



X.L.X XM 语 言 政 策

.L.X

1LANGUAGEPOLICY

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IB 国际文凭组织使命宣言

IB 国际文凭教育的目标是培养勤学好问、知识渊博、富有爱心的年轻人，他们通过对多元文化的理解和尊重，为开创更美好、更和平的世界贡献力量。为了实现这个目标，IB 国际文凭组织与众多的学校、政府以及其他国际组织进行合作，开发出一系列具有挑战性的国际教育项目和严格的评估体系。这些项目鼓励世界各地的学生成长为既积极进取又富有同情心的终身学习者，他们理解尽管人与人之间存在差异，但他人的意见也可能是正确的。

X.M 办学理念

上海闵行区学乐星晓苗幼儿园旨在通过全人教育，培养幼儿对多元文化和信仰的尊重，培养幼儿成为具有国际情怀的世界公民和终身学习者，让幼儿毕业之后也能够不断学习和进步。

X.M 愿景

为世界的繁荣发展源源不断输送栋梁之才！

X.M 使命

上海闵行区学乐星晓苗幼儿园提供浸润式的双语教育，尊重学生个性发展，培养学生具有多元文化视角。学校通过全人教育的理念，使学生成为全球公民和终身学习者。

X.M 核心价值观

在晓苗，我们



珍视传统
(知识渊博)

激励变革
(积极探究 勇于尝试)

乐见进步
(胸襟开阔)

从而能够 ..

独立自主
(全面发展)

接纳多元
(勤于思考)

感恩他者
(懂得关爱)

以 ..

勇于担当
(坚持原则)

笃行求真
(及时反思)

克己修身
(善于交流)

标准与实践（2022 年）

在开发与审查所有政策时应遵循以下 IB 项目标准。

文化（03）

- 4.学校应实施和推广语言政策并进行定期审查，通过使用多种语言促进各种形式的交流，增进不同文化间的相互理解。
- 4.1 学校应按照 IB 语言政策指导原则实施和审查语言政策。(0301-04-0100)
- 4.2 学校应在语言政策中说明学校认可多语言符合实际与师生利益，且有助于学习。(0301-04-0200)
- 4.3 学校应在语言政策中明确用于促进语言发展的各种线下和线上资源。(0301-04-0300)
- 4.4 学校应在语言政策中阐明学校社区所有成员的权利与职责以及校内的美好行为规范。(0301-04-0400)

政策理念

上海闵行区学乐星晓苗幼儿园愿景声明是制定语言政策的根基。语言是所有学习的基础，因此本政策对于实现学校自身愿景至关重要。

语言是沟通交流的主要手段，是终身学习的重要基础，可以激发学生的求知欲，帮助学生培养批判性思维与社交技能。语言习得是终身的过程；因此，所有教师均可视为语言教师，需根据所有学生的需求调整教学材料与教学方式。语言学习包括学习语言、



通过语言学习以及关于语言的学习。上海闵行区学乐星晓苗幼儿园致力于培养多语言人才，助力学生培养文化认同感与国际化思维。所有交流均使用中英文，这两种语言是上海闵行区学乐星晓苗幼儿园的教学语言。学校为不同语言背景的儿童提供入学机会，并为不擅长英语的学生提供必要的英语学习支持。学校的办学理念是理解与尊重不同社区的语言和文化，在课程中为学生提供各种外语学习机会。

对社会文化环境的考量

社会文化考量因素

上海闵行区学乐星晓苗幼儿园认可学生及家长的多元社会文化背景。学校语言政策旨在反映与尊重社会文化差异，打造包容性环境，助力所有学生获得价值感和必要的支持。学校致力于营造良好学习氛围，从而促进文化多样性，增进不同文化间的相互理解。

对此，学校确保语言项目能够充分适应与灵活体现学校社区的各种社会文化背景。相关举措包括：

- 与家长和社区成员定期交流，以理解其语言与文化需求。
- 将文化意识融入学校课程，培养学生欣赏与尊重不同立场。
- 为教师提供专业发展培训，助力其提高自身技能，有效应对课堂文化多样性。

语言政策文件宗旨

上海闵行区学乐星晓苗幼儿园认为，语言是认识文化世界的关键；因此，学生必须认识到语言有助于培养其成为终身学习者的正当性与重要意义。本语言政策指导文件系由教职工与管理层共同编制。本政策符合规定的 IB 课程原则与规范，其中概述了学校的语言与学习目标，明确了帮助学生实现该等目标的课程项目。通过制定本文件，学校致力于确保让每位学生适应至少两种语言。考虑到学生能力差异，有些学生可以熟练掌握一种目标语言，有些学生可以学会并熟练掌握两种或两种以上的语言。

家庭语言

家庭语言是儿童的第一语言或母语。学校深知支持所有学生学习家庭语言的必要性。其重要原因至少包括以下两点：



第一，帮助所有学生在部分或大部分由家庭语言界定的文化背景中牢固确立自身文化身份，促进学生基本人权的实现；

第二，支持学生通过家庭语言环境培养认知和语言能力。

因此，上海闵行区学乐星晓苗幼儿园将通过以下方式支持家长继续发展与培养家庭语言和读写能力：

- 向家长宣传和普及发展家庭语言的必要性，并在学年期间的家长会上思考可行策略，为家长提供更多建议并介绍部分支持形式；
- 为学生提供使用家庭语言书写各科词汇、定义和注释的机会；
- 认可并鼓励校园语言多样性；在图书馆提供家庭语言学习资源；
- 针对 PYP 课程项目，为中国学生提供中文绘本，为其他国籍的学生提供英语（其他语言）课程；
- 鼓励教师建议学生使用家庭语言完成学习成果；
- 在与目标社区进行各领域的调查、访谈和互动过程中，要求学生使用目标对象熟悉的语言。

PYP 项目

中文是学校大部分学生的母语，英语一般是家长希望子女学习掌握的第二语言。因此，上海闵行区学乐星晓苗幼儿园仅使用中文和英语两种语言进行教学。尽管如此，学校认识到，来自中文和英语都不普及国家的学生数量不断增加。学校致力于尽可能让这些学生与使用相同语言的其他学生共同参与课堂。此外，学校理解家庭语言非中文或英语的家长对学生的期望，他们希望子女能够继续发展母语，保持文化身份认同。学校鼓励家长和学生在家中使用母语进行交流，发展母语能力，这有助于增强学生对自身文化身份的认同感与自豪感。

- 1) 为践行 IB 课程理念，上海闵行区学乐星晓苗幼儿园鼓励、重视并支持学生继续发展母语。学校深知，继续发展学生的母语综合读写能力有助于提高学生学习其他语言的能力。

上海闵行区学乐星晓苗幼儿园苗苗书吧计划支持社区语言发展，确保图书馆藏书能够代表整个社区及其使用的语言。



家长参与 PYP 项目

家长是学校社区的重要成员，为上海闵行区学乐星晓苗幼儿园开展语言学习工作提供了强大支持。学校采用多种途径与家长进行沟通，帮助其明确继续发展家庭语言学习能力的重要意义。家长是不可或缺的家庭语言教育者，可以为学生家庭语言的发展提供各种资源。

对于 PYP 课程中的语言学习，家长与学校共同合作，协助按照学校的评估政策开展教学与学习评估。

专业发展

促进专业语言发展是每位教职工的重要职责。学校致力于促进专业发展，因此将长期为教师提供参与IB课程及其他语言发展相关研讨会的各种机会。此外，学校还将举办校内研讨会，并鼓励教师丰富课外阅读。学校图书馆将为教职工提供各种学习资源。本着“所有教师均是语言教师”这一理念，学校鼓励教师邀请客座讲师参加研讨会，并与全体教职工开展交流互动。

资源

语言委员会负责更新现有的语言教学资源，并提前一学期提出下一学年的语言资源需求。学校将常年为配置语言资源分配预算额度。通过精心打造文学与电子资源库，学校确保为所有 IB 课程提供完备的语言学习资源，为师生提供大量学科领域专用资源与不同类目的书籍，其中以英语教学语言为主，并根据需求提供其他语言的学习资源。

PYP 项目

学校会对申请人进行评估，需考察学生能力水平能否适应新文化环境，并与其他文化背景的学生进行良好互动。学生应保持积极的学习态度，并愿意主动学习 IB 课程，成为具有探究精神、思维开放和勇于冒险的学习者。此外，学校往往还需考察家长支持和参与子女教育的意愿，家长的积极参与对学生 IB 课程顺利结业至关重要。

课程中的语言

学校全体教职工与社区成员均需支持和重视语言对于上海闵行区学乐星晓苗幼儿园以及综合语言学习的重要作用。语言学习是开展所有教学活动的重要基础。学校全体成员应尊重所有辅助与支持人员所使用的语言。学校尽一切努力增进多种语言的相互理解，促进所有同事建立良好互助关系，并在使用语言的过程中践行敏感性与包容性原则。



上海闵行区学乐星晓苗幼儿园深信，所有教师均是语言教育者。语言与文学、语言习得科目教师的职责是为学生语言发展提供专业支持，但学科专门语言发展在其他学习领域中同样十分重要。各科教师均有职责学习和了解相关学科的语言要求，并确保将语言学习要求融入教学实践。

以语言为基础的专业发展培训和现行最佳实践可以为教学提供支持 with 指导。上海闵行区学乐星晓苗幼儿园致力于提倡包容性的语言教学实践，助力培养懂得关爱他人、有原则、敢于冒险、善于沟通的学习者。因此，学校鼓励所有学生、教职工及家长以具有包容性的方式使用语言。此外，为支持语言学习，学校将采取差异化评估方式（参阅“全纳政策”和“评估政策”了解更多详细信息）。

满足其他语言需求与法律要求

社区语言需求与法律要求

上海闵行区学乐星晓苗幼儿园致力于在遵守当地与国家法律要求的前提下满足社区的语言需求。学校语言政策考虑了涉及语言教育的所有政府立法，确保遵守所有法规与标准。

为满足上述需求和要求，学校将：

- 按照政府指导原则提供语言支持，确保所有学生，包括非英语母语和非中文母语学生获得必要支持。
- 持续学习最新的相关法律，并对语言项目作出相应调整，以确保遵守法律。
- 与法律专家和教育部门开展合作，确保学校语言政策的有效性与全面性。

图书馆的职责

图书馆为学生与教职工提供大量各种形式的阅读资料，以满足学习需求与个人兴趣。学校号召所有师生在特殊场合下向校图书馆捐赠自身语言的书籍并致力于建立藏书丰富的图书馆，提供有助于语言学习的各类书籍及其他网络与技术资源。

教师负责维护班级图书角，以便为教学提供资源。学生可以使用班级图书角搜索课程相关资源，或查找个人感兴趣的书籍，利用早读、闲暇以及午休时间丰富阅读生活。



学校会邀请家长及社区内其他演讲嘉宾在课堂上与学生分享自身经验，帮助学生学习，培养对现实世界的洞察力。学校致力于为图书馆现有藏书不断增添新的书籍，建设丰富完备的藏书库，以支持课程学习，满足学校社区的多元化需求。

图书馆管理员负责协助语言教师组织并推广一系列项目与活动，以提高学习者积极性，激励学生成为终身阅读者。

利益相关方的职责

本语言政策的有效实施依赖于学校社区内所有利益相关方的共同合作。

学校管理层的职责

- 使用英语和中文作为主要交流语言；
- 确保制定和实施语言习得相关政策与规程，并进行定期审查；
- 确保聘用具备合格资质与经验、且有能力使用教学语言的教师；
- 确保为相关资源与教育计划提供充足的资金支持，以支持落实语言政策；
- 确保与同事、学生和学校管理层之间灵活沟通。

教学领导团队的职责

- 使用英语和中文作为主要交流语言；
- 领导开展学校的学习项目；
- 共同承担实施与定期审查语言政策及课程的职责；
- 支持教师开展授课与教学；
- 为不适应教学语言的学生提供支持；
- 提供多种专业发展机会；
- 鼓励开展课外团体活动，为语言的使用与学习创造良好环境；
- 定期与家长沟通学生的语言学习情况；
- 对教师进行考察，并提供建设性反馈、资源、教职工发展机会以及相关指导。



教师的职责

- 设计与开展符合 IB 学习者培养目标与 IB 课程标准的语言课程；
- 创造包容接纳与鼓励学习的良好环境，支持学生掌握更多语言；
- 负责准确评估学生学习进步情况，并及时提供反馈意见；
- 在帮助学生理解与欣赏不同文化方面肩负着关键职责；
- 积极保持长期专业发展学习，了解最新的语言教学方法、评估实践以及 IB 课程要求；
- 与其他 IB 课程教师和教职工开展合作，确保学校语言学习方法的统一性；
- 与学生、家长及其他利益相关方保持积极沟通，普及多语言学习的重要价值，为学生的语言学习过程提供支持。

学生的职责

- 对语言学习保持积极态度；
- 善于反思，监督自身学习进步，理解自身长处与短处，确定学习改进策略；
- 积极参与要求使用相关语言搜集信息、分析资料 and 介绍相关成果的探究活动；
- 提高口语和书面语沟通技能，锻炼表达自己和理解他人的能力；
- 探索与欣赏不同文化及其语言表达方式；
- 在 IB 课程结业后继续保持语言学习，成为终身的语言与文化学习者；
- 建立全球视角，理解语言学习对于建立自身与世界之间联结的意义。学生需能够理解全球性议题，并运用自身语言技能为建设更加和平、更可持续的世界作出贡献；
- 培养对自身语言学习的主人翁意识，主动学习，运用自身语言技能为建设多样性与互联互通的世界作出贡献。

家长的职责

- 为孩子的语言学习提供支持与鼓励。
- 与学校和孩子的语言教师积极沟通，了解相关课程、评估流程与要求。
- 鼓励孩子积极参与语言学习相关文化活动，让孩子有机会接触语言交流项目、文化活动或前往使用该语言的国家旅行。



- 提供更多家庭学习资源，例如语言学习软件、书籍或网络资料，为孩子营造课后的语言学习环境。
- 以身作则，尽可能在个人日常生活中使用目标语言，或展示自身对所学语言与文化的尊重。
- 积极参与评估流程，并为孩子提供反馈。理解评估标准，提供建设性反馈有助于学生提高自身语言技能。
- 为孩子创造在课后练习语言的机会，例如邀请交换生到家做客、加入语言俱乐部或参与社区语言相关活动。
- 熟悉 IB 课程的语言学习方法，包括强调概念理解、国际化思维以及 IB 学习者素质。

支持服务

规划英语学习支持

英语学习支持旨在促进学生在社交与学业方面的全面融合。学校将根据学生实际情况，为不擅长英语的学生提供英语学习支持，并考虑不同级别与学习目的。首先，由任课教师确定学生是否需要额外的语言支持，从而得出个别化诊断评估结果，参考该结果制定个别化教育计划，为学生语言发展提供支持。教师可在课堂上注意观察个别学生的语言需求，并作出相应规划。如果学生的语言需求对学习造成较大阻碍，学校将安排个别化支持，为学生语言学习安排更多时间。在可行的情况下，可以针对语言学习设定与主科目相同的学习目标，并在主课程内外安排学习。

PYP 幼儿园项目

PYP课程通过日常课堂、游戏活动、户外运动等方式提供英语学习支持。教学过程中将尽可能结合六大领域进行学习。此外，学校还将根据需要在个人研习等评估方面为学生提供帮助。

完成英语学习支持

根据建议完成相关支持后，班主任、英语支持教师与课程协调员将就学生课堂表现进行讨论。如果学生已达到学习课程的预期语言能力，并能够独立完成书面和口头作业，则可以逐步取消相关支持。



如果认为学生需要进一步的学习支持，则可以将学习支持延长一个学期，并在结束后进行测试。

教学语言

全部课程均采用英语和中文授课。

PYP 幼儿园项目

在 PYP 课程中，利用以前的所有语言资源、语言技能以及语言学习知识是学生使用语言的最有效方式。探究式 PYP 课堂可以激发教师与学生使用语言的积极性，学会欣赏语言的功能价值与美学价值。

为激发语言学习能动性，有效结合超语实践策略，学校鼓励学生利用不同语言、认知与符号资源理解语言的含义和意义。学生有机会讨论语言对于个人的意义，并设定自身的语言学习目标。

语言学习不应仅局限于课堂教学，学校图书馆与班集体也发挥着重要作用。语言教师应主动与其他教师开展合作。

辅助语言教师在加强、支持与拓展课堂教学方面发挥着重要作用。

探究式课堂可以为学生提供学习和使用语言的真实语境。学校将尽可能通过与探究单元相关的真实情境教授语言。教师应参考《PYP 项目语言教学范围和顺序》中的语言内容、概念理解及学习成果进行规划和授课，评估探究单元内外真实情境下的跨学科教学。

教师应提供各种语言学习机会，支持学生保持探究精神，分享学习成果，并以学生过往经验和当前认知水平为教学着手点。学生应理解文本包括纸质形式、在线形式、电子形式或混合形式。

评估细节：

- 评估：自评 他评 互评 组评 师评。
- 目的：旨在评估幼儿在日常生活与学习中的语言发展能力。

进度跟踪：

- 允许依据学生第二学期期中的评估结果和进步情况进行适度的阶段性调整。
- 评估的年度审查旨在确保其与课程目标保持一致，且涵盖广泛的语言能力范畴。



免责声明

X.M 招生政策的实施与 X.M 学术诚信政策、X.M 评估政策、X.M 全纳政策和 X.M 语言政策保持一致，并符合当地、国家及 IB 国际文凭组织的规定。

审查

学校各政策系根据修订后的 IB 项目标准与实践制定而成。本政策在学校审查期间得以完善，并将社区反馈纳入其中。

起草：2023 年 9 月

更新：2025 年 9 月

下一次审查：2027 年 9 月

本文件每两年进行一次审查与修订。

负责起草本政策的初始委员会：园长、保教主任、PYP 项目协调员、、学科带头人、教研组长。

参考文献

- 国际文凭组织《学校语言政策开发指南》。日内瓦，国际文凭组织，2008 年。
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- 国际文凭组织《IB 课程中母语以外的其他语言学习》。日内瓦，国际文凭组织，2008 年。
- 国际文凭组织《中学项目：从原则到实践》。日内瓦，国际文凭组织，2014 年。
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IB International Baccalaureate Organization Mission Statement

The mission of IB International Baccalaureate Education is to nurture young individuals who are diligent, curious, well-informed, and compassionate. By fostering understanding and respect for diverse cultures, these individuals contribute to building a better and more peaceful world. To achieve this vision, the IB International Baccalaureate Organization collaborates with schools, governments, and international organizations worldwide to develop challenging curricula and rigorous assessment systems. These programs empower students globally to become proactive, compassionate lifelong learners who recognize that while people may differ, everyone's perspectives can be valid.



X.M theory on school management

Shanghai Minhang District Xuelexing Xiaomiao Kindergarten aims to cultivate childrens respect for diverse cultures and beliefs through whole person education, cultivate children to become world citizens with international feelings and lifelong learners, so that children can continue to learn and progress after graduation.

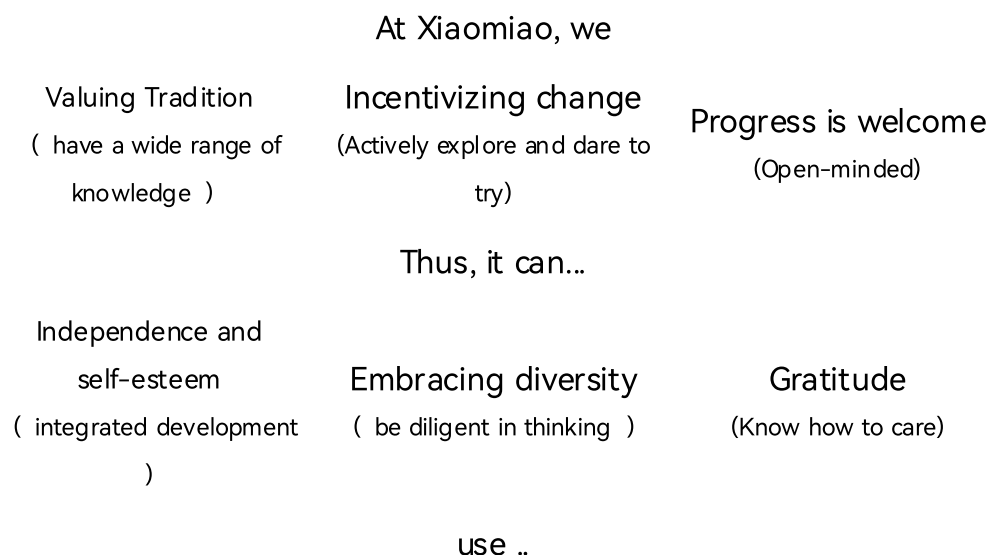
X.M vision

To continuously supply the world with talented people for its prosperity and development!

X.M mission

Shanghai Minhang District Xuelexing Xiaomiao Kindergarten provides immersive bilingual education, respects the individual development of students, and cultivates students with a multicultural perspective. Through the concept of whole person education, the school enables students to become global citizens and lifelong learners.

X.M core values



Taking responsibility (adhere to principles)	Be committed and seek truth (Rapporteur: Timely reflection)	Cultivating oneself (Good at communication)
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Standards and Practice (2022)

The following IB project criteria should be followed in the development and review of all policies.

Culture (03)

- 4. Schools should implement and promote language policies and review them regularly, promoting various forms of communication through multilingualism and enhancing mutual understanding between cultures.
- 4.1 The school shall implement and review language policies in accordance with the IB Language Policy Guidelines. (0301-04-0100)
- 4.2 The school shall state in its language policy that the recognition of multilingualism is in the interests of the school, its teachers and students and contributes to learning (0301-04-0200).
- 4.3 The university shall specify in its language policy the range of offline and online resources to be used for promoting language development. (0301-04-0300)
- 4.4 The school shall clarify in its language policy the rights and responsibilities of all members of the school community and the code of good conduct on campus. (0301-04-0400)

policy principle

The Vision Statement of Xuelexing Xiaomiao Kindergarten in Shanghai's Minhang District is the foundation for formulating language policies. Language is the foundation of all learning, so this policy is crucial to realizing the schools own vision.

Language serves as the primary means of communication and forms a vital



foundation for lifelong learning. It can stimulate students thirst for knowledge while helping them develop critical thinking and social skills. Language acquisition is a lifelong process, so all teachers should be regarded as language educators, adapting teaching materials and methods to meet each students needs. Language learning encompasses three aspects: acquiring language skills, developing language proficiency through practice, and understanding linguistic concepts. Shanghai Minhang District Xuelexing Xiaomiao Kindergarten is dedicated to cultivating multilingual talents and fostering cultural identity alongside global perspectives. All interactions use Chinese and English as the kindergartens instructional languages. The school provides enrollment opportunities for children from diverse linguistic backgrounds and offers essential English support for those who struggle with it. Guided by the philosophy of respecting and understanding different communities languages and cultures, the institution creates varied foreign language learning experiences throughout its curriculum.

Consideration of social and cultural environment

Social and cultural considerations

Xuelexing Xiaomiao Kindergarten in Shanghais Minhang District embraces students diverse socio-cultural backgrounds. Its language policy reflects and respects cultural differences, creating an inclusive environment that helps all students feel valued and supported. The school strives to foster a nurturing learning atmosphere that promotes cultural diversity and enhances mutual understanding across different cultures.

In response, the school ensures that the language program is fully responsive to and flexible to the sociocultural backgrounds of the school community through initiatives such as:

- Communicate regularly with parents and community members to understand their language and cultural needs.
- Integrate cultural awareness into school curricula to develop students appreciation and respect for different positions.



- Provide professional development training for teachers to help them improve their skills and effectively respond to classroom cultural diversity.

Purpose of the language policy paper

Xuelexing Xiaomiao Kindergarten in Shanghai's Minhang District emphasizes that language serves as the key to understanding the cultural world. Students must recognize how language cultivates their legitimacy and significance as lifelong learners. This language policy document was jointly developed by faculty and administrators. Aligned with established IB curriculum principles, it outlines the schools language and learning objectives while specifying corresponding course programs. Through this policy, the kindergarten aims to ensure every student develops proficiency in at least two languages. Considering varying student abilities, some may master one target language while others may learn and become proficient in two or more languages.

Family languages

Schools are well aware of the need to support all pupils in learning their family language, which is their first language or mother tongue. The main reasons for this are at least two:

First, to help all students to firmly establish their cultural identity in a cultural background defined in part or mostly by the family language and to promote the realization of their basic human rights;

Second, support students to develop cognitive and language skills through the family language environment.

Therefore, Shanghai Minhang District Xuelexing Xiaomiao Kindergarten will support parents to continue to develop and cultivate family language and literacy skills through the following ways:

- Educate parents about the need to develop a family language and consider strategies during parent-teacher conferences during the school year to provide parents with more advice and introduce some forms of support;
- Provide students with opportunities to use the family language to write



vocabulary, definitions and annotations for each subject;

- Recognize and encourage linguistic diversity on campus; provide family language learning resources in libraries;
- For the PYP curriculum program, Chinese picture books are provided for Chinese students and English (other languages) courses are provided for students of other nationalities;
- Encourage teachers to advise students to use the family language to complete learning outcomes;
- Students are required to use the language familiar to the target group during the survey, interviews and interactions in various areas with the target community.

PYP project

In Shanghai's Minhang District, Xuelexing Xiaomiao Kindergarten exclusively uses Chinese and English for instruction, as English is typically the second language parents prefer their children to learn. However, the school recognizes the growing number of students from countries where neither Chinese nor English is widely spoken. To accommodate these learners, the institution strives to integrate them into classrooms with peers who speak their native languages. Additionally, the school understands that parents whose children do not speak Chinese or English at home often wish for their children to continue developing their mother tongue while maintaining cultural identity. The kindergarten encourages families and students to communicate in their native languages at home, fostering linguistic competence that strengthens cultural pride and identity.

- 2) In order to implement the IB curriculum philosophy, Shanghai Minhang District Xuelexing Xiaomiao Kindergarten encourages, values and supports students to continue to develop their mother tongue. The school knows that continuing to develop students comprehensive literacy in their mother tongue will help improve their ability to learn other languages.

The Miao Miao Book Bar program of Xuelexing Xiaomiao Kindergarten in Shanghai's Minhang District supports community language development by ensuring that the library collection represents the entire community and its



language of use.

Parental involvement in the PYP program

Parents, as vital members of school communities, provide strong support for Shanghai Minhang Xuelexing Xiaomiao Kindergartens language education initiatives. The institution employs multiple communication channels to help families recognize the importance of sustaining language learning capabilities. As indispensable family language educators, parents can offer diverse resources to enhance their childrens linguistic development at home.

For language learning in the PYP curriculum, parents and schools work together to facilitate teaching and learning assessments in accordance with the schools assessment policy.

Professional development

Fostering professional language development is a vital responsibility for every faculty member. The school is committed to advancing professional growth by providing ongoing opportunities for teachers to participate in IB curriculum workshops and language development seminars. Additionally, the institution organizes internal workshops and encourages teachers to expand their extracurricular reading. The school library offers diverse learning resources for staff. Embracing the principle that "all teachers are language educators," the school actively invites guest lecturers to seminars and facilitates interactive exchanges among all faculty members.

resource

The Language Committee is responsible for updating existing language teaching resources and submitting the next academic years language resource requirements one semester in advance. The school will allocate a budget quota annually for language resource allocation. By carefully developing literary and digital resource libraries, the school ensures comprehensive language learning resources for all IB courses, providing teachers and students with extensive subject-specific resources and books across various categories, primarily focusing on English teaching materials while offering additional language learning



resources as needed.

PYP project

The school conducts comprehensive evaluations to assess applicants ability to adapt to a new cultural environment and interact effectively with peers from diverse cultural backgrounds. Students are expected to maintain a proactive learning attitude, actively engage in IB curriculum studies, and develop into curious, open-minded learners who embrace challenges. Additionally, the school evaluates parental support and willingness to participate in their childrens education, as active parental involvement is crucial for successful completion of the IB program.

Language in the curriculum

All faculty members and community members should recognize the vital role of language in Shanghai Minhang Districts Xuelexing Xiaomiao Kindergarten and comprehensive language learning. Language acquisition forms the cornerstone of all educational activities. The school community must respect the language used by all support staff. Every effort should be made to enhance cross-linguistic understanding, foster collaborative relationships among colleagues, and consistently apply principles of sensitivity and inclusivity in language practices.

Xuelexing Xiaomiao Kindergarten in Shanghais Minhang District firmly believes that all teachers are language educators. While language and literature specialists, as well as language acquisition instructors, are responsible for providing professional support for students language development, subject-specific language training remains equally vital across other learning domains. All educators are required to study and understand the linguistic requirements of their respective subjects, ensuring that language learning objectives are seamlessly integrated into teaching practices.

Language-based professional development programs and current best practices can provide support and guidance for teaching. Shanghai Minhang District Xuelexing Xiaomiao Kindergarten is committed to promoting inclusive language education practices, helping nurture learners who care for others, uphold principles, embrace challenges, and excel in communication. The school encourages all students, staff, and parents to use language in an inclusive manner.



Additionally, to support language learning, the institution will implement differentiated assessment methods (for more details, see the "Inclusive Policy" and "Assessment Policy").

Meet other language requirements and legal requirements

Community language needs and legal requirements

Shanghai Minhang District Xuelexing Xiaomiao Kindergarten is committed to meeting the language needs of the community while complying with local and national legal requirements. The school's language policy takes into account all government legislation related to language education, ensuring compliance with all regulations and standards.

To meet the above needs and requirements, the school will:

- Language support is provided in accordance with government guidelines to ensure that all students, including those who are not native English and Chinese, receive the necessary support.
- Keep abreast of the latest relevant laws and make appropriate adjustments to language programs to ensure compliance.
- Collaborate with legal experts and education authorities to ensure the effectiveness and comprehensiveness of school language policies.

The role of libraries

The library provides students and faculty with a wide variety of reading materials to meet academic needs and personal interests. The school encourages all members to donate books in their native languages during special occasions, while striving to build a well-stocked library that offers language learning resources, digital materials, and technical support.



Teachers are responsible for maintaining the class library corner to provide resources for teaching. Students can use the class library corner to search for curriculum-related resources or find books of personal interest, and enrich their reading life during morning reading, leisure time and lunch break.

The school invites parents and community speakers to share their personal experiences in class, helping students learn and develop real-world insights. The institution is committed to continuously expanding its library collection with new books, building a comprehensive and well-rounded collection that supports curriculum learning and meets the diverse needs of the school community.

The librarian is responsible for assisting language teachers to organize and promote a series of projects and activities to enhance the motivation of learners and motivate students to become lifelong readers.

Stakeholder responsibilities

The effective implementation of this language policy depends on the cooperation of all stakeholders in the school community.

The responsibilities of school management

- Using English and Chinese as the main communication languages;
- To ensure the development and implementation of language acquisition policies and procedures, and to conduct regular reviews;
- Ensure that qualified, experienced and competent teachers are employed to use the teaching language;
- Ensure adequate funding for relevant resources and education programmes to support the implementation of language policies;
- Ensure flexible communication with colleagues, students and school management.

The responsibilities of the teaching leadership team

- Using English and Chinese as the main communication language;



- Lead school learning programs;
- Jointly undertake the responsibility for the implementation and periodic review of language policies and curricula;
- Support teachers to carry out teaching and instruction;
- Support for students who are not comfortable with the teaching language;
- Provide multiple professional development opportunities;
- Encourage extracurricular group activities to create a good environment for the use and learning of language;
- Communicate with parents regularly about students language learning;
- Teachers are assessed and provided with constructive feedback, resources, staff development opportunities and guidance.

The role of the teacher

- Design and develop language courses that are consistent with the IB learner development goals and IB curriculum standards;
- Create a good environment of tolerance, acceptance and encouragement for learning to support students in mastering more languages;
- Responsible for accurately assessing students learning progress and providing timely feedback;
- Has a key role in helping students understand and appreciate different cultures;
- Actively maintain long-term professional development and learning, understand the latest language teaching methods, assessment practices and IB curriculum requirements;
- Collaborate with other IB teachers and staff to ensure consistency in the schools approach to language learning;
- Actively communicate with students, parents and other stakeholders to promote the importance of multilingual learning and support students language learning process.



Student responsibilities

- Maintain a positive attitude towards language learning;
- Be good at reflection, supervise their own learning progress, understand their strengths and weaknesses, and determine learning improvement strategies;
- Actively participate in research activities that require the use of relevant languages to collect information, analyze data and present results;
- Improve oral and written communication skills, exercise the ability to express oneself and understand others;
- Explore and appreciate different cultures and their language expressions;
- Continue to learn the language after completing the IB curriculum and become a lifelong language and culture learner;
- To develop a global perspective and understand the significance of language learning in building connections between themselves and the world. Students should be able to understand global issues and use their language skills to contribute to building a more peaceful and sustainable world;
- Develop a sense of ownership in their own language learning, take the initiative to learn, and use their language skills to contribute to building a diverse and interconnected world.

Parenting responsibilities

- Provide support and encouragement for childrens language learning.
- Actively communicate with school and childrens language teachers to understand the relevant curriculum, assessment process and requirements.
- Encourage your child to actively participate in cultural activities related to language learning, giving your child the opportunity to engage in language exchange programs, cultural activities or travel to countries where the language is spoken.
- Provide more home learning resources, such as language learning software, books or online materials, to create a post-class language learning



environment for children.

- Lead by example, use the target language in your daily life as much as possible, or show respect for the language and culture you are learning.
- Be actively involved in the assessment process and provide feedback to your child. Understanding the assessment criteria and providing constructive feedback can help students improve their language skills.
- Create opportunities for children to practice language after class, such as inviting an exchange student to their home, joining a language club or participating in community language activities.
- Familiar with language learning methods for the IB curriculum, including emphasis on conceptual understanding, international thinking and IB learner qualities.

Support services

Planning English learning support

English learning support is designed to foster students comprehensive integration in both social and academic contexts. Schools will provide tailored English assistance based on students actual needs, considering different proficiency levels and learning objectives. First, subject teachers will assess whether students require additional language support through individualized diagnostic evaluations, which inform personalized educational plans to enhance language development. Teachers will monitor students language requirements during lessons and adjust teaching strategies accordingly. When language challenges significantly hinder learning, schools will arrange dedicated support sessions with increased instructional time. Where feasible, language learning objectives may align with core academic subjects, with additional study opportunities provided both within and beyond regular curriculum frameworks.

PYP Kindergarten Project

The PYP curriculum provides English learning support through daily classes,



games, and outdoor activities. The teaching process will integrate the six major areas of study as much as possible. Additionally, the school will provide students with assistance in assessment such as individual study as needed.

Complete English learning support

After completing the recommended support, the homeroom teacher, English support teacher and curriculum coordinator will discuss the students classroom performance. Support can be phased out if the student has achieved the expected language proficiency for the course and can independently complete written and oral assignments.

If students are considered to require further learning support, this may be extended for one additional semester and tested at the end.

Teaching languages

All courses are taught in English and Chinese.

PYP Kindergarten Project

In the PYP curriculum, leveraging students existing language resources, skills, and knowledge forms the most effective approach to language application. Inquiry-based PYP classrooms stimulate both teachers and students enthusiasm for language use, helping them appreciate its functional value and aesthetic significance.

To stimulate the initiative of language learning and effectively combine superlanguage practice strategies, the school encourages students to use different languages, cognitive and symbolic resources to understand the meaning and significance of language. Students have the opportunity to discuss the meaning of language for individuals and set their own language learning goals.

Language learning should not be limited to classroom teaching, but also play an important role in school libraries and class groups. Language teachers should take the initiative to cooperate with other teachers.

Auxiliary language teachers play an important role in strengthening, supporting and expanding classroom teaching.



Inquiry-based classrooms provide students with authentic language learning environments. Schools should prioritize teaching language through real-world scenarios related to inquiry units whenever possible. Teachers should plan and deliver lessons by referencing the language content, conceptual understanding, and learning outcomes outlined in the "PYP Project Language Teaching Scope and Sequence," while evaluating interdisciplinary instruction across authentic contexts both within and beyond inquiry units.

Teachers should provide a variety of language learning opportunities that support students to maintain an inquisitive spirit and share learning outcomes, using students past experiences and current cognitive levels as the starting point for teaching. Students should understand that texts can be in paper, online, electronic, or hybrid form.

Assessment details:

- Evaluation: self-evaluation, peer evaluation, mutual evaluation, group evaluation and teacher evaluation.
- Objective: To assess childrens language development in daily life and learning.

Progress tracking:

- Allow for moderate periodic adjustments based on the results and progress of students mid-term assessments in the second semester.
- The annual review of the assessment aims to ensure that it is consistent with the course objectives and covers a wide range of language competencies.

disclaimer

The implementation of the X.M admissions policy is consistent with the X.M academic integrity policy, X.M evaluation policy, X.M inclusion policy and X.M language policy, and complies with local, national and IB International Baccalaureate requirements.

examine

The schools policies and departments were developed in accordance with the



revised IB program standards and practices. These policies were refined during the schools review process, incorporating community feedback.

Drafted: September 2023

Updated: September 202 5

Next review: September 202 7

This document is reviewed and revised every two years.

The initial committee responsible for drafting this policy is: the principal, the director of childcare and education, the PYP project coordinator, the subject leader and the teaching and research group leader.

reference documentation

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