

JAPANESE LOTE POLICY

BASIC BELIEFS:

- A second language is best learnt when it is whole, relevant and meaningful.
- A second language is best learnt if it is integrated into the curriculum.
- Children learn a second language most effectively through immersion, demonstration, expectation, engagement, responsibility, approximation and response.
- In our community the purpose and function of learning a second language is different to the purpose and function of learning English.
- Listening, speaking, reading and writing are inter-related and inter-dependent.
- Children formulate their own rules about language by approximating and by a process of experimentation.
- Learning a second language assists children in developing an understanding of their first language.
- It is desirable for children to be exposed to the learning of a second language.
- The learning of a second language should enhance the appreciation of the ways of life, culture and thought in communities where the language is, or has been, used.
- The relationship between the school and its community is important to the success of the school's Japanese program.

AIMS:

- To deliver the Japanese program in accordance with the schools educational philosophy where practicable.
- To develop in all children a desire and willingness to listen, speak, write and read a second language in and beyond the classroom environment.
- To develop in children an interest in and an appreciation of the Japanese culture.
- To develop an environment in which children are free to approximate, experiment and take risks in learning Japanese.
- To develop in children an increasing competency in Japanese.

GUIDELINES FOR ACTION:

- The Japanese program will be related to the integrated unit being undertaken by the classroom teacher where practicable.
- The core Japanese Program must be managed and delivered by a qualified specialist L.O.T.E. teacher.
- Professional development opportunities will be provided for the Japanese teacher and other interested staff.
- As far as practicable, involvement by the school community in the second language should be encouraged beyond the classroom program.
- A range of resources will be provided to support the Japanese program. The Japanese program could also make use of:
 - Local resources
 - Neighbouring schools
 - Parental Resources/skills/talents/interests.
 - Activities and resources offered by the wider community.
 - Curriculum materials
 - Language Associations eg Japanese Language Teachers Association of Victoria (JLTAV)

Endorsed by School Council 16/11/98.