

## **Personal Action Plan**

My interest area in the school: Language Development/Student Identity

### **Sphere of Concern:**

- \*Empowering parents (with minimal English language skills) to get more involved in the school and their child's learning.
- \*Mother tongue languages are seldom considered in assemblies, written daily notices, letters to parents, advertising event posters etc.
- \*A sense of community and valuing language identity is lacking in areas where it could be showcased.

### **Sphere of Influence:**

- \*Encouraging students to use/display their mother tongue language outside of the classroom in posters, articles for the school newspaper etc. In my role as teacher editor of our school newspaper, I encourage students to use their mother tongue language to write articles.
- \*Collaborating with the parent community to have letters written in mother tongue language. They feel valued in being able to participate.
- \*Collaborating with subject teachers in how mother tongue languages can be better used by students in their lessons (transfer skills and translanguaging).
- \*Encouraging CCAs that promote cultural diversity and identity.
- \*Rewriting Language Policy to include a provision for mother tongue and language learners. This is a vital step in beginning a school's journey in promoting mother tongue languages and identity.
- \*More visuals on campus that promote cultural and language diversity.
- \*Counselling parents and students in language pathways. Host information cafes, evenings and PD for teachers to help whole school community better understand the importance of mother tongue language development.

### **Success Criteria:**

- \*A truly more 'international school'.
- \*Cultures and Identity are celebrated and valued daily not just on event days.

\*Mother tongue parents and students feel a strong sense of belonging and community. Parents would become active on the campus; participate in field trips, read with students. Students would become more creative in their CAS activities and asking for or establishing on their own cultural CCAs. Leading to more authentic service learning.

\*Multiple languages are heard, spoken and seen on campus.

\*When students see their culture and language valued, they are more inclined to use it and to get more involved in service work that promotes change.

\*Subject teachers are more confident with students using their mother tongue to transfer skills.