

POLICY: LANGUAGE POLICY – MANDARIN CHINESE

PURPOSE:

Participation in a Mandarin Chinese Language and Cultural program broadens the students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities require an ability to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world. Active and informed citizens with an appreciation of Australia's social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels is desirable.

AIMS:

- Teach Mandarin Chinese as a second language, understand Mandarin Chinese is a tonal language with written characters.
- Understand Chinese culture, tradition, values, beliefs and etiquette.
- Develop multicultural awareness and perspective, appreciate diversity and differences, and learn to be open and respectful to other cultures through the learning of Chinese Language and Culture.
- Compare and contrast Chinese language with other subject learning, develop reflection skills as well as extend learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- Strengthen intellectual, analytical and reflective capabilities, and enhance creative and critical thinking.
- Broaden students' vision about the world and cultivate global thinking and appreciation for diversity

IMPLEMENTATION:

- Victorian Curriculum language domain has two dimensions:

1) Communicating in a language other than English

Students learn the knowledge, skills and behaviours relevant to the specific language being studied. The skills of this dimension include listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. This dimension requires familiarity with a wide variety of texts and genres in print and electronic form.

2) Intercultural knowledge and language awareness.

Students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Progress through this dimension is demonstrated through performance in the language being studied. The understandings are universal and are gained by comparing languages, including English. Students gain an awareness of the influence of culture in the learner's own life and first language. Different languages and language communities organise social relations and information in different ways and values differ from one community to another. Through cultural self-awareness, the ability to rationally discuss and compare cultural differences is developed. This dimension involves developing curiosity about and openness to a variety of values and practices, as well as acquiring in depth knowledge of the diverse cultural traditions of the source societies.

- The Mandarin Chinese program is implemented by Mandarin speaking teachers. Each student will participate in one 50 minute lesson per week.

- The Mandarin Chinese language teacher will be allocated the responsibility of coordinating of the program, including input into our Multicultural Day, Celebration and other special events.
- A range of activities incorporating games, songs, stories, craft activities and guided reading and writing tasks to teach the language will be employed.
- The program will progress through language topics, beginning with topics linked with self and family, and then widening to include local communities and familiar locations. The children cover a broad band of topics including, greetings, numbers, colours, family members, weather, shopping, cooking, school subjects and stationery requirements, likes, dislikes, hobbies, sports and housing etc.
- Where appropriate activities will reflect the Investigative/Inquiry topics being studied at school and will support the class program. Revision forms an integral part of lessons and of the program as a whole.
- Assessment of students is continuous and ongoing and student progress in both language dimensions will be reported in the student's academic reports. A variety of assessment strategies will be used, such as anecdotal notes, observations, checklists of skills and rubrics. The focus will be on their participation and development of their Mandarin Chinese language skills.
- Parental and community involvement will be encouraged by participation in activities.
- Professional development will be encouraged to develop teacher support in Mandarin Chinese Language teaching areas.
- The Mandarin Chinese language teacher will be responsible for displays throughout the school.
- The Teaching Exchange program with our sister school Yangzhong Experimental Primary School in Jiangsu Province has been developed since 2015. It has been consolidated through a student visitation program to Brentwood Park annually. Since 2017 students from Brentwood Park have visited our sister school in Jiangsu.

REVIEW:

Policy to be reviewed as necessary.

Approved by School Council 7/8/2018