

L.O.T.E.

SCHOOL SPECIFIC POLICY

Rationale:

- Languages Other Than English (LOTE) contribute materially to the universal purposes of schooling and to the development of skills in thinking and reflection. They support the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them. Learning a language nurtures reflective, deep and creative thinking in specific ways, cultivates culturally distinctive fields of knowledge, and stimulates awareness of intellectual functioning.

Aims:

- In learning a language, students aim to develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying.
- Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense.
- In this way, language learning contributes to the development of interculturally aware citizens, of increasing importance at a time of rapid and deep globalisation.

Implementation:

- The L.O.T.E. domain is an essential component of the Discipline-based Learning strand of the Victorian Essential Learning Standards.
- All students at our school will study a sequential L.O.T.E. course based upon the learning focus statements contained within the Victorian Essential Learning Standards. Where possible L.O.T.E. activities will also reflect the topics covered in Inquiry Learning.
- All teachers are required to work with their respective teams, sections or faculties to contribute to the development and implementation of a practical and 'hands on' L.O.T.E. course for all students, and to implement student needs based lessons using agreed lesson structures.
- Student's individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in both L.O.T.E. dimensions will be reported in half and end of year academic reports.
- We endeavour to provide instruction in L.O.T.E via specialist instruction and follow up in classrooms.
- A budget that provides for the needs of the L.O.T.E. program will be developed by L.O.T.E. staff and resourced by school council.
- The L.O.T.E. teacher will be allocated the responsibility of coordinating the school's L.O.T.E. program and activities that compliment and promote the program. e.g. Excursions, performances and L.O.T.E guest speakers.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

August 2010