

Our Beliefs About Learning Languages

Studying different languages it is important for our students for a variety of reasons. Learning Te Reo Maori links to national identity and partnership with Maori as expressed in the Treaty of Waitangi.

At Rangikura we believe it important:

- To have some knowledge of Te Reo, therefore it will be taught at all levels. We will attempt to employ a Kaiarahia Reo to support teaching at all levels. We will also endeavour to employ teachers who are competent speakers of Te Reo so that we can offer more opportunities for our students to increase their knowledge of this language. Teachers with expertise in this area can also run extension groups in Te Reo Maori.
- Many of our students come from a Pacific heritage. We believe it is important for our school to reflect this heritage. We also believe that by developing programmes to teach different Pacific languages we can assist our students to value their own Pacific culture as well as the culture of fellow students. Therefore we will seek expertise from our community and staff. The delivery of Pacific languages is detailed in our strategic plan.

By learning languages students come to appreciate that languages and cultures are systems that are organised and are used in particular ways to achieve meaning, and create identity. Interaction in a new language introduces students to new ways of thinking about, questioning and interpreting the world and their place in it. Through such interaction students acquire knowledge, skills and attitudes that equip them for living in a world of diverse peoples, language and cultures.

Why Study Languages?

At Rangikura School we want our students to:

- Experience other languages and cultures.
- Participate in learning languages.
- Acquire knowledge, skills and attitudes that equip them for living in world of diverse peoples, language and cultures.
- Value their cultural heritage, be proud of who they are and be able to extend their knowledge and lead in their own language.

Learning Languages and the Key Competencies

All the key competencies can be incorporated into Learning Languages teaching in all units:

- Thinking:
 - Students think about different languages and how they create meaning
 - Thinking about the power of expression through different languages
 - Thinking about different cultures and how they use language as expression
 - Thinking about how different languages are structured, how they have developed and how they compare and contrast with the English language
 - Make connections about language features
 - Use strategies to overcome difficulties in communication

- Using language, symbols and texts:
 - To communicate ideas and information using different languages
 - To understand and produce information and ideas when expressed in different languages
 - To use the symbols and texts of different languages
 - To use different languages in oral and written formats
 - To interpret and understand a variety of languages
- Managing Self:
 - To master the discipline of learning using a different language
 - To tackle the learning of a different language in a positive way
 - To take on the challenge of learning new languages, to take risks and be resilient when learning gets difficult
- Relating to Others:
 - Using different languages to communicate and relate to others
 - Improving the ability to relate to a diverse range of people through learning their language and understanding their culture
 - Producing, expressing and responding to questions and requests in different languages
- Participating and Contributing:
 - Involvement in learning about different languages and cultures
 - Participating in different language communities
 - Celebrating different languages and cultures
 - Showing social awareness and using cultural knowledge when interacting with others using different languages

These key competencies will be evident in teachers' Learning Languages planning and classroom programmes.

Learning Languages and the Core Values

- Excellence
 - Students achieving excellence in learning about languages and cultures
 - Students recognised for achieving excellence in these areas
- Innovation, Inquiry and Curiosity
 - Students expressing curiosity and interest in inquiring into different languages and cultures
 - Students thinking critically about how languages are structured
 - Students reflecting on how languages differ and how they can be used to express thoughts, knowledge and feelings
- Diversity
 - Students learning about a diverse range of cultures, languages and heritages
 - Students acknowledging different cultures have different ways of doing things

- Community and Participation
 - Students participating in various language communities
- Respect
 - Students learning how to respect and acknowledge different languages and cultures

Achievement in Learning Languages

We acknowledge that many languages will be unfamiliar to our students. We aim to introduce them to a variety of languages at a basic level. Therefore our Learning Languages programmes will be pitched at Level 1-2 for all of our students regardless of age.

Te Reo will be a central language for all our students. We acknowledge that we have some students with a strong knowledge of Te Reo Maori. Therefore we will provide extension programmes to enable students to achieve at higher levels.

As our students increase their expertise in Learning Languages, we will be assisting them to achieve at higher levels than Level 1-2.

Learning Languages Programmes

After consideration of our students' needs, our staff and community expertise, and opportunities to offer different languages and after consultation with our community we will offer the following languages:

- Te Reo Maori for all students in the school at a basic level and as an extension activity for identified and interested students
- Pacific languages at a basic level from Year 4, as per our strategic plan emphasis.
- Japanese and French at a basic level for our Year 4-8 students. These languages can be offered because we currently have staff fluent in these languages.
- Other languages based on the school make up.

At all levels equal emphasis will be given to each strand and achievement objectives at Level 1-2 in this curriculum area.

- Communication
 - Receive and produce information
 - Produce and respond to questions and requests
 - Show social awareness when interacting with others
- Language Knowledge
 - Recognise that the target language(s) is/are organised in particular ways
 - Make connections with their own language(s)
- Cultural Knowledge
 - Recognise that the target culture(s) is/are organised in particular ways
 - Make connections with own culture(s)

RANGIKURA SCHOOL CURRICULUM – LEARNING LANGUAGES

Overall we aim for our students to understand and use familiar expressions and everyday vocabulary and to interact in simple ways in supported situations.

Extension groups will work towards achievement at each strand at Level 3-4

- Communication
 - Understand and produce information and ideas
 - Express and respond to personal needs and interests
 - Use cultural knowledge to communicate appropriately
- Language Knowledge
 - Recognise and describe ways in which the target language(s) is/are organised
 - Compare and contrast languages
- Cultural Knowledge
 - Recognise and describe ways in which the target culture(s) is/are organised
 - Compare and contrast cultural practices

Overall we will be aiming for our students to understand and construct simple texts using their knowledge of the target language(s) and to describe aspects of their own background and immediate environment.