



PARKVIEW INTERNATIONAL PRE-SCHOOL

LANGUAGE POLICY

Our School Community

Hong Kong PIPS is a diverse population with over 20 different nationalities in the school.

In the bilingual stream both English and Putonghua are used as the medium of instruction with teachers operating in their own language in an authentic way.

Our Beliefs

All languages are valued at PIPS. We understand that all teachers are teachers of language and that there are many languages that children will encounter. We teach children about language, through language and different languages. All children at PIPS learn at least two languages. We believe that language is best learned through an immersion process where languages are used authentically in meaningful contexts.

We understand that children enter our school from diverse backgrounds with very different language experiences. Some may be learning their third or fourth language.

We differentiate our teaching to cater for each child's individual and unique language needs. We seek to support and value the mother tongue of those children who may not speak English or Chinese. We do this by developing a close relationship with parents, learning some key words of the mother tongue and by using parents to support their child in the initial stages of their time at PIPS.

Our Aims

We want children to become confident in speaking, listening, reading, writing, viewing and presenting. We want them to be able to communicate in more than one language. We want to support and encourage children to express themselves through language with confidence and to respect the languages of other cultures. We want children to understand that language is a useful and vital part of everyday life. We want them to develop a love of language in its diverse forms such as story, drama, poetry, and in its use in technology and in the world around us.

We understand that children need many opportunities for experimentation with mark making which leads into writing and that this will progress through stages of development, gradually becoming more skilled and competent. This process cannot be pushed or we may make a child reluctant to try to write. Writing must be taught as far as possible in a meaningful context.

We believe that language is central to children's intellectual, social and emotional development. In following the IBPYP Program Standards and practices as well as the IBPYP Language Scope and Sequence Document, our children learn language in



authentic inquiry-based situations, across the curriculum, through the strands of oral, written and visual communication.

As a PYP school we are all teachers of language at all times. Language is seen as a crucial tool for learning and the process of inquiry is an integral part of how we teach language. All staff create a print rich environment and act as role models for the best practice in their use of language. They present a variety of texts and media that allow for meaningful inquiry to take place.

We believe that language development is greatly enriched through play and inquiry. Play provides children with a motivating context and helps facilitate international understanding. We create learning environments where the children are encouraged to take risks with language and feel comfortable in doing so. We understand that children are learning at different levels and we set engaging, relevant learning contexts to support each child's developmental stage through differentiation.

Mother Tongue Support

PIPS is committed to supporting the mother tongue of all students. PIPS encourages the use of parents as a language resource. There are students who attend the school for whom English or Putonghua are not languages spoken at home. It is our policy to use our local community to help us support all languages though we rely on the children's parents to help us support their mother tongue as much as possible, though reading stories, translating important information, and volunteering in the classroom. We invite families to come into the classroom to share their culture with our students whenever possible. We remain respectful of their culture and language and celebrate holiday and festivals from their home countries.

We acknowledge the diversity and richness of experience that our students bring to our school and actively encourage families to continue the development of a high-quality native language within their own home as research indicates that this is the best platform from which to learn another language.