

Purpose:

LOTE: Italian aims to enable all students to:

- develop a positive attitude towards multiculturalism and immigration within the wider community
- understand language, culture and humanity in a broad sense, developing them into globally aware citizens
- recognise the importance of speaking clearly and coherently in any language, highlighting important distinctions in meaning, sound and sound patterns
- develop an understanding of how language is structured
- carry on basic conversations around everyday activities in Italian

Guidelines:

The teaching of LOTE: Italian will:

- be taught at all levels of the school in line with current Victorian standards as outlined in the AusVELS (Pathway 1), using Phases 1-3 for Prep – Year 4 and Level 6 for Years 5 & 6 with informal support from the Australian Curriculum documents
- ensure the development of basic Literacy and Numeracy skills alongside the Italian language
- provide units reflecting a balance of Language and Knowledge focuses to develop well-rounded learners
- be inclusive of all students, providing individual/small group attention as needed
- involve the use of a variety of school facilities to further cross-curricular links
- recognise and celebrate differences in culture and faith of our students and community
- encourage students to continue learning a LOTE beyond Primary school

Implementation:

- LOTE Specialist will implement the 'Italian' program (consisting of 1 x 60 min session per week for all students, Prep-Year 6)
- LOTE Specialist will coordinate with the Administration team to hold an 'Italian Day' consisting of cross-curricular activities for Prep – Year 6 celebrating Italian culture, history and language
- LOTE Specialist to liaise with classroom teachers to enhance links with Literacy, Numeracy and Integrated units as appropriate
- LOTE Specialist to conduct a stocktake in Term 3, and order appropriate resources for the following year
- LOTE budget to be maintained by the LOTE Specialist
- Assessment in LOTE will:
 - be aligned with the AusVELS Curriculum and school curriculum documents
 - include goal-setting and self/peer-evaluation by the students
 - involve regular and ongoing evaluation by teacher using; anecdotal notes/checklists, discussions, demonstrations, role play and informal testing
 - be linked to mid-year and end-of-year reports.

Evaluation:

This policy will be reviewed with staff, student, parent and community input as part of the school's three year review cycle.