

## **LANGUAGE OTHER THAN ENGLISH (L.O.T.E.) POLICY**

### **PURPOSE:**

The purpose of L.O.T.E. (Language Other Than English) at Baden Powell College is:

- To provide students with the opportunity to gain insights into and appreciate aspects of a different culture and society.
- To develop communication and literacy skills through reading, writing, listening and speaking that will promote cognitive growth and different thinking.

### **GENERAL AIMS:**

To provide opportunities for each child to:

- Experience a L.O.T.E (Language Other Than English) (Italian).
- Gain confidence and develop reading, writing, viewing, listening and speaking skills in a L.O.T.E. (Language Other Than English) (Italian).
- Be immersed in a different culture, and to gain an awareness of and respect for their own and other cultures, and develop an understanding of the connection between language and culture, including body language and visual cues.
- Understand the structure and technicalities of a L.O.T.E. (Language Other Than English), including linguistic elements such as vocabulary and grammar
- For students to feel comfortable and confident when attempting to communicate in a L.O.T.E. (Language Other Than English).

### **GUIDELINES:**

L.O.T.E. (Language Other Than English) at Baden Powell College will be taught:-

- By exposing students in Years 5-8 (as mandated to be reported against by DEECD – Department of Education and Early Childhood Development) to good models of L.O.T.E. (Language Other Than English) and by immersing them in rich L.O.T.E. (Language Other Than English) experiences.
- By providing an appropriate balance of the four language modes, which will vary depending on such factors as the level of language, the age of the students, and the type of the program, within a meaningful context, utilising the Victorian Essential Learning Standards, and any guidelines provided for by the future National Australian Curriculum.
- By delivering a program through hands on experiences, eLearning tools (iPads, iPods) instructional materials and practical activities such as drama, music, cooking role-plays, games and art, as part of an integrated or instructional curriculum as appropriate.
- By incorporating excursions and incursions to support the cultural experiences as deemed necessary and to create opportunities for authentic exchanges between and access with sister schools (epals).

### **EVALUATION:**

- This policy will be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2016.