



Languages – Now We're Talking!

F-12 Strategy for Victorian Catholic Schools

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How do languages live in our Catholic context?

**'There are, perhaps, a great many kinds of languages in the world,
and no kind is without meaning.'**

(1 Corinthians 14: 10)

We have seen from recent events that global connectivity is transforming the cultural landscape across our world – and this includes our Catholic schools, which bring together students with diverse cultural and linguistic identities in a faith-filled and positive way.

Our learning environments are currently very complex and rapidly changing, but this also offers exciting teaching and learning possibilities, particularly for Languages. Recent research by language and literacy educators confirms the need to recognise and value the linguistic and cultural skills and resources that students bring to their learning, and the importance of building on these to grow overall literacy and communication skills.

So, how do we as leaders and teachers in Catholic schools use Languages learning to support the 'full flourishing' of the human person?

It is with great pleasure that I introduce the third Catholic Education Commission of Victoria Ltd (CECV) strategy for Languages education – *Languages – Now We're Talking!* This strategy builds on the success of the previous two Languages strategies and describes the ongoing sectoral commitment and support that is available to schools to enable strategic planning for the provision of quality language teaching and learning.

I encourage you to invite your whole school community into a conversation about how language learning comes alive in your school. The professional learning opportunities, grants, resources and other initiatives on offer through this strategy will assist you to build on learners' literacy and communication skills, knowledge and understanding, now and into the future.



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Strategic drivers for quality Languages education

This brochure will support schools to engage in strategic planning for quality Languages education. It outlines the four CECV strategic drivers, vision and support available to schools to help achieve this. It also provides some reflective questions that school leaders and teachers can use to consider their current provision of Languages, and offers strategies to work towards improvement.

The four strategic drivers are:

- Driver 1** Realising the potential of Languages learning to build students' skills across the curriculum
- Driver 2** Developing powerful Languages teaching
- Driver 3** Supporting deep Languages learning
- Driver 4** Ensuring the quality, rigour and sustainability of the Languages program.



Strategic drivers	Reflective questions	Evidence shown in the emerging phase	Evidence shown in the developing/establishing phase	Evidence shown in the flourishing phase	To support schools, the CECV will:
Realising the potential of Languages learning to build students' skills across the curriculum	How is the Languages program reflected in, and contributing to, our whole-school priorities??	Schools consider ways in which Languages learning can support achievement of whole-school priorities	Schools undertake targeted action and research into teaching practice to measure impact Schools foster a culture of collaboration to reflect on and refine teaching practice	Schools commit to monitoring program effectiveness, to review impact and support continuous improvement Schools collect and share quality practice in Languages	Encourage high-performing schools to share their success to inform progression in Languages learning
	How can our understanding of the languages our learners speak inform our learning and teaching across the curriculum?	Teachers know their learners, including their linguistic and cultural profiles Teachers value and recognise the plurilingual literacy skills students bring and use this to inform their understanding of the learner narrative as well as teaching and learning plans	Schools leverage the opportunities that language learning provides for building knowledge and skills in all of the Capabilities (e.g. problem solving, meta-cognition, relationships and diversity, ethical decision-making, intercultural understanding)	The Languages program is championed across the school and beyond the classroom for the contribution it makes to future-focused skills	Develop a suite of evidence-informed, online tools to improve the teaching and learning of Languages
	How are we mirroring effective literacy teaching practices to nurture the attributes of successful language learners?	Identification of common approaches to literacy teaching across the school	Application of consistent literacy strategies across English as an Additional Language (EAL), Languages, English and other areas of the curriculum	Students and teachers can articulate the ways they are transferring literacy strategies across their learning	Establish and support professional learning communities
Developing powerful Languages teaching	How do we gather and respond to student voice data in our teaching of Languages?	Teachers consider student voice in planning (e.g. beginning to collect student voice data to inform planning)	Teachers regularly adjust teaching to respond to the student voice	Students and teachers co-construct the teaching and learning progression (e.g. co-constructing learning tasks and rubrics to cognitively and linguistically support and challenge individual learners)	Encourage the use of student voice surveys and data analysis
	How are we facilitating autonomous and confident use of oral language?	Teachers support and develop learners' oral language skills and use (e.g. reducing the reliance on formulaic phrases, moving to the creation of original utterances by substituting words)	Teaching scaffolds oral language learning to maintain and negotiate communication (e.g. students participate in and sustain oral language interaction with peer/teacher support as needed)	Teaching supports students to develop breadth and complexity in their oral language, with increasing confidence to express ideas (e.g. through use of creative and spontaneous oral language)	Develop a suite of self-paced, online learning modules focusing on oral language skills
	How is the Victorian Curriculum used to inform the design of our Languages program and to support progress in learning?	Teachers have a deep understanding of the Victorian Curriculum: Languages and the progression in Languages F–10	Rich and engaging open-ended assessment tasks are informed by the Victorian Curriculum: Languages Achievement Standards	Student work samples are moderated across levels to inform understanding of learner achievement and future needs	Offer collaborative, assessment-focused professional learning aligned to the curriculum
	What assessment and reporting strategies are we using to collect and share the data necessary to enhance the teaching and learning of Languages?	Teachers engage with leadership to review assessment and reporting processes, considering opportunities for meaningful and accurate data collection and sharing	A range of strategies, including technology, are used to support collection of data to identify and inform progress in Languages learning	Individual student progress in Languages is meaningfully and accurately reported, including self-reporting and use of data	Inform schools about effective use of data to support and identify growth and progress
Supporting deep Languages learning	How are we creating purpose and fostering a desire in students to richly engage in Languages learning?	Students are aware of the learning intentions, are involved in goal setting and demonstrate positive learner behaviour	Student motivation and self-management drive language learning	Students can clearly articulate a contemporary and relevant rationale for language learning Student mentoring opportunities are made available across levels and abilities to extend learning and create opportunities for authentic and purposeful use of language	Develop resources students can use to help them identify and apply effective strategies to develop their language-learning skills
	How are we supporting students to transfer literacy skills across all language learning?	Learners become aware of how literacy skills link and build across all language learning	Mirroring of effective literacy strategies in English and Languages teaching being adopted across the whole school	Students can clearly articulate the ways in which literacy skills are being developed in all language learning	Build teacher capacity to make explicit for students the transferable nature of literacy skills and strategies
	What scaffolding, strategies and resources are we providing students with to empower their learning in Languages?	Support tools and resources are visible and used to improve learning and teaching of the Languages curriculum (e.g. anchor charts, gesture clips)	Students are encouraged to reference and apply strategies (such as those in the teacher and student toolboxes) to reflect on their learning	Students can identify learning targets and reflecting on their learning to identify growth and progress over time and plan for future learning	Enhance and refine the online assessment tool <i>Speak Up!</i>
Ensuring the quality, rigour and sustainability of the Languages program	How do we strategically prioritise the effective use of resources for sustainable Languages learning?	Leadership is engaged with Languages professional learning and research to inform quality provision	Ongoing leadership engagement and actions support quality provision, including allocation of necessary funds	Sustainable funding practices are embedded to ensure appropriate resourcing in response to student needs	Conduct and share cognitive and academic research and evidence of impact Track and monitor Languages program provision through the CECV Annual School Languages Survey to identify trends, challenges and successes
	How do we optimise program conditions and grow staff capacity to provide quality Languages learning?	Timetabling, staffing and organisational structures are reviewed to identify opportunities to support effective Languages learning	Languages are timetabled to increase frequency and exposure to language learning An improved capacity to engage staff in supporting the Languages program year-on-year, particularly as new staff enter	Organisational structures across the school community are in place and reviewed annually to ensure ongoing program quality and rigour	Encourage a commitment to modelling quality practice through providing expert onsite coaching and mentoring services Support the 'teachers as co-learners' approach to learning and teaching Languages
	How is the school community kept informed of the progress and success of the Languages program and the contribution this is having to overall learning?	Regular communication about the school's Languages program is shared with parents and the school community via the school website, newsletter, online communication tools and/or community conversations	Rationale and approach to Languages is shared with students, staff and the wider school community through a clearly articulated plan	Opportunities to communicate the success of the school Languages program are maximised	Encourage high-performing schools to share their success to inform progression in Languages learning

Focusing on the future – strategic direction

The focus of the *Languages – Now We're Talking* strategy is to ensure sustainable improvement and innovation in the Languages program. The strategy aims to do this by continuing to improve the quality of the provision, and **measure the impact** on student learning.

Improvement in the quality of the Languages program will focus particularly on ensuring students have adequate opportunities to engage with the language to enable effective and sustained language learning, both in terms of the frequency and the regularity of language learning across the week.

The impact on student learning will be measured by developing rigorous and transparent approaches to assessment and reporting. Schools will be encouraged to facilitate greater learner autonomy by supporting students with goal-setting and self-monitoring of their progress. This will be enabled through a range of resources designed to facilitate robust data gathering, including teacher and student tools for point-in-time and ongoing assessment.

Focusing on these key areas of provision and practice will:

- improve the conditions and organisational structures required to enable effective language learning
- strengthen data-gathering practices to better measure students' academic progress in Languages
- build a better understanding of diagnostic monitoring to identify student progress and the effectiveness of the Languages program
- ensure the sustainable provision of a quality Languages program into the future.

The CECV aims to support schools to:

- increase the value and status of the Languages program
- recognise the contribution that language learning has on enhancing literacy skills
- build teacher capacity to make explicit for students the metalinguistic understandings that underpin literacy development
- encourage classroom teachers to become co-learners of languages
- understand the broader educational context of Languages policy and practice.

