



BUCKLANDS BEACH
INTERMEDIATE SCHOOL

Language Policy

Last Review	2023
Next Review	2024

Statement of Philosophy

Language stands at the centre of the many interdependent cognitive, affective, and social factors that shape learning. David Corson, *Language Policy in Schools: A Resource for Teachers and Administrators* (1999)

The need to communicate is instinctive. 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.

PYP schools have a special responsibility to recognise 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. All teachers in a PYP school are considered teachers of language. Language learning plays a major role in schools where the language(s) of instruction may not be the student's first language.

At Bucklands Beach Intermediate school we utilise every opportunity to develop language. Language empowers and inspires us. We value language just as we value knowledge and understanding. Language plays a key role in developing students that are successful, internationally minded, lifelong learners.

English Language Learners (ELL)

English for Speakers of Other Languages (ESOL) programmes teach English to people whose first language is not English. This includes students who are migrants to New Zealand, from a refugee background, or are New Zealand born but have at least one parent of migrant or refugee background. These students will have a wide range of different life and school experiences. These students may be able to access support through government ESOL funding Website link icon. International fee paying students do not qualify for ESOL funding.

The ESOL lead teacher is responsible for overseeing the ESOL programme, including its funding, returns, and organisation.

English Language Learners (ELL) are identified at enrolment, or through teacher or parent requests. Identified students are usually placed in classes with their peer group. Students are assessed according to the English Language Learning Progressions (ELLP) and Literacy Learning Progressions (LLP). See TKI: ESOL Online Website link icon.

In terms 1 and 3, a return on ELL students is made to the Ministry of Education, and eligible students receive funding that may be used to employ a teacher aide, or to provide other forms of support. The hours for this resource are managed and reported by the ESOL coordinator. The support programme for ELL students is prepared under the supervision of the coordinator.

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School Profile

Multilingualism as a fact at BBI

As an International Baccalaureate school that is part of a culturally diverse community we embrace learners from around the world. The language profile of our students is varied with a high incidence of multilingualism.

At Bucklands Beach Intermediate School, English is the language of instruction. The official languages of New Zealand are English, Maori and New Zealand Sign Language. The New Zealand Ministry Of Education expects English to be our language of instruction. We acknowledge that a high number of students entering BBI will be proficient at languages other than the language of instruction.

Language profile data

According to our admissions records, the mother tongue languages of our student population include: Mandarin, Cantonese, Korean, Japanese, Tamil, Hindi, Punjabi, Afrikaans, Fijian, Tongan, Samoan, Romanian, Russian, French, Italian, Spanish, German and Arabic.

Te Reo Maori is not the mother tongue of any students at BBI.

As of the end of 2023 our ethnic majorities were 60.56% Asian, 27.31% European, 4.44% Māori, 2.41% MELAA, 3.15% Pasifika, 2.13% Other.

Multilingualism as a right at BBI

We believe learners have a right to:

- maintain their mother tongue as it is vital to their self-image, familial relationships and cultural identity
- learn English as a global language and the language of instruction
- learn an additional language

We learn, construct meaning and think through language. As such, languages represented in the school provide a resource for students and teachers. Students who are still working towards an age appropriate level of English proficiency will benefit from use of mother tongue within learning contexts.

The use of mother tongue (other than English) could be used to:

- activate prior knowledge
- scaffold information
- increase vocabulary
- build background knowledge
- construct meaning

Language use should promote an inclusive environment where a common language is predominantly used. At BBI, English is our shared language so it is appropriate that students aim to feedback and share information in English.

E.S.O.L.

Schoolwide E.S.O.L.

BBI aims to offer additional, effective support for students with little or no English language. *It usually takes around two years for a learner to develop their everyday, basic social spoken language skills in English but the more complex academic language can take up anywhere between two and seven years to develop to the same level as native English speakers (Cummins, 2001).*

ESOL is supported in our school through immersion in every class. Teachers and assistant teachers speak English during lessons, modelling ways to use language skills. BBI also values the role that peer support and collaboration has in developing language / second language skills.

E.S.O.L. specialist

Trained E.S.O.L. teachers support students acquiring English as an additional language who do not have the required academic English language proficiency to access the curriculum fully. These students receive help in all areas of language acquisition in order to help them achieve a high level of English language proficiency and achieve full participation in the school curriculum. The E.S.O.L. teachers and homeroom teachers regularly collaborate to plan lessons and adapt materials to suit the needs of all the students, including the E.S.O.L. students.

Classes are led by a teacher and supported by a teacher aid proficient in Mandarin and Cantonese. The E.S.O.L. specialists are well resourced. Withdrawal lessons take place in the Learning Centre with a low teacher to student ratio.

Identifying, assessing and supporting E.S.O.L. students

E.S.O.L. students are identified using standardised tests and measured against the ELLPs (English Language Learning Progressions). Students falling within the lowest range of the ELLPs qualify for government funding.

The E.S.O.L. programme includes a roster of withdrawal classes in which students are divided into 2 levels. Continual assessment and reflection of student progress allows students to be in the level that best supports their learning.

Additional language learning

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Bucklands Beach Intermediate recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Bucklands Beach Intermediate is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students

- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Bucklands Beach Intermediate works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Bucklands Beach Intermediate aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Bucklands Beach Intermediate actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia Website link icon.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Bucklands Beach Intermediate has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).

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Philosophy of additional language learning

Benefits of learning an additional language:

- gain a better understanding of the conventions and mechanics of language
- develop overall oral, written and visual language
- challenges and empowers the learner
- allows for greater cultural understanding and international mindedness

Instruction of te Reo Maori

In addition to English, students are also instructed in te Reo Maori. This is an official language of New Zealand. Learning primarily takes place in the following situations:

- school-wide designated learning time
- incidental incorporation into subject specific, trans-disciplinary and inquiry-based learning
- intensive learning through Kapa haka

Instruction and learning of other languages

Specific teaching and learning of other languages does not take place. There are opportunities however to encourage students to practice and develop their mother tongue (of other languages). This includes:

- speech competitions (Mandarin, Cantonese and Korean)
- displaying work in other languages during the exhibition
- sharing work in class
- filming in other languages in film-making specialist class