

Languages Policy

(Ratified by School Council: October 2025)

PURPOSE:

This Languages Policy is to guide the teaching of languages other than English (LOTE).

The understanding and appreciation of different cultures plays an essential role when connecting with our intercultural society. This policy is written to guide the teaching and learning of Language (Mandarin) at Glen Waverley Primary School.

GUIDELINES:

Mandarin is the current language of study in the language program. It aims to provide students with the opportunity to enhance the development of Mandarin linguistic and communication skills; while building cultural knowledge and awareness in a learning environment designed to immerse students in a language other than English. In this way, language learning contributes to the development of interculturally aware citizens, an increasingly important quality at a time of rapid and deep globalisation. Acquisition of more than one language enriches personal growth and helps facilitate international understanding. (Victorian Curriculum 2.0). The Chinese curriculum takes into account different entry points into language learning based on the language acquisition backgrounds of the students.

The Language program aims to:

- ♦ Provide students with an opportunity to learn a language in addition to English and increase their understanding of how language works.
- ♦ Develop a greater awareness of cultural diversity and foster the development of international mindedness and global citizenship.
- Provide pathways for two learner groups: Second Language Learners and Background Language Learners
 - **Second Language Learner**
These students are introduced to learning Chinese at school as an additional, new language. The first language used before they start school and/or the language they use at home is not Chinese.
 - **Background Language Learner**
These students may use Chinese at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the Chinese language. These students have a base for literacy development in the language.

LOTE teachers will use the pathways to cater for students by making any appropriate adjustments to differentiate their learning experiences.

- ♦ Develop targeted language skills in writing, speaking, reading and listening, and engage students in meaningful and authentic tasks incorporating digital learning.
- ♦ Embed inquiry learning, critical thinking and stimulate the development of reflective skills and creativity through the learning of languages.
- ♦ Develop students' understanding of the intercultural community and of the wider society, building an appreciation and respect for people belonging to cultures different to their own.
- ♦ Enhance students' self-esteem and gain confidence through learning a language other than English.

The Languages Curriculum (Mandarin) has been designed to focus on;

- Language or communication skills (content required for Speaking, Listening, Reading and

Writing in Mandarin)

- Intercultural knowledge (exploring Chinese Culture, History and Geography)

IMPLEMENTATION:

The Mandarin program's development and implementation is based on the whole school Global Education priorities (as outlined in the Curriculum Policy) and supported by the Victorian Curriculum.

- ♦ The Mandarin program is an integral part of the school curriculum.
- ♦ Mandarin study for each student will be timetabled for 60 minutes per week.
- ♦ The Mandarin program will be planned to cater for the identified needs of each student.
- ♦ Student progress in Mandarin will be reported against achievement standards in the end of Semester academic report.
- ♦ The Mandarin teachers will determine which pathway best serves their students' needs and use the pathways to cater for students by making appropriate adjustments to differentiate their learning experiences.
- ♦ The Mandarin teachers with support from Language Captains will coordinate the school's extracurricular activities in LOTE including: the Chinese Crafting Club, Chinese Choir, Language Multicultural Day, excursions/incursions, community gatherings and family social events.
- ♦ Mandarin will also be taught through a Language Innovation program for Background and Second Language Learners, allowing them to further excel.

Timetabling:

The teaching of Mandarin is timetabled to occur in all classes from Prep to Year 6 for 60 minutes per week. However, the implementation of Language Innovation will be timetabled outside of regular school hours. The curriculum is integrated with the school's inquiry scope and sequence which is based upon the outcomes contained within the Victorian Curriculum 2.0, this aims to enhance cross-curricular connections.

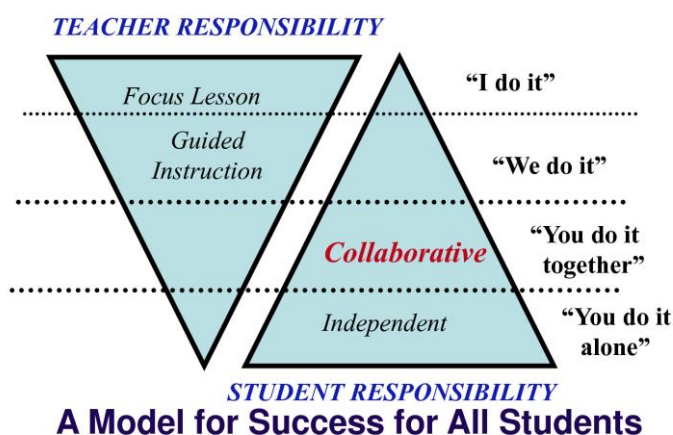
Planning:

The planning of Mandarin at the School collectively addresses;

- Links to the whole school inquiry curriculum, aligned with the CIS Global Citizenship and Intercultural learning model.
- Skills and Competencies as outlined in the scope and sequence of the Victorian Curriculum 2.0 - Language
- Victorian Curriculum F–10 Version 2.0, Chinese <https://f10.vcaa.vic.edu.au/learning-areas/languages/chinese/introduction>
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- Historical, Social & Cultural context, similarities and differences
- Student Voice and Agency and student data to drive planning

Teaching and learning is scaffolded across Prep to Year 6. The Mandarin program links to units of inquiry undertaken in the classroom where appropriate. It is sequential and allows for the development and realistic acquisition of oral, written and visual language skills. Students are guided as they reflect on their learning in order to deepen their understanding of the Chinese language and culture. In this way, Mandarin learning contributes to the development of intercultural global citizens.

Lesson Structure:



The whole school's instructional model "The Gradual Release of Responsibility" is utilised to structure a Mandarin lesson. Teaching and learning tasks focus on differentiated strategies to meet the specific learning needs of students across the range of abilities. Each language lesson is to be taught based upon the Gradual Release of Responsibility and may include:

Tuning In: (5 minutes)
Learning Intention and Success Criteria

Mini Lesson: (5 – 10 minutes)
Focus on the language skills and cultural awareness

The Learning Task: (25 – 35 minutes)
Differentiated learning tasks to meet the various learning abilities

Share/Reflection: (5 – 15 minutes)
Reflect on learning

Assessment and Reporting:

The assessment and reporting of Mandarin is to be conducted in line with the Assessment and Reporting Schedule. Mandarin learning tasks that reflect the topics being studied, and are appropriate to each child's ability, will form a component of each student's portfolio in the first semester. Student progress in Mandarin learning will be reported in Semester academic reports.

RELATED LEGISLATION:

Department of Education – Language
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/languages/Pages/default.aspx>

Victorian Curriculum and Assessment Authority (VCAA)
<https://f10.vcaa.vic.edu.au/learning-areas/languages/chinese/second-language-learner-f-10-sequence>

Australian Curriculum and Assessment and Reporting Authority (ACARA)
<https://www.acara.edu.au/>

Council of International Schools (CIS)
<http://www.cois.org/>

The Victorian Curriculum has been written to equip students with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

RELATED POLICIES:

Curriculum Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the Languages teacher with the support of the Curriculum Team.

DUE DATE FOR REVIEW:

Due for review in October 2027