



**The Montessori School Kingsley Inc.**

## **LANGUAGE POLICY**



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## Version Management

<b>Version</b>	<b>Date Published/Reviewed</b>	<b>Changes</b>	<b>Author</b>	<b>Date Ratified by School Board</b>
1	2018		Principal	
2	2022	Review for the IBDP re-registration	Principal & IBDP + IBCP Coordinators	11 August 2022

## 1. INTENT

The Montessori School Kingsley is committed to supporting multilingualism as fundamental to increasing intercultural understanding and international mindedness.

The purpose of this policy is to:

- To provide students with a program to communicate proficiently in the official language of instruction.
- To provide support for students to learn a second language other than their mother tongue.
- To comply with the requirement of the Montessori National Curriculum.
- To comply with the requirement of the WA Curriculum 2018.
- To comply with the International Baccalaureate (IB) Approaches to Teaching and Learning.
- To comply with the IB Programme Standards and Practices (PSP) – (CP use PSP 2014, DP use PSP 2020).

## 2. ORGANISATIONAL FRAMEWORK

School staff, students, and board directors.

## 3. DEFINITIONS

TERM	DEFINITION
Board	The governing board of The Montessori School Kingsley, comprises its Chairperson, the Principal, Directors, and Heritage Directors.
English as a Second Language	Term used to define those for whom English is not their native language.
Language of Instruction	The language in which most of the curriculum is taught, which in this case is English.
Mother Tongue	Refers to the native language of an individual. Whilst this generally describes the language most frequently spoken at home, there may be occasions where more than one language is used comfortably and interchangeably within home and community settings.
Parents	Includes guardians and carers with primary responsibility for the child.
School	The Montessori School Kingsley
Workers	<p>The person who carries out work in any capacity for the School, including work as:</p> <ul style="list-style-type: none"> <li>• an employee; or</li> <li>• a contractor or subcontractor; or</li> <li>• an employee of a contractor or subcontractor; or</li> <li>• an employee of a labour hire company who has been assigned to work in the persons business or undertaking; or</li> <li>• an apprentice or trainee; or</li> </ul>

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	<ul style="list-style-type: none"><li>• a student gaining work experience; or</li><li>• a volunteer.</li></ul>
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#### **4. POLICY CONTENT**

##### **4.1 Montessori Philosophy**

Montessori education is based on helping the natural development of the human being and holds the view that the child is an active participant in learning. There is a shared focus on the acquisition of academic, social, practical and life skills.

- Teachers undertake ongoing professional development to enhance their skills in curriculum development, to ensure students become successful learners, confident, active, and creative individuals who are meeting the educational outcomes in literacy skills.
- The main element in a lesson presentation is providing the orally rich vocabulary relevant to the activity and exposing students to the wonder and richness of the spoken word.
- Teachers acknowledge their role as language providers. Lesson presentations are very expressive and done by exaggerated movements to create interest and capture student attention.
- All activities across all learning areas in the primary school are based on mastery and offer deliberate opportunities to build on a child's vocabulary.
- At the pre-primary and lower primary levels, the Three Period Lesson is used to teach specific words and involves repetition of well-articulated words.
- At the pre-primary level, phonemic awareness of sounds is explored by playing sound games to master the beginning and end sounds and finally the middle sounds.
- Exposure to both informal and official language of instruction activities continues throughout the day through poetry, songs, literature and application of peaceful conflict resolution skills.
- The International Baccalaureate students actively engage the whole school on Harmony Day by inviting parents to showcase their cultures through language, food, music and dress. These activities at school celebrate the diversity of linguistic and cultural backgrounds of the School community. IB students are also involved in escorting and conducting tours of the School for visiting principals and dignitaries.

##### **4.2 Language Profile**

**4.3** The School embraces international diversity, with 60% of our staff speaking a language other than English. According to survey results of 2018, 88% of students speak English at home and 28% of parents and students have a language other than English as their mother language. German is spoken by 6%, followed by Russian 4% and French 3%. Other languages spoken by a very small number of individuals are Spanish, Hebrew, Chinese, Vietnamese, and Hindi.

##### **4.4 Language of Instruction**

The official language of instruction at the School is English. The teaching and working language of the School is English.

##### **4.5 Second Language**

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The School embraces international diversity and supports multilingualism. It takes an international educational position and offers an international curriculum.

- Singing of our unique list of songs, a collection from different parts of the world and in many different languages is a fortnightly activity for primary students.
- In our Pre-Primary Classrooms, the children are given exposure to a second language by inviting parents to visit the classroom and share their rich culture. Staff continue this by making language job activities for the students.
- The School officially offers second language instruction for all students from the age of six (lower primary and above). The choice of language provided by the School is based on demand and teacher availability.
- At this time, German is the language provided for primary students.
- German is also offered at Secondary level.
- At the International Baccalaureate Diploma Programme level, one language is offered as language acquisition (Language B) at Higher or Standard Level or Language Ab Initio at Standard Level only. Other languages may be offered if available through Pamoja, which is an online service provider.
- At the International Baccalaureate Career-related Programme, students have to complete 50 hours of language acquisition as part of the programme core.
- Students who wish to pursue language studies at Language B or Ab Initio level not offered by the School are provided the opportunity of working with an external tutor at the School, and these costs are met by the parents/carers.
- The School is developing materials and lessons to support the inclusion of Noongar – our local Aboriginal language – as an ongoing learning area throughout the School.

#### **4.6 English as a Second Language (ESL)**

The School recognises the strong desire of families to maintain the home language. The School gives importance to providing support to non-English speaking students and provides resources for ESL support and mother tongue retention. All teachers in all classrooms recognise that children learn effectively through the process of investigation and discovery. Examples of ESL support the School provides are listed below.

- Early assessments for five, six, and seven-year-old students provide teachers with information about the current skills and understandings of each student and help identify early in the school year students who may require intervention or extension.
- Montessori Pedagogical materials facilitate learning which builds from the concrete to the abstract in constructing the child's knowledge.
- Lessons are developed sequentially and contain multiple levels of challenge that can be used repeatedly at different developmental levels.
- Literacy materials teach children sounds and how to put letters together to make a word.
- Language and Grammar materials teach children parts of speech and how to analyse sentences.
- Individual Education Plans provide students and parents with information about the student's progress.

## 5. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following positions are responsible for:

ROLE	RESPONSIBILITY
<b>Policy Owner</b>	The Policy Owner, the Principal, has overall responsibility for the content of this Policy and its operation in the School.
<b>Principal</b>	The Principal is responsible for ensuring that the requirements of this policy are implemented, monitored, and reviewed.
<b>Workers</b>	Ensuring they understand the information presented in this policy.

## 6. RELATED DOCUMENTS:

### 6.1 Policies that are relevant to the operation of this policy are as follows:

- Curriculum Policy
- Assessment and Reporting Policy
- Student Learning Policy
- Enrolment Policy
- Inclusion Policy

### 6.2 Internal documents that are relevant to the operation of this policy are as follows:

- Staff Code of Conduct
- Students Code of Conduct

### 6.3 Other documents/websites that are relevant to the operation of this policy are as follows:

- <https://montessori.org.au/>
- <https://www.ibo.org/>