

Rationale:

- The International Baccalaureate Primary Years Program and the Victorian Curriculum F-10 Languages recognises that learning a language is a sequential and cumulative process and that students learn most effectively through frequent, regular engagement over an extended period of time and opportunities to practise and meaningfully use the language in authentic situations.
- Learning languages broadens 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 requires people to negotiate experiences and meanings across languages and cultures.
- Students acquire communication skills in Chinese.
- They develop understanding about the role of language and culture in communication.
- Their reflections on language use and language learning are applied in other learning contexts.

Visions:

- To develop and extend student capacity to communicate in the target language, across all four dimensions of reading, writing, speaking and listening.
- To develop and extend intercultural understanding.
- To develop understanding of and respect for diversity and an openness to different perspectives.
- To nurture reflective, creative and critical thinking.
- To enhance intellectual and analytical capabilities.

Action/Implementation:

- Teachers deliver a language program that is developmental — new learning is built on students' existing knowledge and understanding.
- Teachers deliver a language acquisition program — while the long-term aim of the program is to develop proficiency in the target language, learners have regular opportunities to practise in a supportive environment where fluency rather than accuracy is the initial aim.
- Teachers deliver a literacy-based program — learners acquire an understanding of the grammar, word and sentence construction, phonology, as well as an extensive vocabulary in the target language.
- Teachers deliver a program that is personalised and scaffolded — the learner's first language literacy is acknowledged and taken into account so that pedagogy, curriculum and learning environments meet the needs of individual learners.
- Teachers deliver a program that is blended — combines face-to-face classroom methods with mobile and online learning.
- Teachers deliver a program that is cognitively demanding — learners have the opportunity to apply higher-order reasoning and thinking skills and engage with age-appropriate content
- Teachers deliver a program that is authentic and contextualised — language is used in meaningful contexts for authentic purposes.
- Teachers deliver a program that is engaging — learners play an active role in their own learning
- Teachers report on student learning against the achievement standards set out in the Victorian Curriculum.
- Teachers provide a language program that is primarily aimed at developing proficiency in the target language, taught by a qualified teacher of the language.

This policy should be read in conjunction with the school's 'Teaching and Learning' and 'Reporting' Policies.

This policy will be reviewed as part of the four-year review cycle.