



BUCKLANDS BEACH
INTERMEDIATE SCHOOL

Language Policy

Last Review	2024
Next Review	2025

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.

Providing Learning Support

At Bucklands Beach Intermediate we provide learning support, as appropriate, to cater for students with learning support needs and reduce barriers to education (Education and Training Act 2020 s 127.1; NELP Objective 2, Priority 3). The school plans and budgets for learning support based on available staff, resources, funding, and programmes (including available external funding and resources). We take a collaborative approach and involve the student, their parents/caregivers, and others as needed when providing learning support.

The learning support we provide may include extra teacher or learning support staff time, literacy support, assistive technology, equipment and other materials, property modification, transport assistance, specialist support, or other resources and learning programmes.

Individual education plans

As appropriate, the school collaborates with a student, their parents/caregivers, teachers, learning support staff, and others involved, to develop an individual education plan.

Learning support programmes

At Bucklands Beach Intermediate, students may have the opportunity to participate in learning support programmes depending on their needs and available resources.

We support gifted students through careful and differentiated programming, taking into account relevant cultural perspectives. This may include an individual education plan, which is ongoing and monitored, as well as other supports. Gifted underachievers, and students identified as twice exceptional (also known as 2E – e.g. with both a very high IQ and a specific learning disability) are supported with the same strategies.

We run an English Language Learners (ELL) programme. The ESOL lead teacher is responsible for overseeing the programme, including eligibility, funding applications, and regular reports to the board.

(Bucklands Beach Intermediate School Doc Policies and Procedures)

School Profile

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 in 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 Māori 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 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.

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 communicate 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 teacher aides 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 support 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 aide 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 allow students to work at the level that best supports their learning.

Additional language learning

Te Tiriti o Waitangi

This policy refers to Te Tiriti o Waitangi rather than The Treaty of Waitangi to align with the Education and Training Act 2020.

Bucklands Beach Intermediate acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

Article 1: Kāwanatanga | Honourable governance

We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

Article 2: Rangatiratanga | Māori self-determination

We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

Article 3: Ōritetanga | Equity

We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

Te Ritenga | Spiritual and religious freedom

We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi 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.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

the aims and aspirations of Māori
the employment requirements of Māori
the need for greater involvement of Māori in the education service.

Engaging with mana whenua

Bucklands Beach Intermediate is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

creating opportunities for whānau Māori to meet together with school representatives
having appropriate and accessible ways that whānau Māori can communicate with the school.

See School Community Engagement Policy.

Strategic planning

Strategic planning at Bucklands Beach Intermediate underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

Our strategic plan includes strategies for giving effect to Te Tiriti o Waitangi.

Our annual implementation plan includes how targets and actions will support Te Tiriti o Waitangi obligations.

Our annual report includes how the school has given effect to Te Tiriti o Waitangi.

See School Planning and Reporting.

As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See Māori Educational Achievement.

School programmes

Bucklands Beach Intermediate aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local

curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Bucklands Beach Intermediate works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our Bucklands Beach Intermediate curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and the International Baccalaureate Primary Years Programme. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See Ka Hikitia Ka Hāpaitia Website (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See Curriculum and Student Achievement Policy.

Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Bucklands Beach Intermediate regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See Māori Educational Achievement and Learning Support.

(Bucklands Beach Intermediate School Doc Policies and Procedures)

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 Māori

In addition to English, students are also have weekly Te reo Māori lessons. 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 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
- whānau Period 5 opportunities