practice; Learning and Teaching, 2018, pg. 90).

At Kunyung Primary School we foster a positive culture of language learning. Students are encouraged to identify connections between languages and the attributes of the learner profile. Creating a multilingual learning environment is a collaborative process involving all members of the learning community to build on the values and beliefs that underpin multilingualism, and the importance of belonging and connecting to personal and cultural identities.

Families play an important role in supporting, developing and sustaining student’s language development. They are an integral part of our community of learners and provide immense support for language learning at Kunyung Primary School. Intercultural relationships are formed and strengthened through the promotion of language learning.

SUPPORT PROGRAMME

At Kunyung Primary School we recognise and support language development to ensure that all learners are provided with the environment and the necessary language support to enable them to participate fully in the academic program and in the social life of the school, as well as to develop as individuals.

The following support programs are available to students as needed:

Small Group Instruction

Tutoring sessions are flexible, small group lessons that focus on students' point of need and learning goals. The content, subjects (reading, writing and mathematics), and year levels are determined by analysing current academic data sets, including NAPLAN and PAT results and teacher judgements from assessments, to support our school's Annual Implementation Plan (AIP). Tutoring sessions are 40 minutes and take place at least twice a week, and include regular student assessments to monitor progress.

MacqLit

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It is a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Macqlit sessions typically run for one hour and are delivered approximately 4 times per week.

Minilit

MiniLit is an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to support students as needed. MiniLit is a small group program within a Response to Intervention framework, and can also be used on a one-to-one basis. MiniLit is an integrated and balanced program comprising carefully structured lessons. MiniLit sessions typically run for one hour and are delivered approximately 4 times per week.

Levelled Literacy Intervention

Levelled Literacy Intervention (LLI) is a short-term, supplementary intervention system for students who find reading and writing difficult. The purpose is to provide effective small-group instruction as students work toward attaining reading and writing proficiency. The LLI support program is based on the Fountas and Pinnell curriculum. The duration of the program is short-term and intensive, with flexible entry and exit points so that individual student needs may be accommodated.

These lessons will be supplemental to the classroom teacher's literacy instruction. Selected students will participate in the program for 40 minutes 3-4 times a week. The lessons will address comprehension, vocabulary development, fluency practice, phonics and word study, and writing about reading.

EAL

The English as an Additional Language (EAL) curriculum is central to the learning and development of students for whom English is not their home language. At Kunyung Primary School the Wellbeing Assistant Principal oversees the EAL needs of students who have English as their additional language, coordinating with the department assessments that will inform a personal program for the student, as well as working closely with the students' teachers and family. Through learning EAL, students build their capacity to communicate confidently and effectively, strengthening their understanding of the nature of language and culture, and building relationships with their peers and the wider world around them. Students will gain the skills necessary to become lifelong learners, critical thinkers, and active and informed citizens.

RESOURCES

The library is a hub for exploring the rich world of language. Our librarian works closely with teachers to ensure that the library collection supports the Units of Inquiry. Language details of individual students obtained at enrolment informs the procuring of texts to support the mother-tongue and cultural identity of students and to support language development in the language of instruction at Kunyung Primary School. Texts are specifically selected to promote

intercultural perspectives and facilitate international mindedness by supporting students' language growth and cultural development. Texts are available in varying levels of difficulty and appeal. Students are supported by the librarian and teaching staff to develop skills to successfully find, evaluate and use information.

Resources are available in a variety of forms in the classroom and across the curriculum from books and visuals, translation tools, multilingual books, newspapers and magazines. As well as exposure to languages in songs and music and money in different currencies.

PROFESSIONAL DEVELOPMENT

Administration, Teachers and ES staff require ongoing professional development in the fields of language learning and teaching. Vertical and horizontal teams within the school facilitate collaborative professional learning. There is opportunity to access further external professional learning as specified in the Staff PD Essential Agreement. The local school network and Victorian PYP network provide further valuable professional learning for staff.

APPENDICES

IB Standards and Practices for Language

Culture 4: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language (0301-04)

Culture 4.1: The school implements and reviews a language policy that is aligned with IB language policy guidelines. (0301-04-0100)

Culture 4.2: The school describes in its language policy the way that the school recognizes multilingualism as a fact, a right and a resource for learning. (0301-04-0200)

Culture 4.3: The school identifies in its language policy a variety of physical and virtual resources used to facilitate language development. (0301-04-0300)

Culture 4.4: The school clearly describes in its language policy the rights and responsibilities of all members of the school community and what constitutes good practice within the school context. (0301-04-0400)

→ PYP 1: The school ensures that students learn a language in addition to the language of instruction (at least from the age of seven). Multilingual programmes, where students

are learning in at least two languages, can but are not required to offer additional languages. (0301-04-0411)

Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the Learner Profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

REFERENCE LIST

IB publication, *General Regulations: Primary Years Programme*, 2014

IB publication, *Guidelines for Developing a School Language Policy*, 2008

IB publication, *Guidelines for School Self-Reflection on its Language Policy*, 2012

IB publication, *How Multilingual is My School - A Self-Audit Tool*, 2018

IB publication, *IB learner profile booklet*, 2009

IB publication, *Language Policy*, 2014

IB publication, *Language and Learning in the IB Programmes*, 2011

IB publication, *Language Scope and Sequence*, 2009

IB publication, *The Learner (PYP: From Principles into Practice)*, 2018

IB publication, *Learning and Teaching (PYP: From Principles into Practice)*, 2018

IB publication, *The Learning Community (PYP: From Principles into Practice)*, 2018

IB Publication, *Learning in a language other than mother tongue in IB programmes*, 2008

IB publication, *Making the PYP happen: A curriculum framework for international primary education*, 2009

IB publication, *Programme Standards and Practices*, 2020

IB publication, *Reviewing a Language Policy*, 2018

IB publication, *Rules for IB World Schools: Primary Years Programme*, 2018

IB publication, *Student Language Agreements*, 2018

IB publication, *Towards a continuum of international education*, 2008

RELATED SCHOOL POLICIES

- IB Academic Integrity
- IB Admissions Policy
- IB Assessment Policy
- IB Inclusion Policy

REVIEW CYCLE

This policy was last updated on **11/09/2025** and is scheduled for review on **11/09/2028**.

Approved by School Council: