CATHOLIC DIOCESE of BALLARAT DOBCEL

...a ministry of Catholic education
serving the Diocesan education community

2020-2022 LANGUAGES STRATEGY

DIOCESE OF BALLARAT CATHOLIC EDUCATION LIMITED

NOW WE'RE TALKING!

AS PARTNERS IN CATHOLIC EDUCATION AND OPEN TO
GOD'S PRESENCE, WE PURSUE FULLNESS OF LIFE FOR ALL

DOBCEL Languages Strategy – Now We're Talking!

I am pleased to introduce the **2020-2022 DOBCEL Languages Strategy – Now We're Talking!** This strategy builds on our previous *Finding Your Voice* and *Speak Up!* strategies which have guided the progress and improvement in provision of quality Languages programs in Victorian Catholic schools over the past six years. We take pride in continuing to deliver Languages education across the Diocese that is built on best practice, creativity and innovation.

Our globalised world is currently facing complex challenges which link and connect all of us. DOBCEL is strongly committed to quality learning across our Diocese which allows our students to achieve "fullness of life" through developing their language communication skills and intercultural understanding. More than ever, we are presented with opportunities for our Languages curriculum to allow students a space to reflect and appreciate the attitudes, values and beliefs of others.

The *2020-2022 DOBCEL Languages Strategy – Now We're Talking!* focuses on four key strategic drivers which centre on building students' skills across the curriculum, strengthening powerful language teaching, supporting deep language learning and ensuring that schools in the Ballarat Diocese have sustainable and quality Language programs in place. Goals attached to each strategic driver will inform overall targets for language frequency, provision, student growth and achievement.

I encourage all school communities to utilise the DOBCEL support outlined in the new Languages Strategy to continue building high quality Languages education across the Ballarat Diocese.

Tom Sexton
Director of Catholic Education

DOBCEL aims to support schools to:

- Increase the value and status of Languages

- Recognise and value the contribution that Languages has to learning in general, particularly to enhancing students' literacy skills

- Build teacher capacity to make the metalinguistic understandings that underpin literacy development explicit for students

- Understand the broader educational context of Languages policy and practice

STRATEGIC DRIVERS FOR QUALITY LANGUAGES EDUCATION

Catholic Education Commission Victoria (CECV)
Four Key Strategic Drivers for Quality Languages Education

This document outlines four key strategic drivers (KSD), determined by CECV, to help schools strategically plan for quality Languages education from 2020 - 2022. The focus of this new strategy is to build sustainable improvement and innovation in Languages learning across the Ballarat Diocese. Each KSD is attached to a set of goals that have been specifically developed for schools in the Ballarat Diocese and will inform overall targets for language frequency, provision, student growth and achievement.

KSD 1   Realising the potential of language learning to build students' skills across the curriculum

KSD 2   Developing powerful language teaching

KSD 3   Supporting deep language learning

KSD 4   Ensuring language program quality, rigour and sustainability

The goals focus on:

- the contribution of Languages to whole school priorities;
- making explicit links between literacy and language learning;
- improving the quality of Languages provision by strengthening collaborative practice;
- providing professional learning opportunities based on best practice;
- embedding intercultural knowledge, skills and understandings in Languages curriculum;
- developing rigorous and transparent approaches to assessment and reporting;
- facilitating greater learner autonomy by supporting student goal setting and reflection;
- improving the transition process between primary and secondary; and
- embedding rich and authentic language learner experiences in Languages curriculum.

KEY STRATEGIC DRIVERS

KEY STRATEGIC DRIVER 1

Realising the potential of language learning to build students' skills across the curriculum

- Ensure Languages reflect and contribute to whole school priorities.

- Develop an understanding of student learner profiles and use any existing languages to inform teaching and learning.

- Ensure the Victorian Curriculum intercultural capability is embedded in Languages curriculum to enable students to respect and value cultural practices and diversity.

- Make explicit links between literacy and language learning practices to enable students to make connections across curriculum areas.

- Develop a focus on oral literacy instruction for F - 2 students to enhance language development across the curriculum.

KEY STRATEGIC DRIVER 2

Developing powerful language teaching

- Build language teacher capacity in CLIL by developing a deep understanding of CLIL principles and practice. Engage with schools to discuss opportunities for CLIL implementation.

- Develop common essential learnings from the Victorian Curriculum for each language taught in the Ballarat Diocese.

- Strengthen teacher knowledge to identify and gather quality evidence of student learning to enhance language learning and teaching.

- Incorporate student voice in the Languages classroom to inform teaching design and practice.

- Promote collaborative approaches to plan, deliver and reflect on teaching practice through language network clusters/PLCs led by Language Leaders.

- Provide best practice professional development opportunities and resources for language teachers (including maintenance of language skills).

KEY STRATEGIC DRIVER 3

Supporting deep language learning

- Embed rich, authentic language experiences in the curriculum to provide incentive and motivation for language learning.

- Establish and clearly communicate language specific learning intentions and success criteria.

- Set individual language learning goals with students to encourage student autonomy and self reflection.

- Support students to improve their language learning through provision of scaffolding, evidence-informed learning strategies and resources.

KEY STRATEGIC DRIVER 4

Ensuring program quality, rigour and sustainability

- Support Languages provision through collaboration between school leadership and language teachers, including allocation of trained staff and necessary resources.

- Plan for long term staffing and resourcing within schools.

- Optimise language program conditions including timetabling, staffing and organisational structures to identify opportunities to enhance language learning.

- Provide ongoing monitoring and support for implementation of Language Improvement Plans (LIP) for new and past Leading Languages Professional Learning Program (LLPLP) participants.

- Promote a system based, cohesive and consistent approach to improve Languages transition between primary and secondary schools.

- Develop relationships and partnerships with language focused industries and in-country education providers.

- Garner support for Languages by inviting parents and wider school community to participate in language program initiatives.

BALLARAT DIOCESE SYSTEM TARGETS 2020 – 2022

COMPONENT 1

Targets for frequency and provision

PRIMARY

All students from F - 6 engage in a quality* Languages program for a minimum of 60 minutes across the week, continuously for 40 weeks across the year.

*Quality: As outlined in the CECV Guidelines for Quality Languages Education

SECONDARY

All students in Year 7 - 8 engage in a quality Languages program for a minimum of 100 minutes per week, continuously for 40 weeks across the year. Beyond 2022, the aim for schools will be to move towards a weekly target of 150 minutes and sustain a quality Languages program.

COMPONENT 2

Targets for student growth and achievement

Essential learnings are developed and used for each language taught in the Ballarat Diocese.

Student growth in Languages is assessed using informed evidence and essential learnings and is reported against the Victorian Curriculum Achievement Standards. Gathered evidence is used to inform future planning of Languages teaching and learning.

BY THE END OF 2022, SCHOOLS IN THE BALLARAT DIOCESE WILL HAVE ACHIEVED THE FOLLOWING OUTCOMES...

KEY STRATEGIC DRIVER 1	KEY STRATEGIC DRIVER 2	KEY STRATEGIC DRIVER 3	KEY STRATEGIC DRIVER 4
Realised the potential of language learning to build students' skills across the curriculum	**Developed powerful language teaching**	**Supported deep language learning**	**Ensured program quality, rigour and sustainability**
Language teachers will design lessons with an oral language literacy focus for F - 2 students.	Language teachers will use essential learnings to gather evidence of student growth.	Language teachers will set clear learning intentions and success criteria, based on the Victorian Curriculum.	Catholic Education Ballarat will create and drive systemic cohesion and consistency to improve Languages transition processes between primary and secondary schools.
The Victorian Curriculum intercultural capability will be embedded in Languages curriculum to enable students to respect and value cultural practices and diversity.	Language teachers will strengthen collaborative practices through language networks/PLCs.	Students will set personal language learning goals and reflect on these to improve their learning.	All schools will fully meet legislative requirements.

BALLARAT DIOCESE SYSTEM TARGETS 2020 – 2022

FOCUSING ON THESE KEY AREAS OF PROVISION AND PRACTICE WILL:

HOW WILL DOBCEL SUPPORT SCHOOLS TO IMPLEMENT THE STRATEGY?

KEY STRATEGIC DRIVER 1

Realising the potential of language learning to build students' skills across the curriculum

Ensure the sustainable provision of quality Languages programs and strengthen connections across curriculum areas.

KEY STRATEGIC DRIVER 2

Developing powerful language teaching

Encourage collaborative practice, best practice Languages instruction and strengthen assessment and data gathering practices.

KEY STRATEGIC DRIVER 3

Supporting deep language learning

Build clear learning expectations and success criteria to encourage student autonomy and enhance language learning outcomes.

KEY STRATEGIC DRIVER 4

Ensuring program quality, rigour and sustainability

Improve the conditions and organisational structures required to enable effective teaching and learning of Languages.

Using committed funding provided through the CECV targeted Languages program, DOBCEL will:

1) Provide professional development opportunities for:
   - developing student oral literacy
   - introducing Content Language and Integrated Learning (CLIL)
   - linking literacy and Languages
   - incorporating student voice in the Languages classroom
   - establishing clear expectations and measures of success
   - using a variety of assessment practices and collecting quality student evidence
   - scaffolding for the development of language skills
   - participation in the Leading Languages Professional Learning Program (LLPLP)
   - embedding intercultural capability in Languages curriculum

2) Support teachers to develop and/or maintain appropriate levels of language skills and content expertise.

3) Create a digital system to record F - 6 student Languages learning journeys, based on essential learnings and quality work samples, to strengthen the transition process to secondary school.

4) Support schools to create rich and authentic language learning experiences for students.

5) Continue to support collaborative teacher practice through networks/PLCs across the Diocese.

6) Support school leadership to consider innovative, long term solutions for Languages program staffing and resourcing.

7) Create a hub of Languages resources, advocacy tools and program information housed on The HIVE digital platform.

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