

Chinese Language and Culture Policy

Status: New Policy

Date for Next Review: August 2024



ESF now provides the opportunity to provide input on ESF policies. Your suggestions can help us improve our workplace, therefore, your feedback is appreciated. To provide input, please scan the QR code or click on the link below:

bit.ly/esfpolicy_spqa

Thank you in advance for your help.

<p>Originator:</p> <p>Head of Quality Improvement and Support</p> <p>ESF Centre</p> <p>Date: June 2022</p>	<p>Policy Owner:</p> <p>Director of Strategic Performance and Quality Assurance</p> <p>ESF Centre</p>	<p>Reviewed by:</p> <p>Head of Quality Improvement and Support</p> <p>ESF Centre</p> <p>Date: June 2022</p>	<p>Approved by :</p> <p>Senior Management Team</p> <p>ESF Centre</p> <p>Date: 23.08.22</p>
--	---	---	--

Contents

1. POLICY DOCUMENT REVIEW	3
1.1 REVIEW STATUS	3
2. ESF VISION	3
3. PURPOSE	3
4. SCOPE	3
5. DEFINITIONS	3
6. POLICY PRINCIPLES	4
7. PEDAGOGY	4
8. PUTONGHUA AND CHINESE CHARACTERS	5
9. IMPLEMENTATION	5
9.1 ORGANISATION	5
9.2 RESOURCING	5
10. COMPLIANCE	5
10.1 RESPONSIBILITIES	5
10.2 RECORDING AND REPORTING	6

1. Policy Document Review

This policy document is subject to a regular review by ESF to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements. ESF reserves the right to amend this Policy following such review.

1.1 Review status

Review No.	Summary of Revision following Review	Reviewed		Approved	
		By	Date	By	Date
1.	New policy	Head of Quality Improvement and Support	June 2022		

2. ESF vision

The English Schools Foundation vision is for every child to be the best that they can be.

3. Purpose

This policy outlines ESF's position with respect to recognising, teaching and supporting the learning of Chinese language and culture in schools foundation-wide.

4. Scope

This policy applies to the use of Chinese language and culture in all ESF schools and should be understood by all ESF principals and staff.

The principles in this policy apply to leaders in ESF schools when designing Chinese language programmes that meet the needs of their students' age, stage and ability.

5. Definitions

ESF	English Schools Foundation
ESL	Educational Services Limited
PIS	Private Independent School

6. Policy principles

Through this policy:

- ESF is committed to high-quality learning and teaching of the Chinese language and culture for all students.
- ESF recognises the importance of Chinese as one of the official languages of Hong Kong.
- ESF has a firm commitment to Chinese and this is demonstrated through a differentiated and personalised approach to learning from kindergarten to Year 13, fulfilling our vision for every student to be the best that they can be.
- All students at all year levels have the opportunity to learn Chinese, irrespective of their language profile and prior knowledge of the language.
- ESF recognises that respect and understanding of diverse linguistic and cultural heritages develop intercultural and intracultural awareness through engaging and communicating as internationally-minded global citizens.
- Chinese language learning enables a greater understanding of Chinese culture and heritage within the context of Hong Kong and beyond.
- ESF schools recognise that language acquisition is a personalised experience influenced by cultural heritage, prior language experiences, language exposure, cognitive, social and emotional development, and motivation.

7. Pedagogy

Chinese language learning nurtures student interests and builds on each student's prior knowledge and skills.

Teachers support student learning by offering appropriate levels of differentiation for each student using strategies to meet the needs of all learners.

Students use Chinese to communicate, to think, to express themselves, and to access further learning.

Cultural activities are an important part of school life in supporting the development of Chinese language knowledge and skills and enriching the student learning experience.

Language learning is culturally immersed and learning engagements are designed to facilitate an understanding of Chinese culture and context.

Chinese language enables students to learn about local and global themes through the use of Chinese language and literature.

Chinese language learning is planned for and supported to ensure that student progress is based on prior experience and current understanding.

The communication areas of listening, speaking, reading, writing, viewing and presenting are developed as students acquire knowledge and skills.

Chinese language and culture connections are reinforced in other areas of the curriculum.

Schools use high-quality Chinese resources to support learning.

Libraries, resource centres, learning technologies and web-based subscriptions are used to support students' independent learning in Chinese.

8. Putonghua and Chinese characters

In ESF schools, students learn Putonghua 普通話 as the standard phonology of Modern Standard Chinese.

Hanyu Pinyin 漢語拼音, the official romanisation system for Modern Standard Chinese, is taught in ESF schools.

Schools teach the simplified Chinese writing form 簡體字 as part of the mainstream curriculum and adopt a flexible approach to include the traditional Chinese writing form 繁體字.

Students are able to use either simplified and/or traditional writing forms at school.

Students have access to a range of Chinese language resources in both simplified and traditional forms at school.

9. Implementation

The implementation of this policy should be read in conjunction with the *ESF Language Policy*.

9.1 Organisation

The school ensures the Chinese language programme is an integral part of the curriculum.

The school provides, beyond timetabled Chinese language classes, opportunities for students to learn Chinese language and culture.

Parents are valued partners in supporting the inclusion of Chinese language and culture within the school.

9.2 Resourcing

Resourcing is in place to ensure that Chinese lesson time is provided with regard to meeting the needs of the students.

The resourcing of Chinese language learning is determined at the school level in compliance with the funding allocation.

10. Compliance

10.1 Responsibilities

The Director of Strategic Performance and Quality Assurance is the Policy Owner.

The contact officers for this policy are:

- Head of Quality Improvement and Support

The following are responsible for the implementation of this policy at the school level:

- Principals
- Teachers of Chinese

10.2 Recording and reporting

Schools ensure they comply with this policy.