



Morgan Henry Bilingual Kindergarten (MHKids) Language Policy

摩根亨利幼儿园语言政策

School Demographics:

学校人口:

The majority of students that attend the school have Chinese as their mother tongue. As the school is located in Shanghai, China teaching students to value Chinese culture, inclusive of its language, are an important part of the work done every day at the school. Teachers model and share their appreciation of Chinese culture and the additional cultures that students are members of so that students have optimal learning experiences.

学校的大多数学生都以汉语为母语。学校位于中国上海，教导学生重视中国文化和语言是日常教学的重要组成部分。教师示范并分享他们对中国文化和学生本国文化欣赏，使学生有最佳的学习体验。

Statement of Policy:

政策陈述:

At MHKids, our students learn both English and Mandarin in a bilingual setting. Our students learn language, learn through language and learn about language through asking questions, solving problems, making meaning, thinking reflectively, and building relationships with students and adults from multicultural backgrounds. In order to express oneself effectively, developing proficiency and expertise in listening, speaking, viewing, reading, and writing in a wide range of modes is imperative at a young age. As a bilingual school, we strive to develop an additional language for our students without detriment to their native language or culture.

在摩根亨利幼儿园，我们的学生在双语的环境下同时学习英文和中文。学生通过提出问题、解决问题、搞懂含义、反思、与不同文化背景的成人和孩子交朋友的方式来学习语言。这样能帮助他们更好的表达自己，并在较小的年纪就能在听、说、读、写等方面有一定优势。作为一家双语幼儿园，我们将努力在不影响孩子母语及本国文化的前提下，帮助他们学习多一门语言。

How Literacy Is Taught at Morgan Henry Bilingual Kindergarten:

摩根亨利幼儿园内读写的教授方法:

The development of essential literacy skills – reading, writing, viewing and presenting, listening, and speaking– are a vital part of a student’s literacy development.

听、说、读、写、观看和展示等基础的读写能力是学生文化发展的重要组成部分。

We aim to move students from supported to independent learning. This is accomplished by teaching literacy on a daily basis. This designated time for instruction in reading, writing, and vocabulary include whole group instruction, small group instruction, and individual review. We recognize that students will attend our school with varying language abilities, and this format allows us to group and evaluate them in a manner that best suits their learning abilities.

我们致力让学生能够自主学习。这将从教师每日文化教学时打下的基础中实现。老师将在读、写、词汇等方面对学生进行整体教学、小组教学及个别评价。我们意识到每个学生的语言的能力是不同的，所以我们会采取因材施教的教学方式。

Each classroom contains native English and native Mandarin speaking co-teachers. In alignment with the beliefs of the International Baccalaureate Primary Years Program, MHKids believes that EVERY teacher is a language teacher. Teachers work together to create a language program for the school that ensures balance and progression through the grade levels.



每个班级都配有一名英语为母语的老师和一名中文为母语的老师。我们与国际文凭组织的信念一样，相信每一名教师都是语言老师。教师们同心协力创建一个帮助不同年级孩子平衡发展的语言课程。

For students whose mother tongue is neither English nor Mandarin, teachers work closely with parents to make sure that students receive mother tongue support at home in their native language to access academic topics being studied at school.

对于母语既不是英语也不是中文的学生，教师们会和家长密切合作，确保学生在家中能获得有自己的母语支持的学业学习。

Management at MHKids promises to offer continuing professional development courses to all teachers in order to inspire new ways of teaching and to offer the highest quality education.

幼儿园的管理层也保证每位教师都参与专业课程的培训，从而激发教师创造新的教学方法并提高教学质量。

Reading:读

Developing lifelong reading habits at a young age is very important. MHKids students are encouraged to read for pleasure and information. Students are exposed to a variety of genres through books relating to the PYP units of inquiry.

在年幼时养成良好的阅读习惯是十分重要的。摩根亨利幼儿园鼓励孩子为了知识及乐趣阅读。孩子们能读到很多 PYP 课程中关于探索方面的书籍。

Independent reading time is allowed each day to foster the student's love of books, and we encourage parents to check out a book from our library each Friday afternoon so they can continue this habit at home. Parents are encouraged to read to students at least 30 minutes a night to support literacy development.

每天的自主阅读能让孩子渐渐的爱上读书，所以我们建议家长每周五下午为孩子在幼儿园图书馆借一本书回家阅读以养成阅读爱好。同时也建议家长每晚给孩子读三十分钟的书来帮助他们文化的发展。

Teachers collaborate together to create a program of phonics to start students on the path to becoming readers.

老师也将努力合作创建一个自然拼读法项目，来帮助孩子成为阅读者。

Writing:写

At MHKids students are provided with opportunities to develop a variety of writing strategies. Students are encouraged to attempt new styles of writing, which are introduced and modeled by the teachers. Fine motor skill activities are part of daily learning plans to help young students develop the muscular ability to hold a pencil to practice writing effectively.

在摩根亨利幼儿园，我们为学生提供发展不同写作策略的机会。教师将会介绍和展示不同的写作风格，并鼓励学生尝试。在每天的教学中包括了运动技能活动，这能帮助孩子培养肌肉能力，有助于拿笔写字。

Speaking and Listening:听、说

At MHKids, students are offered a language rich environment where opinions are valued and students are given opportunities to speak in formal and informal situations. Regular practice is provided in speaking and listening to develop confidence and self-esteem. Students interact not only with their teachers in multiple languages but also with their peers. Students practice language through daily activities such as role play, songs, rhymes, speeches, and oral presentations.

在摩根亨利幼儿园，孩子们有丰富的、且重视他们的意见的语言环境。孩子们可以在正式的及非正式的场合中畅所欲言。日常的听说训练可以帮助他们建立自信与尊严。孩子们用双语



与老师及他们的同学交流，并通过日常活动中的角色扮演、唱歌、演讲、听童谣及口头演示来锻炼自己的语言能力。

MHKids also provides supplemental exposure in the Shanghainese dialect and culture through games, songs and activities.

摩根亨利幼儿园同时会通过游戏、童谣和活动的形式让孩子接触到上海方言和文化。

Language Policy Implementation Procedures:

语言政策实施:

MHKids believes that mother tongue and additional language learning happens best for the student when teachers and parents hold effective and regular communication together. MHKids will hold parent education meetings twice a year to educate about native and additional language instruction. Parents will fill out a language survey at the beginning of the year to inform the teachers of their child's language abilities and learning goals. A second survey will be completed in the second semester to update on progress and parent questions/suggestions.

摩根亨利相信家长和老师频繁有效的交流对孩子母语和第二语言的学习帮助良多。摩根亨利每年将举办两次的家长学习活动，分享交流母语和额外语言的学习方法。家长在学年的开端会收到一份关于孩子语言能力和学习目标的语言调查问卷。第二学期将会收到一份关于孩子学习进展和家长的建议和问题的语言问卷。

At the end of the year, a language policy committee meeting will be held to assess and reflect upon our school's language policy. These meetings will be held by the language policy committee and any interested parents/ guardians are encouraged to attend. The language policy will take note of the parent's suggestions for improvement of their child's language learning, and use them to modify the current language policy.

每个学年末会组织一次语言政策委员会会议，评估和反思现有的语言政策。该会议由语言政策委员会组织，任何有兴趣的家长/监护人都可以参与。会议上将听取家长关于提高孩子的语言学习的意见和想法，逐步完善我园的语言政策。

Since open communication between parents and teachers is vital, the classroom additional language teacher(s) will send home a weekly message informing the parents of current vocabulary, songs, chants/rhymes and phrases that the student is learning that week. This is to help parents practice the additional language with their child at home. If necessary, the teacher will also send audio files of any songs, phrases, vocabulary or anything else where listening to native pronunciation would be beneficial.

老师和家长之间的交流至关重要，班级老师每周会将孩子这周学习的词汇、歌曲、儿歌和词组发给家长，有助于家长在家中与孩子联系第二语言。若有必要，老师们同时可以发送歌曲、词汇、词组的音频。

Resources in the mother tongue will be provided from time to time as per families needs.

以学生家庭母语编写的资料将根据家庭需求不时提供。

At the start of the school year, parents receive a copy of the scope and sequences for all subject areas taught at the school, including mother tongue and additional language literacy.

在学年开始时，家长会收到学校所有教学科目的学习范围和顺序的副本，包括母语和额外语言的教学。

Role of School Librarian

The school librarian acts as a resource person who helps students, teachers and parents to look for appropriate learning and teaching materials. The librarian sorts and organizes the books and ICT materials to promote effective usage across the curriculum. The schools are working on creating a more functional space and system for their members to use the library materials.

图书管理员的角色



学校图书管理员与其他员工一起合作，参加备课，支持学习目标的培养，发展概念的形成，发展技能，用知识武装我们的学生。图书管理员参加所有的备课，选择及选购支持单元探索教学的资源，支持母语的发展，与单元探索课程的内容一致。

Parental Involvement

Parental involvement within the school is highly encouraged. Parents take part in various class and school activities to promote language learning within the curriculum. The school invites parents to conduct language-based activities, e.g. share a story about the UOI, share a story in their mother tongue, be a guest speaker to share knowledge with teachers and students, lead a small-group activity within the UOI, and parent performances at whole-school events. Parents and teachers communicate with each other about a child's language development through informal and formal communications (face-to-face, daily/weekly written messages, emails, phone calls, parents' night, school field trip, student portfolios, end of school term parent-teacher interviews and conferences). All documentations given to parents are provided in Chinese and English.

家长参与

幼儿园赞许、鼓励家长参与到班级事务中和学校特别活动中。每个班级的代表组建成了我们的PTA。家长每学期参加学校的家长工作坊增加交流沟通，所以提供给家长的文件均使用中英文双语。

English/Chinese as an Additional Language

Children who learn English/Chinese as an 'Additional' Language are supported in classrooms by being taught languages using different types of media; visual, auditory and tactile materials. Teachers are aware of the mother-tongue of all students and set up a support system in the classroom that allows them to work closely with a student of the same mother tongue where applicable.

英语或中文为额外语言

对英语或中文为额外语言的学生，教室里配置不同媒体与材料以支持他们通过视觉，听觉和触觉学习语言。老师了解所有学生的不同母语，并支持让说相同语言的孩子结伴，允许他们用自己的母语表达自己。

Mother-Tongue Support

At Shanghai Victoria we believe strongly in the importance of promoting each student's mother tongue so that each student will feel secure about their cultural identity. Through this we can further promote our students to be internationally-minded. The school's mission statement and signs in the building are displayed in various languages. Parents are welcome and encouraged to use our school library to hold classes, sing songs, play games and read stories, for students of their mother-tongue in languages which differ from our languages of instructions: English and Chinese Mandarin. We also have a good network of parents who are involved in teaching stories to children in the school. Sometimes these parents will read stories in other languages such as Japanese or Korean depending on their personal family cultural backgrounds. This also enables students to become open-minded and culturally sensitive through exposure to different people and different thinking. Becoming familiar with different cultures and their people promotes understanding and cultural sensitivity.

母语支持

我们深信促进学校母语的重要性，因此每一个学校对于他们的文化将不会感到担忧。我们进一步促进学生的思想开明。学校通过校刊用不同语言写成的文章提供机会。学校的使命及校内标志用不同语言展示。欢迎和鼓励家长利用学校的图书馆为他们国家的小朋友用母语上课，唱歌，做游戏，讲故事。对于母语既不是中文又不是英文的孩子，学校将提供一份关于此孩子母语的有关词汇给班级老师，以帮助孩子在班级里有一个更好的适应。在每个班级里建立语言库，用其他语言介绍歌曲/CD，让说相同语言的孩子结伴，允许他们用自己的母语表达自己。



Roles and Responsibilities of Teachers and Staff

Teachers work collaboratively in planning and reflection meetings and participate in grade-level meetings to support each other on the Primary Years Programme model of transdisciplinary teaching and learning.

Shanghai Victoria assigns teachers to attend IB regional, online and in-school workshops, and bring what they have learned from the workshop back to the school to share with other teachers. In-school trainings and meetings with a focus of various PYP-related contents are organized regularly. Teachers are encouraged to further their education and professional development by attending Inquiry-based teaching and learning workshops, early childhood education seminars, and teaching-related trainings.

教师的角色及责任

教师通过集体备课和反思会议，参与并分享有关 PYP 超学科教学模式的研究。

教师参加学校组织的及校外的 IB 工作坊，参加老师自己组织的关于不同话题的讨论来促进 PYP 课程、语言工作坊。学校支持教师参加课外培训和学历提升，鼓励和支持参加工作坊来进一步支持完备自己。

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Approved by the Board of Directors

Morgan Chen

Board Chairman

2017-8
Date