Languages in Motion
CECV Languages Strategy 2023–2025

GOALS

1. Students set and monitor their own learning goals, using a continuum derived from the Victorian Curriculum F–10.
2. Students regularly contribute to their language learning through student voice surveys.
3. Students use language creatively, through building and using their own sentences based on modelled language examples.

CORE ELEMENT 1
Positive student learning behaviours

GOALS

1. School executive teams develop, implement, review and adjust a Languages improvement plan within the SIP/AAP at the executive level.
2. School executive teams monitor organisational structures for sustainable Languages provision in the school.
3. School executive teams review and respond to student Languages growth data to ensure innovative quality programs and improved academic growth.
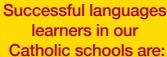
CORE ELEMENT 5
Adaptive organisational structures and processes

GOALS

1. Teachers understand and use the Victorian Curriculum F–10 language for planning, teaching, assessing and student goal setting.
2. Teachers use student voice surveys to inform planning and adjust delivery.
3. Teachers scaffold learning towards creative and spontaneous language use.
4. Teachers use assessment data to track student growth and adjust planning documents to support students' needs.

CORE ELEMENT 2
Expert teaching practices

Successful languages learners in our Catholic schools are:

- Active
- Creative
- Reflective
- Agile communicators
- Positive contributors to the world
- Interculturally engaged
- Risk takers
- Resourceful

CORE ELEMENT 4
High-impact principal leadership practices

CORE ELEMENT 3
Effective mid-level leadership practices

GOALS

1. Principals commit to sustainable and ongoing improvement of Languages provision through adaptive organisational structures.
2. Principals embed the goal/s from the CECV Languages strategy into their School Improvement Plan (SIP) and/or Annual Action Plan (AAP).
3. Principals review and monitor the quality and rigour of Languages programs.

GOALS

1. Mid-level leaders support teachers to attend professional learning (PL) sessions and participate in PL networks.
2. Mid-level leaders actively encourage and support Languages staff to contribute to whole-school priorities.
3. Mid-level leaders foster active collaboration to explore and share explicit literacy strategies across all learning areas.
4. Mid-level leaders ensure all Languages staff can adjust planning and teaching according to student data.

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