POLICY: LANGUAGE POLICY – MANDARIN CHINESE

PURPOSE:

Engaging in a Mandarin Chinese Language and Cultural program broadens students' global perspectives and fosters intercultural competence. In today's increasingly multicultural, interconnected, and interdependent world, understanding how personal, social, cultural, and employment opportunities are shaped across borders is essential. Engaging in Mandarin Chinese language and cultural learning expands students' global perspectives and fosters intercultural competence. The interdependence of countries and communities requires individuals to navigate and negotiate experiences and meanings across languages and cultures.

Bilingualism or plurilingualism is the norm in many parts of our globalised, high-tech society. Cultivating well-informed, multilingual citizens who appreciate Australia's rich social, cultural, linguistic, and religious diversity is both desirable and necessary. The ability to communicate effectively and respectfully across cultures locally, regionally, and globally, equips students to embrace a wide range of personal, social, cultural, and professional opportunities.

AIMS:

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- Teach Mandarin Chinese as a second language, with an emphasis on its tonal nature and written script (Hanzi).
- Develop understanding of Pinyin, the Romanised phonetic system that supports pronunciation and accessibility for non-native learners.
- Introduce students to Chinese etiquette, culture, traditions, values, and beliefs.
- Promote multicultural awareness and global citizenship by encouraging respect for cultural diversity.
- Foster openness, inclusivity, and intercultural understanding through language and cultural engagement.
- Link Chinese language learning with other subject areas to develop critical thinking, reflective practice, and deeper self-understanding regarding personal heritage, values, beliefs, and identity.
- Strengthen intellectual, analytical, and reflective capabilities, enhancing both creative and critical thinking skills.
- Broaden students' worldviews and cultivate global-mindedness and an appreciation for cultural 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 delivered by qualified Mandarin-speaking teachers. Each student will participate in one 50-minute lesson per week. The Chinese language teacher is responsible for the coordination of the program, including contributions to whole-school Multicultural Day, other cultural celebrations and special events.
- A variety of engaging, student-centred activities will be used to support language acquisition, including games, songs, stories, craft activities and guided reading and writing tasks.
- The curriculum progresses through thematic language units, beginning with topics related to self and family, and gradually expand their learning to the local communities and familiar locations and events.
- Where appropriate, language learning will be integrated with classroom Investigative/Inquiry units to support cross-curricular connections. Revision will form a regular and essential component of lessons to reinforce language development. Assessment is continuous and ongoing, with student progress in both receptive and productive language skills reported in the student's academic reports. Assessment strategies will include anecdotal records, teacher observations, skill checklists,and rubrics. Emphasis will be placed on student participation and demonstrated growth in Mandarin Chinese proficiency.
- Parental and community involvement will be encouraged through involvement in classroom activities and cultural events
- Ongoing professional development will be promoted to support staff involved in Mandarin Chinese education. The Chinese language teacher will also coordinate school-wide cultural displays that showcase students' learning and Chinese cultural traditions.
- Brentwood Park Primary School has maintained a Teaching Exchange Program with its sister school, Yangzhong Experimental Primary School in Jiangsu Province, China since 2015. The partnership includes mutual student visitation programs, strengthening intercultural understanding and global connections.

POLICY REVIEW AND APPROVAL:

Policy last reviewed	12/8/2025
Consultation	Consultation with school council and approved by School Council
Approved by	James Bell, principal
Next scheduled review date	August 2029