



in a country environment



***South Hobart Primary
ALPLP Stage 2***

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Sarah Wilson (P/1)

1. Can you explain what intercultural learning looks like in your school?

It features:

- Inclusive practice, is cross-curriculum and includes students with: ESL, learning disabilities, varying language acquisition backgrounds, low academic performance in other areas.
- Cooperative planning amongst staff and sharing responsibilities.
- A whole school focus involving all members of the community.
- A sharing of celebrations.
- A risk free environment.
- A global awareness among students where they have developed empathy and open minds to the rich world of ideas that lie beyond our culture. They are able to make comparisons within their own culture also.
- An environment that is rich in cultural artifacts and language. We have developed a language rich environment in which students participate in making displays, posters, charts, signs, booklets, puppets, and masks. Through folktales, stories and non-fiction texts they develop their skills in the critical literacy program.
- Students having the ability to transfer knowledge to other areas.

2. In what ways is Intercultural Language Learning (ILL) different from the way LOTE has been taught in the past?

- Previously the LOTE teacher has been responsible to include ILL in the language program. In most cases teaching has been in isolation.
- Presently it involves collaborative planning with class teachers and engaging all members of the community.
- LOTE was taught Years 2-6 and in 2005 Early childhood classes have been included.
- The priority of LOTE has changed and is now valued as an essential part of the curriculum.
- Staff are becoming risk takers and are less sceptical about the value of ILL.
- Parents and staff are making changes in their own philosophy, attitudes and teaching practices.

3. How does ILL fit in with the Essential Learnings Framework?

- It fits within all the key essentials as well as the values and purposes with a particular focus on:
 - Learning to relate, participate and care
 - Learning to think, know and understand
 - Connectedness
 - Responsibility

- It helps make connections between the key essentials themselves and assists students in becoming globally aware.
- It has enhanced the curriculum and has added new directions. It is preparing students for the changing world.
- It has assisted in stressing the importance of Australia's geographical location next to Asia. Australia's growing economic and political relationships with Asia have added urgency to the development of educational policies. This necessitates a need for a rapid enhancement of knowledge and understandings of the diversities of cultures of the global world and in our case, Asia.
- It provides a focus for our collaborative planning; staff ensure our ILL program incorporates all aspects of the Essential Learnings Framework.

4. What was your initial plan for ILL and how did that change as you moved through the project.

- Our focus at the beginning was to link our explicit language learning with ILL in all year levels at our school.
- We wanted to work collaboratively as a whole school and encompass all aspects of the Essential Learnings Framework.
- We wanted students to make the connections and identify similarities and differences between the cultures of Australia and those of Indonesia.
- As we moved through the project teachers became more confident and realized they had the skills to teach and motivate their students.
- Learning along side their students provided a non-threatening and motivating environment. It became apparent that it would benefit their students if they were to learn basic phrases of Bahasa.
- Parent enthusiasm was overwhelming and much unexpected. We welcomed parents into our school as willing learners of Bahasa and kept them informed of language and cultural aspects taught.
- It became clear to students that culture affects all aspects of life. They were identifying connections and developing an empathy with other cultures with open minds.

5. As the LOTE teacher what were the challenges and rewards for you in delivering ILL?

Sally (LOTE teacher)

Challenges

- Motivating all staff to see the relevance of explicit language teaching and intercultural learning.
- Funding/ timetabling to allow all classes to have access to a LOTE teacher.
- The limited time schedule and the timing of the ALPLP.
- Limited opportunities for cooperative planning.
- Initial acceptance by senior staff.

Rewards

- The increased profile and priority of LOTE has within the school.
- The acceptance by staff to value the LOTE program.
- The enthusiasm of the entire school community.
- The benefits of working as a team member, shared ideas, shared responsibility, as opposed to working in isolation.

Sarah (class teacher)

Challenges

- Previous negative experiences of a LOTE program.
- Not being proficient in the Indonesian language.
- Difficulty in obtaining resources and lack of information on locating them.
- A limited understanding of ILL.
- Concerns about parental acceptance and the timing of such a unit in a Prep/1 class.
- Student maturity/readiness, they may have been too egocentric to take this on board and had limited understanding of their own immediate world.

Rewards

- The enthusiasm of the students and parents. Parents wanted a more active role in the unit.
- The engagement of the students and ability to learn the language so quickly.
- The students were more focused during lessons and began to make connections with their own culture.
- The amount of recall that the students could maintain was very encouraging.
- The students are making connections with further units of work.

6. Do you think that ILL can be sustained and embedded in your school and how?

- ILL has always had a role to play within our school community. Being a small school and stability of staffing has assisted the longevity of ILL. Explicit language teaching will be continued, subject to funding and the availability of a qualified LOTE teacher. The inclusion of ECE students within the program reflects the needs of the school community to sustain a continued LOTE program.