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LANGUAGES—FINDING YOUR VOICE

F-12 STRATEGY FOR VICTORIAN CATHOLIC SCHOOLS



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LANGUAGES—FINDING YOUR VOICE 2014–2016

F-12 STRATEGY FOR VICTORIAN CATHOLIC SCHOOLS

'How do we give meaning to language learning in our Catholic context?'

... and the whole earth was of one language, and of one speech
(Genesis 11: 1)

In an increasingly globalised world it is essential that every young person has access to quality languages learning as a core component of their education. It is widely recognised that the study of languages is an integral part of a broad and balanced education for all learners. It offers students cultural, linguistic and intellectual advantages and the opportunity to gain important cognitive skills. More broadly, socio-cultural understandings developed through the study of languages promote positive cross-cultural relationships and contribute to the development within each student of the potential for full participation in a global society.

Victorian Catholic schools have a long history of providing the opportunity to learn an additional language. While there is much to be proud of, there is still work to be done if we are to ensure that every student in every Catholic school enjoys a high-quality languages program. Through this new strategy, *Languages – Finding Your Voice*, the Catholic Education Commission of Victoria Ltd (CECV) continues to demonstrate its strong commitment to supporting school communities to improve the quality of languages education. Over the next three years, \$4.6 million will be invested annually to support this strategy.

This brochure outlines strategies through a range of targets and actions that will be made available to schools as they work towards strengthening their current provision in languages education. I encourage you to become familiar with these projects and discuss which might best suit your local school context.

The successful realisation of this new strategy will be the result of the commitment and collaboration between students and their teachers, schools and their communities, and the Catholic Education Offices across all Victorian Catholic dioceses. Together we will ensure that languages learning enables all young people to find their voice in our globally connected world.



Stephen Elder
Executive Director
Catholic Education Commission of Victoria Ltd

CECV Goal for Languages Education

By the end of 2020, all students F–10 in a Catholic school will have access to and engage in a quality languages program.

Targets

The CECV commits to achieving the following targets for Languages Education:

- Target 1** By the end of 2016, every Victorian Catholic school offers a languages program.
- Target 2** By the end of 2016, the number of students studying a language has increased in all year levels, F–10.
- Target 3** By the end of 2016, Victorian Catholic schools are supported by 21 self-directed and self sustaining Languages Networks which include:
 - establishing 10 Languages Networks by the end of 2014
 - establishing an additional 11 Languages Networks by the end of 2015
 - support for 4 languages coaches.
- Target 4** By the end of 2016, a minimum of 80 schools have established partnerships within their communities and/or with other schools to support a sustainable approach to languages education.
- Target 5** By the end of 2016, 60 primary schools have successfully completed the Leading Languages Professional Learning Program, enabling them to design and implement a whole-school approach to languages learning F–6.
- Target 6** By the end of 2016, a minimum of 80 languages teachers have completed an additional languages qualification in languages methodology, languages professional inquiry – LanguagesHAT, or Content and Language Integrated Learning (CLIL).
- Target 7** By the end of 2015, all Victorian Catholic primary schools have access to an online school planning tool to support a whole-school approach to languages education.

Funding

Eighty per cent of total strategy funding will be distributed to schools annually, either in a languages distribution for Years 3–6 classes or in Implementation Grants or Partnership Grants.

Primary Schools



Secondary Schools

Secondary schools are invited to apply for Languages Partnership Grants.

Approach

Strategy 1 : Building Demand

ACTION 1 Leading Languages Professional Learning Program (LLPLP) and three- year Implementation Grants

Establish a three-year intensive Leading Languages Professional Learning Program (LLPLP) to support primary school leadership teams to design and implement a whole-school plan. Priority will be given to schools seeking to establish or renew languages provision in their school. Schools will be supported to enact their plans with a three-year Implementation Grant. *Stage of Schooling : F-6*

ACTION 2 Languages Reflection and Analysis Tool

Develop a Languages Reflection and Analysis Tool to assist school leaders and teachers to engage their community in a process of review and reflection around their current languages provision. The tool will support school leaders and teachers to make decisions that support year-by-year school improvement. The development of the tool will be informed by the Best Evidence Synthesis Principles and Practices for Effective Languages Learning and Teaching (Action 9). *Stage of Schooling : F-12*

ACTION 3 Languages Promotion and Communication

Publish languages advocacy material and resources promoting innovative school and teacher practice in primary and secondary schools. *Stage of Schooling : F-12*

Strategy 2 : Developing and expanding the workforce

ACTION 4 Languages Promotion and Communication

Provide an opportunity for languages teachers to access subsidised credentialled study designed to strengthen languages methodology. Study will be offered in multiple modes and across multiple settings. *Stage of Schooling : F-12*

ACTION 5 Credentialled Study Opportunities: Content and Language Integrated Learning (CLIL)

Provide an opportunity for languages teachers to access subsidised credentialled study supporting languages teachers to plan, teach and assess lessons via a new mode of delivery focusing on learning the content of another learning area through an additional language. *Stage of Schooling : F-12*

ACTION 6 Credentialled Study Opportunities: LanguagesHAT

Provide an opportunity for languages teachers to access subsidised credentialled study in languages professional inquiry framed by the *Australian Professional Standards for Teachers* and *Professional Standards for Accomplished Teaching of Languages and Cultures*. *Stage of Schooling : F-12*

ACTION 7 Languages Professional Learning Networks (LPLNs)

Establish communities of collaborative practice which, supported by a CECV Languages Coach (Action 8) and led by a school-based network leader, will provide the opportunity for languages teachers to develop their understanding of the Australian Curriculum: Languages and collaboratively identify and respond to shared issues. Networks will receive funding support. *Stage of Schooling : F-12*

Strategy 3 : Strengthening delivery, resources and partnerships

ACTION 8 CECV Languages Coaches

Appoint CECV Languages Coaches in each diocese to provide support to the Languages Professional Learning Network leaders (Action 7) and schools in receipt of a Languages Partnership Grant (Action 13)

Stage of Schooling : F- 2

ACTION 9 Best Evidence Synthesis (BES) Principles and Practices for Effective Languages Learning and Teaching

Publish materials which draw together, explain and illustrate bodies of evidence about what works to improve languages education outcomes. The BES is intended to be a catalyst for school and systemic improvement.

Stage of Schooling : F- 12

ACTION 10 CECV Languages Education Advisory Committee (LEAC)

Establish an expert advisory committee to provide advice regarding the ongoing development and effectiveness of the Actions described in this strategy. The advisory committee will draw its representation from all four Victorian dioceses, and have broad stakeholder representation.



ACTION 11
Languages Assessment
Research Project

Establish a Languages Assessment Research Project to:

- investigate and identify effective tools to assess language proficiency, which can be utilised by teachers.
- develop the assessment capacity of leaders and teachers in the area of languages education.

Stage of Schooling : F– 12

ACTION 12
Languages Strategy
Assessment, Monitoring
and Evaluation

Ensure ongoing monitoring, assessment and evaluation of the strategy through the appointment of expert staff and the establishment of an inter-diocesan working party. Regular reporting on the impact of the strategy will occur.

ACTION 13
Languages Partnership Grants

Provide Languages Partnership Grants to support primary and secondary schools to establish partnerships within their communities or with other schools. Grants will be available in the following areas:

- to address disadvantage
- to support school–family–community engagement
- to support innovation.

Stage of Schooling : F– 12



Please contact your diocesan representative for further information.



Susan Crowe
Diocese of Ballarat
Ph: (03) 5337 7135



Sam Franzi
Diocese of Sale
Ph: (03) 5622 6600



Julie Cobbledick
Diocese of Sandhurst
Ph: (03) 5443 2377



Catholic Education Office
Archdiocese of Melbourne
Jenn Brown-Omichi
Archdiocese of Melbourne
Ph: (03) 9267 0228

The *Languages – Finding Your Voice 2014–2016 Strategy* has been constructed to address three interrelated strategies articulated in the Victorian Government’s *Vision for Languages 2025 Education Plan*.

Strategy 1: Building demand

Strategy 2: Developing and expanding the workforce

Strategy 3: Strengthening delivery, resources and partnerships





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