



# Kensington Public School Community Languages Program and Procedures

## Context

Kensington Public School has a culturally diverse student population. 65% of students have a language background other than English (LBOTE) and over 40 different languages and dialects are spoken in our community's homes. The main language backgrounds are Chinese (24%) and Greek (13%).

Our school curriculum reflects our cultural diversity through a culturally inclusive curriculum which increases students' understanding of the world and assists them to develop knowledge and skills required for their successful participation in a culturally and linguistically diverse society.

## Aim

As an integral part of our school curriculum, Kensington Public School offers two community languages, Greek and Mandarin, for study over 7 years. The focus in the Community Language program is communicative competence. Students are encouraged to communicate effectively through the development of skills in listening, speaking, reading and writing in their community language class. Community language teachers also assist students who speak the community language to develop and maintain their first or heritage language.

As a result of their involvement in community language programs, students will develop skills in the following areas:

- Communication
- Intercultural Understanding
- Social cohesion
- Self-esteem
- Language and intercultural awareness
- General Knowledge
- Learning how to learn

## Community Language Program Requirements

The Community Languages Program K–6 currently provides an opportunity for primary school students to gain and/or further develop communication skills in a chosen community language.

Schools may apply to participate in the program when:

- the selected language is spoken by the school community
- parental, community and staff support is present
- the availability of adequate classroom space for the program

## Resource Allocation

In 2018, Kensington Public School has been provided with a Community Language Program funding allocation of:

- 1.4 FTE - Chinese Language program
- 0.6 FTE - Greek Language program

## **Roles and Responsibilities**

### *Principal*

It is the responsibility of the Principal to;

- ensure the Community Languages program meets the DoE Community Languages Program guidelines
- allocate responsibilities for the management of the Community Languages program; including coordination, professional supervision and planning
- verify the LBOTE Annual Survey and Community Languages Program (CLP) Census

### *Community Language Program Supervisor*

It is the responsibility of the supervisor of the community language program to support the community language teacher to:

- participate in professional development
- participate in staff meetings, grade meetings, assemblies and school-based curriculum committees
- be actively involved in extracurricular activities, such as sport carnivals, excursions, multicultural days, education and book weeks, presentation days
- report on the progress of the community language program at staff meetings and in the school newsletter
- is rostered for playground duty
- is provided with appropriate weekly release from face-to-face teaching (RFF)
- provide data for completion of the Community Languages Program Census.

*It is the responsibility of the supervisor of the community language program to ensure;*

- the accurate and timely completion of the LBOTE Annual Survey and Community Languages Program Survey

### *Specialist community language teachers*

Specialist teachers of community languages are appointed to schools additional to normal staffing establishment, to design and deliver teaching programs specifically for the identified student target group.

In order to gain approval for permanency as a community language teacher at the primary level, Community Language teachers must have accreditation. To obtain this, teachers must sit for the Community Language Teachers Test which is held at the University of NSW Institute of Languages (UNSWIL).

Specialist community language teachers have the same status and working conditions as any other teacher. They are required to fulfil the same duties as other teaching personnel, including;

- following the NESA K-10 Languages syllabus
- designing programs, learning experiences and assessments that are relevant to learners' needs and language levels
- submitting a teaching program when required
- participating in playground duty rosters
- participating in staff and grade meetings
- participating in assemblies and sport activities
- writing reports on student learning outcomes from the BOSTES K-10 Languages syllabus
- participating in school based activities involving the wider school community such as meet the teacher nights and parent teacher interviews

The role of community language teachers is to deliver language programs. They should therefore not be used in place of casual relief teachers or as support teachers.

### **Program Implementation**

The Community Languages Program K-6 Guidelines outline the following requirements for implementation of the languages program;

- the minimum community language teaching and learning time allocation is 2 hours per week per student group
- the community language classes are of approximate normal class size
- schools will decide how to allocate time for community language classes to ensure these requirements are met
- for each full time language teacher, schools are able to form a maximum of 10 student groups.

At Kensington Public School, language classes are scheduled as part of whole school timetabling. The year levels are allocated the following time:

<b>Year</b>	<b>Time</b>
Kindergarten	2 x 60 min lessons
Year One and Year Two	2 x 60 min lessons
Year Three and Year Four	2 x 60 min lessons
Year Five and Year Six	2 x 60 min lessons

### **The diversity of community language learners**

Students involved in community language programs are either:

- maintaining and developing further communicative competence in their community language (L1 students), or

- acquiring communicative competence in the community language (L2 students).

Students may:

- have had exposure to both the target language and the culture of the target language (L1)
- have had exposure only to the target language
- have some background in the target language
- have had exposure to the culture of the target language
- be familiar with more than one script
- be speakers of a dialect of the target language,
- have no background in either the target language or the culture of the target language (L2).

### **Planning and Programming**

To ensure that all students involved in the program benefit from the study of a community language, it is important to acknowledge the diversity of the student group when planning and programming.

To meet the learning needs of all students, the language programs are differentiated to support, enrich and extend the language learning progression of L1 and L2 students.

To support all students to learn the community language, language programs include:

- Second language acquisition teaching strategies, including communicative activities, to develop language competence.
- Effective student grouping to facilitate the development of communicative skills in the community language
- A range of resources and stimulus materials to support student comprehension
- Alternative methods and choices for students to demonstrate their knowledge , understanding and skills

To extend L1 learners, language programs include:

- Language immersion days to extend students language development.
- Extension language activities based on students' identified language learning progress.
- Projects to extend students' language and cultural knowledge.

### **Language Class Formation**

All students in K-6 participate in the Community Language program. The following process provides clear and consistent guidelines for the formation of Greek and Chinese language program classes.

Commencing in 2018, all K-6 Community Language classes will be academically balanced and contain both L1 and L2 students.

Students will be allocated to classes by the school executive, with reference to the Community Languages program guidelines, Kensington Public School Class Formation and Teacher Allocation Policy, and in consultation with the Community Language teachers. The principal will have the final decision as to the placement of a student.

Once a student has been placed into a language program, they will remain with the allocated language from Kindergarten to Year 6 to progress their language acquisition.

The following criteria are considered when classes are formed:

- Students who have a Greek language background or heritage will be placed into the Greek language program.
- Students who have a Chinese language background or heritage will be placed into the Chinese language program.
- Students with a sibling at the school will be placed into the same language program as their sibling.
- Availability of places within the Community Language programs.
- Identification of student learning needs.

**This document was reviewed by staff and relevant stakeholders in February 2025.**