



# Hangzhou International School

## Language Policy Guidelines

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### Appendices:

#### A. Terms

# I Mission, Purpose, Policy, Philosophy and Principles

## A. Mission

*We provide international learners with opportunities to pursue academic and personal excellence within a caring community.*

## B. Purpose of the Language Policy Guidelines

These policy guidelines are intended to provide an overview of principles for language learning at HIS, all of which permeate the entire school curriculum through authentic contexts in a culturally rich and diverse environment. Our policy is a statement of agreement—one to which all members of HIS community are asked to commit so our school can achieve its mission.

This language policy is a working document developed by faculty and administration from each school division. The policy is consistent with the HIS mission statement, and the principles and practices of the International Baccalaureate. This document outlines our school's linguistic and academic goals and defines the program designed to help our students attain these goals.

## C. Statement of Policy

HIS will empower students by providing opportunities to develop as communicators and to build confidence in the use of language. HIS will recognize the linguistic diversity of its student community and strive to meet their educational needs including those associated with language acquisition and development.

The primary language of communication and instruction at HIS is English.

HIS will encourage students' understanding and appreciation of the host country's language and culture. Mandarin language and Chinese Culture will be offered specifically within our curriculum from grades N-12.

HIS will recognize the importance of Mother Tongue instruction as a means of helping students maintain their first or best language as well as English language proficiency development.

### *Communication in English*

All HIS students should have expectations for thinking, inquiring and communicating in English.

HIS embraces learner diversity; however, it will only enroll students whose educational needs can be met by the School. Therefore, upon admission, students must meet the English language requirements to ensure academic success. HIS will provide a variety of instructional strategies, including but not limited to, intensive instruction, in class assistance, and program modifications.

All HIS students should have an expectation to meet the school's graduation requirements.

All members of the HIS community should provide reasonable support for development of appropriate abilities to communicate in English.

All members of the HIS community should have reasonable expectations for inquiring and communicating in English.

#### *Communication in Languages other than English*

All students will be required to study an additional language. However, ESOL students do not join the additional language program until they exhibit sufficient proficiency of academic English and thus no longer require pull-out ESOL support.

HIS will offer instruction in selected World Languages within the school day beginning in Grade 6.

Mandarin will be provided in continuum. Provisions for additional languages will be offered as resources and capacity allow.

All new non-native Mandarin speaking students in grades PS-8 will receive instruction in Chinese Studies (Culture and Language) for a minimum of approximately 20 hours.

First language maintenance is the responsibility of the HIS parent community. However, HIS understands the importance of Mother Tongue Instruction as a means to helping students maintain their first language skills. Where academic performance and improvement of English proficiency is a key program objective, the school will collaborate with parents through a Mother Tongue support program through provision of classroom space (where available), limited time during the regular school week, afterschool and on weekend days, and administrative assistance (organizing and providing PD). The respective Mother Tongue Community will recruit and hire the teachers who act in conjunction with the school administration for teacher supervision.

Self-taught or native level language learning may be supported in Grades 11 and 12 and administered according to regulations established by the International Baccalaureate Organization or the College Board and where resources and staffing are permitted. Additional costs for mother tongue instruction are borne by the parents of students participating in those programs.

## D. Language Philosophy

The HIS mission statement is the foundation for our language policy guidelines. As language forms the basis for learning, these guidelines are critical for helping the school to achieve its mission.

In keeping with the HIS mission to *'provide international learners with opportunities to pursue academic and personal excellence within a caring community'*, we educate our students to think and communicate with a holistic world-view. We foster HIS students' development as open-minded communicators, to encourage them to understand and appreciate their own cultures and personal histories, to be open to the perspectives, values and traditions of other individuals, to seek and evaluate other points of views, and to grow from these experiences. We develop their skills in effective collaboration, and in the confident and creative understanding and expression of ideas in more than one language and in varied modes of communication.

## E. HIS Language Learning Principles

1. Language is fundamental to learning and to the demonstration of learning.
2. English is the primary language of communication and instruction at HIS, and the medium of English is used when in mixed language social groupings.
3. HIS is enriched by our engagement in our local and national community; Chinese traditions and culture are celebrated and cultivated through our language program, and Mandarin is offered for all grades.
4. HIS provides students with opportunities to develop as communicators and to build confidence in the use of language.
5. All HIS teachers provide opportunities for communication and confidence-building; therefore, all HIS teachers are language teachers. The development of language amongst students is a shared responsibility.
6. As a component to teaching the whole child in all subjects, teachers will promote understanding of students' cultural identities and backgrounds.
7. HIS recognizes the importance of Mother Tongue background, instruction, and support as a means of helping students maintain their first language and develop English and additional language skills. It is our goal that students expand their linguistic repertoires without detracting from the language acumen they already possess.
8. HIS will support a variety of 'language pathways' for students. These pathways could include, for example, the opportunity to take Language and Literature in both English and Chinese (MYP) or

Language A in Korean (DP, Self-study, with faculty support). These opportunities will be contingent on a variety of factors, to include- but not be limited to- first language proficiency, student aptitude, and student preferences. Each student's specific language needs will be considered individually.

9. All students will be required to study an additional language. Students with low English proficiency may be temporarily placed in intensive English support lessons, as well as English Language Acquisition class, under the expectation that they will join an additional language program once they have reached sufficient proficiency in academic English. HIS will offer timetabled instruction in selected foreign languages from Grade 6.

## II Admissions Process for English Speakers of Other Languages (ESOL)

HIS accepts students holding international passports at all levels of English language proficiency up to the 8<sup>th</sup> grade, in accordance with admissions guidelines on space availability. Students' grade level placement will be determined by the school through the admission process. English Speakers of Other Languages (ESOL) (PS- Grade 8) may be requested to take a WIDA test and/or and NWEA test, and interview with Language faculty/Administrators prior to enrollment for the purposes of ascertaining what additional language support may be needed. A student with low English ability may be given a conditional acceptance and a delayed admission, under the stipulation that additional English tuition be obtained in the interim. Each student's case is considered individually to ensure the best support is available.

For admission to the High School (Grades 9-12) students are expected to have reached a proficiency level adequate to access the curriculum without additional English language support. Where this proficiency has not been reached, the school cannot guarantee success for the student and therefore reserves the right to refuse admission. For further information, please see the HIS Admissions Guidelines.

### III Language Programs Overview

#### A. Language Pedagogy

At HIS, we recognize that all teachers are language teachers who have the responsibility to facilitate language acquisition and promote communication skills through their grade level and content area classes.

Pedagogical features of HIS language provision		
Language Learning in the IBPYP	Language Learning in the IBMYP	Language Learning in the IBDP
Promotes inquiry based authentic language learning	Makes provision for Language and Literature and Language Acquisition	Accommodates a range of language backgrounds and proficiencies
Focuses on the trans-disciplinary nature of language learning	Integrates the learning of languages with learning in the subject groups and interdisciplinary planning	Makes provision for Language A, Language B, and ab initio language study
Incorporates the teaching and learning of language into the program of inquiry	Promotes purposeful, disciplined and integrative understanding through the study of authentic and relevant texts and topics	Delivers instruction exclusively in the target language
Develops the skills of listening, speaking, reading, writing and viewing	Promotes collaborative learning through a range of experiences in new and familiar settings	Promotes collaborative learning and accommodates diverse learning styles
Provides for the teaching of additional languages	Provides targeted assessment that integrates MYP objectives and criteria	Makes expectations explicit
Provides appropriate feedback to support learning	Provides appropriate feedback to support learning	Embraces a multitude of perspectives
	Develops models of support for ESOL students within mainstream classes, including- but not limited to- co-teaching and collaborative planning models, teacher differentiation, scaffolding, mother tongue access and resources, additional time, alternative responses, etc.	Enables students to understand how judgments about learning are made, and how to provide evidence of their learning
		Develops meta-cognition, structured inquiry and critical thinking
		Promotes engaging, challenging, rigorous, relevant and significant learning

Further guidance and support		
Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle.	Language scope and sequence document is maintained and reviewed in accordance with the curriculum review cycle.	Diploma Program Language A Literature, Language A Language and Literature, Language B, and Language B ab initio subject guides, and the Diploma Program assessment <i>Principles and Practice</i> document.
The PYP language guide can be found in <i>Making the PYP Happen</i> , subject guides and IB sample scope and sequence document.	The MYP language A and language B subject guides and <i>MYP: From Principles into Practice</i> provide further guidance.	

## B. Assessment

While language acquisition follows distinct stages, students’ rate of acquisition varies greatly from individual to individual. Therefore, HIS teachers assess all language skills (reading, writing, listening and speaking), frequently, differentiating through scaffolding or extension as required. Formative and summative assessments in the classroom provide information on language growth in accordance with the assessment guidance and rubrics of the IB. In early stages of English language development, HIS teachers may utilize assessment that enables a student to be evaluated for contextual understanding, skills and content knowledge communicated through his/her mother tongue. Additionally, we will use NWEA and WIDA testing to support decisions regarding a child’s placement in language classes, and progression from Language Acquisition classes into Language and Literature classes.

For additional information, please refer to the HIS Assessment Policy (include link)

## C. Professional Development

HIS appoints well-qualified and experienced teachers, and seeks professionals with an understanding of the specific needs of ESOLs. Additionally, we ensure that our faculty receive explicit Professional Development in the teaching of ESOLs in their lessons, through courses such as the Teaching English Students in Mainstream Classrooms (TESMC). Additionally, in-service professional development, particularly during New Faculty Orientation, ensures that all teachers are equipped with strategies that enable them to develop language skills in tandem with subject content from the beginning of their teaching practice at HIS. Through such instruction, we emphasize the importance of extensive differentiation, scaffolding, and modeling techniques. ESOL teachers will also provide ideas and explicit support for developing listening, speaking, reading and writing skills in all students through the subject delivery.



## D. Mother Tongue Provision

At HIS, we acknowledge the importance of a secure grounding in a child's mother tongue, and value our students' multi-lingual backgrounds. Proficiency in one's mother tongue is recognized as an essential factor for language and cognitive development and the maintenance of cultural identity. Our goal is for our students to become academically and socially bilingual or multi-lingual, and to develop their additional languages in ways that will enhance the linguistic skills that they already possess. We believe that parents and community play a vital role in the development of a student's mother tongue and encourage cultural and linguistic exchanges between various stakeholders at HIS.

HIS addresses the needs of mother tongue development through:

- Yearly language-use surveys and compilation of admissions data to ascertain language proficiency and needs amongst our families
- Mandarin-speaking Teaching Assistants in the Lower School to support English language development and mother tongue conceptual understanding
- At Upper School level, working in cooperation with parents to find mother tongue teachers for self-taught Language A, and the provision of space and instructional support for its delivery of school hours
- At Upper School grade levels, delivery of a range of self-study Language A courses
- A range of language pathways through Lower, Middle and Upper School programs, currently focusing on the support of Mandarin development alongside English
- Supporting the use of mother tongues to discuss, outline, and plan work, and when appropriate and translatable, demonstrate conceptual understanding and skills in mother tongues
- The continuing purchase of texts, literature, and online resources in a range of languages, with a view to providing parallel texts wherever possible, and the further development of the school library to expand mother tongue texts and source materials
- Support for the delivery of Mother Tongue instruction through access to classrooms and materials outside regular school hours

## E. ESOL and English Language Acquisition

### ESOL Pull-out or support classes

In the Lower School, ESOL students who are unable to fully access the academic curriculum delivered in English receive specialized instruction in the English language from qualified faculty, as well as in-class support from Grade 1 to Grade 5.

In the Upper School, students who require additional English support are identified upon admission. Where necessary, HIS will recommend that a new student with very low English levels attend English language summer school or undertake English tuition for intensive language development before the commencement of the student's placement in regular classes when the school year starts. This is to

ensure that students new to HIS and the English language engage quickly with the curriculum and social interactions. In some cases, intensive ESOL classes may continue once the school year has begun; a co-teaching model of support is encouraged where possible, in addition to push-in/pull-out teaching. A student will be exited from the pullout or scheduled ESOL classes when s/he can participate fully in the regular HIS program. When evaluating a student’s possible exit, a team consisting of the ESOL teacher, a classroom teacher and a Leadership team member will make a judgement using information from several sources, including a portfolio of the student’s work in all four skills areas, feedback from teachers, and any relevant test and assessment results. Parents will be informed about the decision before the transfer takes place. After the student exits from the ESOL program, the ESOL teacher at that level will closely monitor the student’s academic progress and provide support as needed.

	Lower School	Middle/Upper School
Support for differentiated instruction	<p>TESMC training available for all teachers</p> <p>Co-teaching Training/Workshops – In House PD on collaborative partnership teaching for content teachers and ESOL teachers – planned for school year 2018/19 and ongoing</p> <p>ESOL Teacher -In class support using a variety of teaching models with Content Teachers (Team teaching, Partnership teaching, as support)</p> <p>Collaborative planning time for ESOL specialists and content teachers to monitor individual students needs and plan on-going support</p> <p>Inquiry based - PYP transdisciplinary curriculum across whole Lower School up to grade 5</p> <p>In class technology provided as a resource for language acquisition</p> <p>Communication with Learning Support services about all students who require support services (whether ESOL or specialized services)</p>	<p>TESMC training available for all teachers</p> <p>Students receive active services under the MYP framework, including push-in/pull-out support, ESOL teacher development of differentiated resources, additional Mother Tongue instruction, etc.</p> <p>English Language Acquisition (Grade 6-8, with plans to continue in Grades 9 and 10 in the new academic year)</p> <p>Language pathways (see separate section)</p>

<p>ESOL specialized instruction</p>	<p>Entering level 1 ESOL students (based on WIDA scores) in Grades 1-5 – <u>withdraw</u> from class to teach survival English and to facilitate content comprehension related to classroom activities</p> <p>Pull-out from class only when necessary to pre-teach vocabulary and provide explicit instruction for ESOLs related to in-class units including PYP, math, science, literacy when necessary</p> <p>Allow scaffolding in students’ native language, if possible</p> <p>Intermediate level language learners receive levelled scaffolding support in-class</p> <p>Technology available for translation, visual/audio/tactile comprehension</p> <p>Students receive accommodations during assessments/testing (i.e. extended time, simplified explanations, clarified directions, visuals)</p>	<p>On-going professional development for ESOL teachers</p> <p>Intensive language instruction through cross-disciplinary pull-out where required</p> <p>Intermediate ESOL students receive additional tasks and skills assessments during Language Acquisition classes.</p> <p>Students receive accommodations during assessments (i.e. extended time, clarified directions, scaffolded materials, etc.)</p> <p>Language support club/activity each week (Friday block 5).</p> <p>ESOL teacher, classroom teachers, and tutors coordinate semester goals.</p>
<p>In-class support</p>	<p>Content teacher and ESOL teacher develop co-teaching strategies in classroom environment</p> <p>Facilitate learning through using classroom strategies such as language buddies, small group work, one to one and “accountable talk” techniques, sentence starters... etc.</p> <p>Differentiated resources, texts, expectations and tasks based on language/ability level</p>	<p>Push-in support (language/co-teaching).</p> <p>ESOL teacher develops language learning strategies alongside subject content for each unit.</p> <p>Context, vocabulary, and language skills alignment before and during lessons</p>
<p>Exit criteria and evidence examined</p>	<p>Predetermined exit score by grade level using the WIDA Testing</p> <p>Teachers/Admin meet to discuss individual’s achievements/ areas of possible concern</p> <p>Classroom observations</p> <p>Running records</p> <p>Writing samples scored using the WIDA writing rubric</p> <p>Informal assessments</p>	<p>ESOL teacher, classroom teachers and administration decide students’ continuation in the program, using a portfolio of evidence (to include assessments in reading, writing, speaking, and listening, summative subject assessments, and WIDA scores)</p>

Monitoring procedures	<p>After program exit, recorded on-going monitoring with classroom teachers, ESOL teachers and specialists weekly for the first month</p> <p>Discussions with student and/or parents about adjustment phase</p> <p>Ongoing evidence shown through testing and classroom assignments</p> <p>If students are demonstrating difficulty with class content, he/she may continue to receive in class ESOL support where needed.</p>	Diagnostic/Formative/Summative assessments, and regular check-ins with subject teachers to supplement provision as needed
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When an ESOL student joins the Middle School, s/he will also join the English Language Acquisition class at his/her grade level. This course teaches the language beyond *basic interpersonal communication skills* (BICS) in accordance with the MYP guidelines for Language Acquisition, while still giving a measure of ESOL support. If a student acquires sufficient academic English to fully access the curriculum and wishes to begin following a different Language Acquisition class, this may be possible. The school will consider each case individually, and consult with the child, parents, and administration to support an appropriate language pathway for each student.

## F. Language Acquisition and Language B Classes: Language Pathways

In the Upper School, there is a variety of language options or pathways available to students, depending on their proficiencies, interests, and future plans. The pathways undertaken in the MYP are geared towards helping students make the best choices for their courses of study during the DP.

Potential pathways include:

### 1. Language and Literature (English) + Language and Literature (Mandarin)

Students undertaking both Language and literature courses are considered equally proficient, or nearly so, in both languages. By taking both courses, conceptual understanding in each is reinforced, but students are able to study key literary texts in both Chinese and English-speaking traditions. This pathway ensures a richer understanding of the literary canon in two cultures, and potentially leads to two Language A courses at DP level.

### 2. Language and Literature (English) + Language Acquisition (Mandarin)

This pathway is one taken by a significant number of HIS students. The language and literary traditions of English-speaking nations are addressed through the first course, and language is developed through the second. Typically, a student with English as his/her first language would consider this pathway, which would lead to a Language A (English) and Language B (Mandarin) course selection at DP.

### 3. Language and Literature (Mandarin) + Language Acquisition (English)

For students with high levels of Mandarin and English as an Additional Language, this pathway may be most appropriate. It enables a student to acquire English while continuing to develop his/her Mother Tongue, an essential component of second-language learning. Typically, this would lead to Language A (Mandarin) and Language B (English) at DP.

4. Language and Literature (English) + Language Acquisition (English)

ESOL students typically follow this path on entry to the Upper School, with the intention eventually to leave Language Acquisition English and either change to Mandarin Language and Literature or a European Language Acquisition course. This pathway is considered temporary, as we encourage an additive bilingualism, rather than a subtractive one; we aim to support the development of Mother Tongue within our course catalogue when possible.

5. Language and Literature (English) + Language Acquisition (Spanish or French)

For students with close ties or interest in European languages, this is an additional option, leading to Language A (English) and Language B (Spanish or French) at DP.

Once a student has followed any given language pathway for two years, s/he will be encouraged to remain on it for the remainder of his/her time at HIS. The exception to this will be the Language and Literature (English) + Language Acquisition (English) pathway, where the goal is to enable to student to commence a second language course as soon as possible.

At DP level, Mandarin ab initio is offered for students who join HIS in Grade 11. Certain students are able to follow a Language A course in their Mother Tongues under a self-study program (SSST). Where there are sufficient numbers of these students, HIS will support the parents in sourcing a teacher to assist.

## G. Mandarin Language Program

When students move from Grade 5 to 6, Mandarin and ESOL teachers make recommendations on the most appropriate language pathways for students to follow into the Upper School. This is supported on entry by levelling diagnostics performed by the Upper School Mandarin teachers.

<p>Organization of Classes</p>	<p>Mandarin is taught for 5 periods a week</p> <p>5 teachers provide instruction</p> <p>Students are assessed at the beginning of the school year and placed in levelled groups:</p> <p><u>K-1</u></p> <ul style="list-style-type: none"> <li>• Foreign language</li> <li>• Native Language</li> </ul> <p><u>G2-5</u></p>	<p>Mandarin is taught for 3 periods a week (210 minutes)</p> <p>3 teachers provide instruction, with additional teachers appointed as required to support program development</p> <p>Students are assessed at the end of each year and placed in levelled groups for the next</p> <p><u>G6-G10</u></p>	<p>Mandarin is taught for 3 periods a week (225 minutes)</p> <p>3 teachers provide instruction, with additional teachers appointed as required to support program development</p> <p>Students choose the language group and level by the consultant with Mandarin teacher and DP coordinator:</p> <p>G11-G12</p>
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	<p>Background/native speakers:</p> <ul style="list-style-type: none"> <li>• Intermediate</li> <li>• Advanced</li> </ul> <p>Foreign Language:</p> <ul style="list-style-type: none"> <li>• Beginners</li> <li>• Intermediate</li> <li>• Advanced</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 1</li> <li>• Phase 2</li> <li>• Phase 3</li> <li>• Phase 4</li> <li>• Phase 5</li> <li>• Phase 6</li> <li>• Mandarin Language and Literature</li> </ul> <p>New students start at “MYP Foundation Level”. They may be integrated into the existing classes after consultation with the Curriculum Leader.</p> <p>Students may move up their level, if their total score is 36 after at least two years learning of a phase.</p>	<p>Mandarin ab initio (SL) Mandarin B (SL/HL) Chinese A Language &amp; Literature (SL/HL)</p> <p>Students arriving in Grade 10 with no prior Chinese experience may take the IB Mandarin ab initio course during the IBDP.</p> <p>Teachers recommend the course and level according to previous performance.</p> <p>Mother tongue Chinese students or students with sufficient linguistic competence may take Chinese A course.</p> <p>Students may change from Chinese B to A (or vice versa) after consultation with the teacher and DP coordinator, in agreement with the principal and after parents have been informed.</p>
<p>Curriculum Aims and Overview</p>	<p>Mandarin teachers integrate with a minimum of four units of Inquiry, except for the beginner class, which integrates only when meaningful</p> <p>The integrations with the Units of Inquiry focus on the Chinese perspective</p> <p>The group also follows a curriculum created according to the existing HIS Lower School Literacy curriculum</p> <p>The local culture and the physical environment are embedded in the Mandarin</p>	<p>The Language and Literature and Language Acquisition Curricula from the MYP are followed</p> <p>The MYP Language and Literature course develops students’ language, creative, and analytical skills at a native speaker level, exploring a range of literary and non-literary Mandarin texts</p> <p>The MYP Language Acquisition course supports students’ integration into the host country by both the choice of topics and texts and through field trips.</p>	<p>Chinese Languages A and B syllabi followed in the IBDP for the following courses:</p> <p>Language A Literature Language A Language and Literature Language B Language ab initio</p>

	<p>lessons in all levels.</p> <p>Local resources are regularly used. They enhance student learning and provide students with authentic learning experiences</p>		
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## IV Student Support Services- Learning Support

When a student has been identified with additional learning needs, including cognitive difficulties or gifted and talented abilities, intervention and support are provided through the Learning Support program in line with the referral process. An EAL student who is not making expected language development progress should be evaluated first to assess those needs and interventions before determining whether there is an additional learning concern. The Learning Support department works with teachers to help them meet the needs of students identified with special learning needs. This support may be formalized through an In-class Support Plan or an Individual Education Plan and may involve short and long-term interventions. If the identified student speaks English as an additional language, the ESOL department works closely with the Learning Support department and other teachers to provide the best service for this individual child. (See the Learning Support Guidelines for more information on identification procedures and service model.)

## V Parents and Community

### A. Parental Involvement

HIS parents contribute to the Language program at HIS in a variety of ways, for example, through volunteering in Language after-school activities, delivering Mother Tongue lessons, and providing language lesson cover.

### B. Language Provision for the Community

HIS believes in supporting all language learning, with a special interest in that of the host country. In addition to our curricular programs, where possible, the school will provide resources for its faculty and parent community to develop Chinese language and cultural knowledge. We value the input of our community with regards to the development of our languages and cultural growth, particularly where it enhances our delivery of Mother Tongue support and international mindedness.

## C. Published Materials

Students, parents and staff members at HIS originate from different countries and educational systems. To maintain consistency in published materials, American English spelling will be used for our formal written documentation. However, teachers and students may use their native country's spelling and punctuation for all other work provided it is employed consistently throughout the document.

## VI Communication of language policy to the HIS Community

The language policy guidelines will be introduced to the HIS community through multiple pathways including staff meetings, grade level meetings and Principals' newsletters. The guidelines will also be featured on the HIS website, and new staff will be familiarized with the document during orientation.

## VII Review process

The language policy guidelines will be reviewed regularly as part of the curriculum review cycle and as part of the whole school improvement plan. The Leadership team will review the implementation of the guidelines in classrooms and throughout the school on a regular basis as part of the appraisal process.

Appendix:

Terms:

ESOL- English for Speakers of Other Languages

MSOL- Mandarin for Speakers of Other Languages

At HIS we refer to students requiring additional English language support as 'ESOL/ESOL students', and their program of support as the 'ESOL program'. All HIS students are English and Mandarin language learners, regardless of their native tongues.