



BUCKLANDS BEACH
INTERMEDIATE SCHOOL

Language Policy

Last Review	2021
Next Review	2022

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1.0 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.

2.0 School Profile

2.1 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.

2.1 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.

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

As of the end of 2021 our ethnic majorities were 59.61% Asian, 30.28% European, 3.36% Māori, 3.24% MELAA, 2.64% Pasifika, 0.84% Other.

2.2 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.

3.0 E.S.O.L.

3.1 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.

3.2 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.

3.3 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.

4.0 Additional language learning

4.1 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

4.2 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

4.3 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 exhibition
- sharing work in class
- filming in other languages in film-making specialist class

